



Pacific College of
Oriental Medicine

CATALOG

ACADEMIC YEARS

Fall 2014 - 2015

New York Campus



New York Campus CATALOG

Academic Years Fall 2014 – 2015

Pacific College of Oriental Medicine

Mission

Pacific College improves lives by educating and inspiring compassionate, skilled leaders of patient-centered, traditional East Asian and integrative healthcare.

Core Value Statement & Core Values

All members of the Pacific College 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:

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

Vision

Pacific College is the recognized leader in delivering integrative and holistic healthcare education to practitioners and the public.

Pacific College is a catalyst for the adoption and expansion of integrative and holistic healthcare principles, practices, and research, empowering individuals to gain and maintain health and enjoy life.

Pacific College is revolutionizing the structure and economics of healthcare by bringing education and integrative healthcare to where people live, learn, and play.

Pacific College Clinical Mission Statement

We, the Pacific College of Oriental Medicine Clinic, a nationally recognized educational facility, provide:

- Exemplary clinical training for our students
- Supportive services for our staff
- Personalized integrative medical treatments for our patients

Administrative Mission Statement

We, the Administration of Pacific College of Oriental Medicine, strive to provide personalized service and guidance to our students, faculty and staff with respect, integrity and compassion.

Publication Date September 1, 2014

**For San Diego or Chicago catalogs, please contact the campus below
or visit our website: www.pacificcollege.edu*

San Diego Campus

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800-729-0941

New York Campus

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212-982-3456
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Chicago Campus

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Chicago, IL 60601
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Message From the President

Americans have discovered the value of the healing system known to many as Acupuncture and Oriental Medicine. This is a healthcare system that supports the human body, mind, and spirit: a system that can prevent, as well as cure, disease. Perceiving the value of this system, we have set about making it our own.

What will we in America contribute to this healthcare tradition? One promising development has been the advent of Integrative Medicine, a concept embraced by both the biomedical and Oriental medical professions. From the Institute of Medicine, "Integrative Medicine can be described as... a seamless engagement by patients and caregivers of the full range of physical, psychological, social, preventive, and therapeutic factors known to be effective and necessary for the achievement of optimal health." Pacific College has pioneered this philosophy and has expanded its curriculum and programs in order that more students may fulfill its promise.

Therefore, in addition to our acupuncture, Oriental medicine, and massage programs, we have added Holistic Nursing. From the American Holistic Nurses Association, "Holistic Nursing recognizes the interrelationship of the unified bio-psychosocial-cultural-spiritual-energetic-environmental dimensions of the person... focuses on protecting, promoting, and optimizing health and wellness, assisting healing, preventing illness and injury, alleviating suffering, and supporting people to find meaning, peace, comfort, harmony, and balance through the diagnosis and treatment of human response."

Pacific College of Oriental Medicine has established branch campuses in San Diego, New York, Chicago and now online. At our campuses, and through our online Center for Lifelong Learning, it is our goal to cultivate an exchange of information that will lead to the understanding and advancement of these holistic, integrative paradigms. We will reveal a system that is not the province of one particular culture, but a system that is practicable by any student willing to invest the time to learn it, and effective for any patient willing to give it the chance.

It is our goal at Pacific College to combine the useful principles of Acupuncture and Oriental Medicine and related fields with the freedom and innovation of our modern society. Through research and high educational standards, we will continue to increase our knowledge of the human condition. Not only will we live up to the honored standards of the past, we will meet the responsibilities of today. At Pacific College, we are aware of this unique position and accept its challenge. If you would like to be at the forefront of a growing profession, while experiencing the satisfaction of continuing a time-tested tradition, join us at Pacific College of Oriental Medicine.

*Jack Miller, LAc, MA
President*

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IMPORTANT TERMINOLOGY

Acupuncturist and Oriental Medical Practitioner

In this catalog, the terms "acupuncturist" and "Oriental 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 admission representative at Pacific for the specific legal reference in a particular state.

Massage Practitioner

The terms massage practitioner, body therapist, or bodyworker may be used interchangeably and indicate graduates of all levels of massage training.

Integrative Medicine

PCOM 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 wellbeing. 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. (Source: Institute of Medicine)

Biomedicine

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

Oriental Medicine

The term "Oriental medicine" has been chosen by practitioners in many parts of the world to describe, as broadly and accurately as possible, the many variations and approaches to healing that have grown from the roots of the Yellow Emperor's Inner Classic (Huang Di Ne Jing). The medical perceptions recorded in this text 2,000 years ago have formed the basis for wide-ranging intellectual and clinical inquiry in China, Japan, Korea, Vietnam, Europe, and the United States. The international community of practitioners felt that the expression "Chinese medicine" or "traditional Chinese medicine", while speaking to the origins of this medicine, failed to embrace the 1500 years of practice and contributions by clinicians outside of China. It is for this reason that practitioners in China and Japan, as well as practitioners of many ethnicities in the United States and agencies such as the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM) use this term to identify the medicine we practice.

It might be that an expression such as "Pan-Asian classical Chinese medicine" might be more precise, but the term "Oriental medicine" has been adopted by many practitioners in many countries and captures the ecumenical, diverse and constantly developing flavor of this medicine, while recognizing and honoring its Asian roots. In this catalog, East Asian, Chinese, and Oriental are used interchangeably when generally describing our medicine. When other terms are used, for example, Japanese, Korean, or traditional Chinese medicine, they describe specific paradigms or techniques.

Course Numbering System

Pacific identifies the level of its courses by number. Courses 100-200 are lower division level. Courses 300-400 are upper division. 500 and above are graduate level courses.

APPROVAL, ACCREDITATION & LICENSURE

New York Campus

Pacific College of Oriental Medicine (New York), a branch of Pacific College of Oriental Medicine, was founded in 1993 and is registered with the New York State Education Department and approved by the Board of Regents. The New York campus offers the Bachelor of Professional Studies/Master of Science (Traditional Oriental Medicine), Bachelor of Professional Studies/Master of Science (Acupuncture), Bachelor of Science in Nursing (Holistic Nursing), Associate of Occupational Studies (Massage Therapies), and the Certificate of Chinese Herbal Studies.

A Consortium Agreement has been established between the San Diego Campus, as “host” with the New York Campus, or “home” campus, for online courses.

San Diego Campus

Pacific College of Oriental Medicine (San Diego), founded in 1986, is a private institution that has been approved to operate by the California Bureau of Private Postsecondary Education to award the Doctorate of Acupuncture and Oriental Medicine, Master of Science (Traditional Oriental Medicine), Bachelor of Health Science (Asian Holistic Health and Massage), Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Holistic Health Science) and the Massage Therapist/Asian Bodywork Certificate. The San Diego Campus is also recognized by the Bureau of Private Postsecondary Education to offer eLearning coursework.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, Toll Free Number 888-370-7589; Fax Number 916-263-1897, <http://www.bppve.ca.gov>). As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Chicago Campus

Pacific College of Oriental Medicine (Chicago), a branch of Pacific College of Oriental Medicine was founded in 2000 and has been approved by the Illinois Board of Higher Education to award the Master of Science (Traditional Oriental Medicine), Bachelor of Science (Asian Holistic Health and Massage) (*program currently not offered*), Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Massage Therapies), and the Massage Therapist (Asian Bodywork) Certificate.

A Consortium Agreement has been established between the San Diego Campus, as “host” with the Chicago Campus, or “home” campus, for online courses.

Institutional Accreditation

Pacific College of Oriental Medicine is accredited by the Accrediting Commission of Career Schools and Colleges. The Accrediting Commission of Career Schools and Colleges (ACCSC) is listed by the U.S. Department of Education as a nationally recognized accrediting agency. The San Diego Campus is approved by ACCSC to offer eLearning coursework. ACCSC’s scope does not include the accreditation of Pacific College’s doctoral program.

Programmatic Accreditation

Pacific College of Oriental Medicine is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for freestanding institutions and colleges of acupuncture or Oriental medicine that offer such programs.

The Master and Doctoral Degrees – Oriental Medicine programs of Pacific College of Oriental Medicine - San Diego are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine

practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952-212-2434; fax 301-313-0912.

WASC Candidacy for Accreditation

Pacific College of Oriental Medicine has been recognized as a Candidate for Accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of four years through spring 2017. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation.

ACEN Candidacy

This Nursing education program offered at the New York campus is a candidate for accreditation by the Accreditation Commission for Education in Nursing.

Veterans' Information

Pacific College is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code. Please obtain a copy of "Veterans' Information: Addendum to Pacific College Catalog" available from the Financial Aid Office and Admissions Representatives for important additional information pertaining to veterans only and not found in the catalog. To honor our Veterans, Pacific College of Oriental Medicine waives the application fee for all US Veterans.

Licensing Examinations and Requirements

Acupuncture Licensure

Graduates of the MSTOM program at all three campuses are eligible to take the California Acupuncture Licensing Examination (CALE). Only graduates from schools approved by the California Acupuncture Board are allowed to sit for the licensing examination in California.

During the internship year of their program, all Pacific College master degree students are eligible to take the following exams of the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM): Acupuncture, Foundations of Oriental Medicine, Point Location, and Biomedicine. All MS graduates are eligible for Acupuncture Certification. Additionally, MSTOM students are eligible to take the Chinese Herbology section of the NCCAOM exam and are eligible for Oriental Medicine and Chinese Herbology certification upon graduation.

The NCCAOM acupuncture exam is used by many states outside California, including New York and Illinois, as a part of their licensing requirements. Specific information about all states' licensure requirements can be obtained by contacting the Office of the Registrar.

To the best of our knowledge, the MSTOM curriculum at Pacific meets or exceeds the classroom requirements of all states where acupuncturists are licensed. For current approval information, or for exact licensing and testing requirements in any state, please contact the Office of the Registrar.

Massage Certification

Graduates of Pacific's Massage Therapy/Asian Bodywork certificate, associate degrees, and massage bachelor degrees are eligible to take the massage exams administered by the National Certification Board for Therapeutic Massage and Bodywork (NESL Exam) and the Federation of State Massage Board (Mblex Exam).

Graduates of Pacific's Associates and Bachelors massage degrees with at least 750 hours of study and 250 hours of post-graduate experience are eligible to take the board certification exam administered by the NCBTMB (National Certification Board for Therapeutic Massage & Bodywork).

Graduates of the New York campus Associate degree program are eligible to take the New York State Massage Licensure Exam. In addition PCOM, New York graduates choosing to get licensed out of New York State are eligible to take the NCBTMB or Mblex exams.

Graduates of Pacific's Associates and Bachelors massage degree programs, depending on course selection, are eligible to become certified by the AOBTA (American Organization for Bodywork therapies of Asia).

There are two options for massage certification by the state of California, a Certified Massage Therapist (CMT) and a Certified Massage Practitioner (CMP).

A Certified Massage Therapist (CMT) holds the highest level of certification offered by the CAMTC, and requires the equivalent of five hundred (500) or more hours of formal education and training in Massage Therapy.

A Certified Massage Practitioner (CMP) requires between 250 and 499 hours of Massage Therapy training from an Approved School, and at least one hundred (100) of your hours of education were devoted to instruction addressing anatomy and physiology, contraindications, health and hygiene, and business and ethics.

For practical purposes, a Certified Massage Practitioner (CMP) can provide services according to training and experience that are similar to services provided by a Certified Massage Therapist (CMT), and can benefit from all aspects of CAMTC Certification in the same way as a CMT. A CMP can work anywhere in California, just like a CMT (remember that a business license is still required to own your own business, or to be self-employed). However, the "Certified Massage Practitioner" title will likely phase out completely as higher educational standards for Massage Therapy training are adopted in California.

It is important to note that the "Certified Massage Practitioner" (CMP) route for first-time applicants will completely disappear by the end of the year 2015. However, if a practitioner is still certified in good standing as a CMP by the end of the year 2015, then the CMP certification may continue indefinitely, so long as the CMP certification is renewed in a timely manner every two years.

Licensure and Certification Disclosure

Completion of a Pacific College program does not guarantee admission to, eligibility for, or passage of any licensing exam required by any state or national licensing or testing board. Licensing and certifying agencies or employers may perform background checks to determine eligibility to become licensed or employed. It is important that an applicant who has a prior conviction on his or her record check the regulations of the state in which s/he may want to become licensed to ensure eligibility for licensure. Moreover, the date of graduation may delay the ability to immediately sit for required exams.

International Students

Pacific College is authorized under federal law to enroll nonimmigrant, alien students.

Pacific College eLearning Coursework

Pacific College believes that offering a portion of a course/program online will allow students to engage in academic activity at convenient times and relieve the pressure created by jobs and other responsibilities. Pacific College of Oriental Medicine offers web-enhanced courses in all of its programs. The massage programs in San Diego also include the option to take a wide range of classes in either a hybrid or fully online format. The doctoral program is about 50% online. Beginning in Fall 2014, the college will begin to pilot *optional* online classes in the MSTOM program.

While at Pacific College students should expect to engage in either web-enhanced, hybrid, or fully online courses, subject to limits established by state licensure and accreditation.

In addition to "web-enhanced" coursework, the college offers two variations of online learning:

- *Hybrid Courses:* Students spend a portion of their time in a classroom environment and there are required online activities every week. The same instructor would be involved in both settings.
- *Fully Online Courses:* Students spend 100% of their time in an online setting. A regular Pacific College on-the-ground instructor will deliver the course.

Second Half of the Catalog

The second half of Pacific College's catalog contains the policies and procedures of the institution, as well as specific admissions and graduation requirements for a given academic period. The entire catalog is available on the website at <http://www.pacificcollege.edu>. It is provided to students in printed form upon request.

Prospective students are encouraged to visit Pacific's campuses, and to discuss their educational, professional, and personal goals with college personnel prior to enrollment. We are happy to answer any question at length.

Doctorate Catalog

Qualified acupuncturists interested in San Diego's Doctorate of Acupuncture and Oriental Medicine should contact the college or visit our website to obtain a doctorate catalog. Pacific College is training tomorrow's Oriental medicine leaders today.

San Diego and Chicago Catalogs

Pacific College's Chicago and San Diego campuses offer similar Oriental medicine and massage degree programs as the New York campus. Students interested in a particular campus should obtain a catalog by contacting the campus or downloading it from the college's website, <http://www.pacificcollege.edu>. The Bachelor of Science in Nursing (Holistic Nursing) program has its own catalog, available on the website or from the New York Admissions Department. This catalog, while containing some information about San Diego and Chicago, is for the New York campus only.

THE CAMPUSES

New York Campus

The Pacific College of Oriental Medicine (PCOM) New York campus is located in Lower Manhattan, the southern part of the island of 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, Financial District in the middle, and the South Street Seaport to the east.

The 42,000 square foot PCOM NY campus occupies the 19th floor, while the clinic located conveniently on the ground floor of 110 William Street, New York, NY 10038.

The campus features 16 classrooms, a student lounge that features a stunning view of East River and the Brooklyn Bridge, changing rooms for men and women, and group study rooms for students. The space also includes an expansive faculty lounge and meeting rooms for faculty to talk with students. The PCOM clinic and campus was newly designed in 2013, and is the first PCOM NY clinic to have been created from scratch according to the college's needs, rather than the result of moving into an existing carved-out space. With 22 private treatment rooms on the ground floor and an additional 8 treatment rooms on the 19th floor, the clinic has a grand total of 30 treatment rooms.

The college was attentive to details large and small when designing the new campus in 2013, including the feel of the environment and the Feng Shui flow. A Feng Shui specialist was consulted during the construction, resulting in a harmonious flow of traffic throughout the rooms of the new campus, and soothing and efficient lighting throughout. The Student Council was also consulted during construction, providing input on the students' wish list.

One of New York's best-kept secrets is its natural world. Whether it is walking among 20,000 tulips in Central Park's Conservatory Gardens, ice skating in Rockefeller Center, or kayaking on the Hudson River, New York City is a pleasant surprise to any nature lover. Outside the city limits, one is sure to be impressed by the nation's most beautiful publicly owned beaches and quiet deciduous forests, all within an hour of downtown life and accessible via public transportation.

The college has convenient subway and train access and is located in an area that is lively at all times during the day and evening. Even the most innocent out-of-towner will feel safe and comfortable exploring this area.

Life in New York

Near campus in Lower Manhattan, there is a huge variety of places to dine, including fast food, healthy options, and cheap as well as high-end dining. There are also many new places being built, which include new apartment buildings, condominiums, and shops. This area is an attraction for both students and patients. PCOM NY is located in an area that is steeped in early colonial history with museums and some of the original cobblestone streets still in place, but it's also an area of growth with the Century 21 flagship store and the shops at The South Street Seaport. The campus is walking distance to historic City Hall, Chinatown, and the beautiful Battery Park waterfront and the Staten Island ferry to the Statue of Liberty.

With a population that's more than doubled in the past eight years, Lower Manhattan is one of New York's fastest growing areas. In the past, the downtown area hasn't been thought of as much more than the home of Wall Street and the Financial District, but thanks to a steady influx of newcomers, it's transforming into a vibrant 24/7 neighborhood. Dozens of restaurants and retailers have set up shop in the area, and construction projects have brought revitalized parks and new transit options. The new campus is near easily accessible transportation, including the New Jersey path train, 2, 3, 4, 5, 6, A, C, E, N, R, J, and Z subway lines, and the Staten Island Ferry.

San Diego Campus

The main campus of Pacific College of Oriental Medicine 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. Main Building 1 is a modern, spacious 24,000-square-foot facility, which houses four classrooms, the Campus Information Center, most college departmental and administrative offices, the largest of the student lounges/kitchens, the college library, and the Pacific College of Oriental Medicine Clinic. Main Building 2, just adjacent to Main Building 1 and adjoined by a shared parking lot, adds an additional 8,000 square-feet to the main campus. Main Building 2 is home to four classrooms, a quiet student study lounge with private study spaces, a kitchen/break room, a meditation and massage practice room, and several more administrative offices. The college has one more property within walking distance of the main campus. "Annex 1," located at 7540 Metropolitan Avenue, is 6,141 square feet of property. Annex 1 houses an additional four classrooms and several administrative offices. The school has several parking options available, easy freeway access, and is minutes from shopping centers, beaches, and affordable housing. Carpooling is encouraged to aid the environment and to alleviate parking around the campus area.

The Pacific College of Oriental Medicine Clinic, located in the central suite of Main Building 1, is a busy public clinic that offers acupuncture, herbal medicine, and massage therapy to the San Diego community. Licensed acupuncturists, interns, assistants, and therapeutic massage practitioners work as a holistic team to treat a wide variety of health problems. Their use of the complete herbal pharmacy, massage, and Oriental physical therapies demonstrates that holistic healers have many tools at their fingertips. A gracious, sunlit waiting room and reception area reflect professionalism and say to all visitors that Oriental medicine has entered the mainstream of modern society.

The library, also located in Main Building 1, a modern well-equipped facility with a large collection in multiple formats and numerous electronic resources offers an area conducive to study and research before or after class. The library is also home to a portion of Dr. Ted Kaptchuk's and Dr. Richard Yeh's collection of Chinese medical classics and is open to health professionals and the interested public providing a valuable resource to San Diego area researchers and alumni. Pacific College's library received a Health Library Award as one of the top 10 finalists in the country for the 2006 National Commission on Libraries and Information Sciences (NCLIS) Health Awards. It is continually recognized by the National Library of Medicine for its services through awards to support community health information outreach in San Diego.

The central location of the school and clinic make it ideal for serving the expanding population of San Diego. The clinic provides a perfect location from which to start an acupuncture practice as an intern. Pacific interns

have participated in research funded by the National Institutes of Health as well as institutionally sponsored research. The effective treatment provided by Pacific College students will ensure that the clinic remains one of the busiest in San Diego and will continue to provide a valuable educational experience for Pacific College students.

The Mission Valley district of San Diego is well known for its restaurants, shopping centers, and abundance of conveniently located apartments. The city of San Diego has widened and deepened the river that flows through Mission Valley. Walking and bike paths, parks, and other recreational opportunities have been added along the river, making the San Diego River project a serene place to relax between classes.

Close to Mission Valley, the North Park and Clairemont areas of San Diego offer some of central San Diego's most affordable housing while Hillcrest, Mission Hills, and the beach areas provide a community feeling at reasonable prices. Pacific does not have dormitory facilities under its control and assists students in finding housing only through identifying neighborhoods close to the college. Housing can be found reasonably close to the institution's facilities for an approximate cost of \$950 for a one-bedroom and \$1400 for a two-bedroom apartment. Many homes and apartments in San Diego are built on canyons and offer spectacular views and a feeling of country living within the city.

Life in San Diego

One of the best things about Pacific College of Oriental Medicine is something that the college can take no credit for, San Diego! It's hard to argue with its nickname, "America's Finest City," if you like sunshine, beaches, mountains, and a small town atmosphere within a growing metropolis.

Even as a student, it is nice to know you are living in one of America's premier vacation destinations. Within its city limits, you will find 70 miles of beaches, the world famous San Diego Zoo, Sea World, and the Wild Animal Park. San Diego's professional football and baseball teams have had their time at the top and locals are hopeful for the future. Within an hour's drive of San Diego, you will find the Anza-Borrego Desert State Park, with hot springs and spectacular scenery. The San Bernardino Mountains, just two and a half hours away, are great for all winter sports. In San Diego, it's true that you can surf in the morning and ski in the afternoon. For a change of pace, Mexico lies just minutes to the south. Practice your Spanish or simply relax between terms on the deserted beaches of Baja.

Regardless of what our counterparts in New York City may say, there is life west of the Mississippi-cultural life, that is. San Diego has a marvelous theater community. From the many quality neighborhood theatres to the well-known Old Globe Theater, the Playbill on any weekend offers something for almost any taste. The downtown Gaslamp Quarter is a blossoming circle of art galleries, studios, and coffee houses. San Diego's music scene inspires the musician in all of us. The University of California San Diego is the hub of the country's biotech research and development. Pacific's close alliance with the San Diego Taoist Sanctuary allows students interested in advanced internal and martial arts to extend their studies.

Chicago Campus

On August 24, 1999, the Illinois Board of Higher Education approved Pacific College as the first graduate program in Oriental medicine in the state. Thus was the start of the Chicago branch of Pacific College of Oriental Medicine. While some said that the home of the American Medical Association would be a challenging environment for Oriental medicine, we disagreed, and we were right. Pacific College 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 Oriental medicine communities in Chicago will lead to the recognition and acceptance of Oriental medicine as an integral and indispensable part of America's healthcare system. We expect that students and graduates of Pacific College's Chicago campus will continue to play an important role in this achievement. In 2004, working together with the acupuncture associations of Illinois, Pacific College 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's Chicago campus occupies three entire floors of a landmark building in the North Bridge area of downtown Chicago. Its bright and colorful 30,000 square feet includes 10 classrooms (all wired with A/V technology), 12 offices, a library with tutoring rooms, a meditation room, and three comfortable student lounges and common area. The facility also houses a large professional acupuncture clinic with 12 treatment rooms and an herbal dispensary for student training.

The college is located at 65 East Wacker Place, between Michigan and Wabash, close to the "Loop" and Millennium Park. The campus is accessible to all forms of public transportation (CTA buses, trains, and METRA commuter trains).

Steps away from the Chicago River and the Magnificent Mile (Michigan Avenue), our campus has panoramic views of the city. As part of the vibrant downtown center, our students are able to enjoy free concerts in Millennium Park, peaceful strolls along the river walk, and a wide variety of cultural events, fairs, and celebrations.

The North Bridge section of Chicago is famous for its restaurants, shopping on Michigan Avenue and State Street, and theater district. This area of Chicago is part of the Educational Corridor, home to several colleges, bookstores, coffee shops, and entertainment venues.

Pacific College-Chicago is fortunate to be the only acupuncture and massage institution to offer the CTA (Chicago Transit Authority) U-Pass. Available only to our full-time students, the U-Pass gives the student discounted passage on public transportation (CTA buses and trains) throughout Chicago each semester.

Pacific College does not have dormitory facilities under its control, and assists students in finding housing only through identifying neighborhoods close to the college. Housing is reasonably near the institution's facilities and the approximate cost is \$750 for a studio/one-bedroom and \$1500 for a two-bedroom apartment.

Pacific College 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, we have several discounted parking garages nearby. As part of its green initiative, the city of Chicago has installed multiple bike racks on every street corner, making our campus truly accessible by all forms of transportation.

Life in Chicago

Often citizens of large cities make a hobby of complaining about their city. Not Chicagoans. They are genuinely happy to be there and use every opportunity to tell you about their wonderful city. Even residents from cities hundreds of miles away make the trip to Chicago to take advantage of all it offers. Luckily, Chicago is easy to get to. Chicago is the most central, most accessible city in the country. If you've relocated to attend Pacific College, family and friends from back home can visit easily. Chicago is also blessed with an effective public transportation system that allows you to live almost anywhere in the area and commute easily to school.

Chicago is the birthplace of the skyscraper and is also known for the Prairie-style architecture of Frank Lloyd Wright. Forty landmark districts lie within the city limits. Frank Sinatra called Chicago "My Kind of Town." It is certainly a jazz and blues capital, as well as home to the world-renowned Chicago Symphony Orchestra. If music plays a role in your life, Chicago will entertain and inspire you. Chicagoans take their sports seriously, too. Michael Jordan may be gone, but Chicagoans hope that the Bulls will be back in top form soon. In 1998, Pacific students had the pleasure of cheering, depending on which campus they were attending, for either the San Diego Padres or the New York Yankees in the World Series. Chicagoans got their chance in 2005 when the White Sox won the World Series.

If you haven't seen them you might not believe it, but Chicago actually has great beaches. The sandy shores of Lake Michigan provide Chicagoans with a summer playground that stretches from the Evanston border to the South Shore. There are also public boat-launching sites, as well as yacht clubs and marinas. The lakefront, preserved long ago by city planners, is an aesthetic backdrop that few other cities can offer. Major parks, such as Jackson Park on the South Side and Lincoln Park on the North, parallel the shoreline. Lincoln Park houses the Lincoln Park Zoo and the Chicago Historical Society. As you can see, Chicago has a lot to offer a

Pacific College student. If school doesn't keep you busy enough, those friendly Chicagoans will. Remember, they love their city and want to show you why.

Teaching and Learning Equipment & Resources

Each campus continually adds to and improves teaching and learning resources and equipment. In addition to spacious, well-stocked libraries with banks of computers for student use, the colleges have the following equipment to deliver and enhance student learning:

- High Definition Televisions in each classroom
- LCD Projectors and external speakers available for classroom use
- Massage tables
- Thai/Shiatsu massage mats, bolsters, and kneeling pillows
- Treatment carts stocked with acupuncture and massage equipment
- Teaching charts in each classroom
- Full skeleton and other models of the human body
- Fully equipped clinic for acupuncture and massage treatment
- Wireless access and electricity sources for computer use in classrooms
- Hydrocullator for clinic use
- Privacy screens
- Cooking mechanisms and supplies for nutrition classes

Holistic Living

There are large holistic health communities in San Diego, New York, and Chicago. Many natural food stores and restaurants, holistic health newspapers, and alternative bookstores offer job opportunities to students. Entrepreneurial students also find it easy to supplement their incomes by doing massage or teaching classes in yoga, tai ji, nutrition, or whatever their specialty might be.

With the growing acceptance of acupuncture and Oriental medicine, Pacific College has seen many medical practitioners acquire an interest in natural healing. It is part of the mission of Pacific College to encourage cooperation and communication between all healthcare professionals. A friendly alliance benefits the community by seeing that healthcare needs are met by professionals with an awareness of alternatives. San Diego is becoming a model for this type of cooperation. In New York, Lincoln Hospital and other facilities have led the world in advancing the use of acupuncture for chemical dependency. In Chicago, Pacific enjoys a cooperative relationship with Heartland Health Outreach, Project Vida, and Chicago Women's Health Center.

eLearning at Pacific College

eLearning courses provide maximum flexibility in scheduling for student convenience, as well as enhancing the learning experience with online course content and activities. Pacific College of Oriental Medicine offers web-enhanced courses in all of its programs. The massage programs in San Diego also include the option to take a wide range of classes in either a hybrid or fully online format. The doctoral program is about 50% online. Beginning in Fall 2014, the college will begin to pilot *optional* online classes in the MSTOM program.

A web-enhanced course uses web-based activities and assignments to enhance the classroom experience. Otherwise, these classes are delivered in a traditional classroom format that meets for regular hours on campus. For example, massage techniques classes are often enhanced with video demonstrations of techniques. A hybrid course has a portion of the class hours shifted to the online format. However, all hands-on components of hybrid classes (such as labs) take place on campus. A fully online course takes place 100% online. Only general education classes like English and Psychology are currently offered in the fully online format.

All course formats involving any form of eLearning are delivered via the Pacific College eLearning System, a state-of-the-art platform designed from the ground up for a great student experience. Courses are accessible from any desktop or laptop computer, as well as from tablets and smartphones.

Basic Technology Requirements for All Programs

Students are required to have regular and reliable access to a computer that meets or exceeds these specifications:

- 50 GB of available hard drive space
- 2.0 GB of RAM
- DVD +/- RW
- Hardware-accelerated OpenGL graphics card
- Sound Blaster-compatible 16-bit sound card
- Headset or speakers
- Monitor/display video card capable of 1024x1280 resolution and 32-bit color
- Minimum connection speed of at least 1.5 Mbps and an 802.11g or n wireless device
- The following browser features:
 - Java
 - JavaScript
 - Cookies
 - Adobe Flash & Adobe Acrobat Reader
 - Secure connection (HTTPS)

Macintosh Specific Requirements :

- Intel Processor
- Office for MAC 2004 or later versions or another Mac or web-based application that can read and save in Microsoft format
- MAC OS X 10.6 and above with latest version of Firefox

PC Specific Requirements :

- Pentium IV Processor (minimum)
- Windows XP or later with latest version of Firefox
- Microsoft Office 2003 or later versions or another Windows or web-based application that can read and save in Microsoft format

Other important factors to consider:

- Firefox is the only browser supported by the college's LMS.
- To prevent the spread of computer viruses and worms, Pacific College requires that you install and maintain antivirus software when using the Pacific College Wireless Network.
- The college LMS does not support any beta or preview release versions of browsers.

If students plan to access their courses from a place of employment, please note that corporations often place restrictions on the type of content allowed through the organization's firewall or network security. These restrictions may affect access to online courses from work and are beyond the college's ability to predict or control.

Verify that your technology meets hardware and software requirements. The student will be required to obtain any software tools, plug-ins and/or applications identified in specific courses during the program of study.

Technology Requirements for Live Video Conferences

Beginning in Fall 2014, the college will begin to pilot *optional* online classes in the MSTOM program. These classes will make use of live video conferencing. Students will always have the option of taking a regular on-campus section of each class. However, if you choose to take an online class in the MSTOM program, you will need more advanced technology to participate. Those additional requirements are detailed below.

Internet Requirements

- Cable or LTE*

- Bandwidth: 3 MBPS Upload and 10 MBPS Download or more for simultaneous screen sharing, video and audio conferencing

* LTE not recommended as your only connection. Unless you have an unlimited data plan, significant overage charges may be incurred.

Additional Hardware Requirements

- Headphones and built-in microphone or external headset with microphone
- Webcam (external or built-in)

Platform-Specific Requirements

Windows <i>Operating System</i> <i>Processor</i> <i>RAM</i> <i>Browser</i>	Windows 7 or 8 2.4GHz or more 2GB or more Mozilla® Firefox® (current version)
Mac <i>Operating System</i> <i>Processor</i> <i>RAM</i> <i>Browser</i>	Mac OS® X 10.8 (Mountain Lion®) 2.4GHz Intel processor (Core 2 Duo) 2GB Mozilla® Firefox® (current version)
iOS <i>Operating System</i> <i>Device</i>	Not recommended for live, online classes iOS 6 or newer iPad® 2 or newer
Android <i>Operating System</i> <i>Processor</i>	Not recommended for live, online classes Android 2.2 or higher 1GHz CPU or higher recommended
Windows 8 & Windows RT <i>Operating System</i> <i>Processor</i>	Not recommended for live, online classes Windows 8 or Windows RT X86, x64, or ARM

INTEGRATIVE MEDICINE COLLABORATIONS

Pacific College engages in active cooperation with the wider medical community in the cities it serves. The expanding relationships that have been created reflect not only Pacific College's mission and commitment to such projects, but the growing acceptance of integrative medicine by allied healthcare providers.

- Rady Children's Hospital San Diego
- First Lutheran Church Senior Clinic
- First Lutheran Church Free Clinic
- Pacific Beach United Methodist Church Free Clinic
- San Diego Hospice and the Institute of Palliative Medicine
- UCSD RIMAC Sports Training Facility
- Owen Clinic at UCSD Medical Center
- Integrative Health Nights: Community Clinics
- San Diego Cancer Research Institute
- Veteran's Clinic
- Family Recovery Center/Mental Health Systems
- The Grand Meridian, China Town
- Beth Israel Comprehensive Cancer Care Center
- Project VIDA, Inc.
- Chicago Women's Health Center
- St. John's Riverside Hospital, Yonkers
- Initiative for Women with Disabilities/ Hospital for Joint Diseases
- Housing Works
- Veteran's Affairs Hospital
- Lutheran Hospital for Labor and Delivery
- Lurie Children's Hospital Ronald McDonald House
- The Fortune Society
- Columbia Health at Columbia University
- Lutheran Hospital - Neurology and Post-Stroke
- Lutheran Hospital - Abdominal Acupuncture
- Joffrey Ballet School (*massage only*)

These healthcare alliances were current at the time of printing. Please contact an admissions representative for the latest details about Pacific College's off-site internship opportunities. Because of Pacific's commitment to such educational experiences, sites may have been added or expanded since printing the catalog.

ACUPUNCTURE AND THE LAW

The profession of acupuncture and Oriental medicine has adapted rapidly to the modern, professional environment. Since 1978 in California, 1991 in New York, and 2004 in Illinois, acupuncturists have had primary healthcare responsibilities. In this context, primary means first. A patient can see an acupuncturist first, without referral from a medical doctor. In many ways, acupuncture has one of the broadest scopes of practice in medicine today. An acupuncturist can legally treat most illnesses affecting any part of the body.

Often when we speak of acupuncture as a profession, we really mean Oriental medicine. Oriental medicine is a body of knowledge and techniques related by a common theoretical base. Most acupuncturists are trained in the practice of therapeutic exercise, bodywork, and Oriental body therapy. Others include Chinese herbology and nutrition in their training. All should have a solid foundation in modern clinical medicine. Together with acupuncture, these modalities combine into an effective tool chest for the treatment of disease and maintenance of wellbeing.

As a tribute to the value of acupuncture, many acupuncturists prospered for years without the benefit of insurance coverage for their services. However, in 1985, state Senate Bill 2179 required all group insurance plans in California to offer acupuncture if an employer wanted it in their benefits package. As a result, a typical California acupuncture practice may now include more than 50 percent insurance patients.

On January 1, 1989, another important law was passed. Senate Bill 840 required Workers' Compensation insurance to cover acupuncture in California. This is significant because many job-related injuries can be treated by acupuncture. The cost-effectiveness of acupuncture should make it popular with insurance companies and patients. If you are interested in learning more about acupuncture as a career, an admissions representative at Pacific College will be able to answer your questions and arrange a visit to a local acupuncture office.

New York Acupuncture Law

In New York, acupuncture is defined and regulated under Education Law, Article 160. It states: "The profession of acupuncture is the treating, by means of mechanical, thermal, or electrical stimulation effected by the insertion of needles or by the application of heat, pressure or electrical stimulation at a point or combination of points on the surface of the body predetermined on the basis of the theory of the physiological interrelationship of body organs with an associated point or combination of points for diseases, disorders and dysfunctions of the body for the purpose of achieving a therapeutic or prophylactic effect."

Acupuncture Legislation in California

1978 - Assembly Bill (AB) 1291 (Torres, author of the bill). This bill established acupuncturists as primary healthcare providers by eliminating the necessity of prior diagnosis or referral by an M.D., dentist, podiatrist, or chiropractor.

1978 - AB 2424 (Keysor). This bill authorized Medi-Cal payments for acupuncturists.

1980 - AB 3040 (Knox). This bill expanded the scope of practice to include electro-acupuncture, Oriental massage, moxibustion, and the prescribing of herbs.

1981 - AB 538 (Rosenthal). AB 538 requires dentists and podiatrists to take a course of instruction in acupuncture prior to practicing acupuncture and recommends that M.D.s receive continuing education in acupuncture if they use it in practice.

1985 - Senate Bill (SB) 2179. The acupuncture insurance bill requires healthcare service plans and nonprofit hospital service plans issued on a group basis to offer acupuncture coverage.

1987 - SB 1544 (Marks). SB 1544 changes acupuncture status from Certified Acupuncturist to Licensed Acupuncturist.

1987 - SB 839 (Torres). SB 839 restricts the performance of acupuncture research to Licensed Acupuncturists.

1989 - SB 840 (Torres). This bill includes acupuncturists as “physicians” for the purposes of treating injured employees entitled to worker’s compensation benefits.

In California, acupuncturists are licensed by the Acupuncture Board of California, a division of the Department of Consumer Affairs. The Acupuncture Certification Act can be found in Chapter 12 of the Business and Professions Code.

The following excerpts are very useful in understanding the legal definition of “acupuncturist” in California.

Article 1. Paragraph 4926

The purpose of this article is to encourage the more effective utilization of the skills of acupuncturists by California citizens desiring a holistic approach to health and to remove the existing legal constraints, which are an unnecessary hindrance to the more effective provision of healthcare services. Also, as it affects the public health, safety, and welfare, there is a necessity that individuals practicing acupuncture be subject to regulation and control as a primary healthcare profession.

Paragraph 4927 (e)

“Acupuncture” means the stimulation of a certain point or points on or near the surface of the body by insertion of needles to prevent or modify the perception of pain or to normalize physiological functions, including pain control, the treatment of certain diseases, and includes the techniques of electro-acupuncture, cupping, and moxibustion.

Paragraph 4937

An acupuncturist’s license authorizes the holder:

- To engage in the practice of acupuncture.
- To perform or prescribe the use of Asian massage, acupressure, breathing techniques, exercise, heat, cold, magnets, nutrition, diet, herbs, plant, animal and mineral products, and dietary supplements to promote, maintain, and restore health.

Illinois Acupuncture Law

In Illinois, acupuncture is regulated by the Illinois Department of Financial and Professional Regulation. The Illinois Acupuncture Practice Act defines acupuncture as “the evaluation or treatment of persons affected through a method of stimulation of a certain point or points... to prevent or modify the perception of pain, to normalize physiological functions, or for the treatment of certain diseases or dysfunctions of the body.

In 2004, the Illinois Acupuncture Federation, of which Pacific College is a key member, introduced legislation to remove the requirement of a physician’s referral to receive acupuncture. We are pleased to announce our success. Illinois acupuncture patients no longer need a physician’s referral prior to seeing a licensed acupuncturist. This is just one more significant indication of the growing recognition of the excellent training acupuncturists receive and their enviable safety record. Now, citizens of Illinois, like their counterparts in California, New York, and most other states, will enjoy direct access to their Oriental medical practitioners.

As with most legal language, these sentences are long and take two or three readings to fully appreciate. However, they are worth understanding because they outline a broad scope of practice. By stating that acupuncture is used to normalize physiological function (CA, IL), or to treat disease (NY), the law recognizes that acupuncture is not just for pain control. Acupuncturists are licensed to utilize powerful, natural healing modalities, time-tested for thousands of years, for the benefit of their patients.

These laws are evidence of the growth of acupuncture in today’s society. Pacific College extends its appreciation to the various acupuncture associations, colleges, and individuals that worked so hard to make these laws a reality. Through active participation in the profession, our students will continue the advancement of natural healing.

WORLD WIDE ACCEPTANCE

The World Health Organization

Two of the most common questions asked by people unfamiliar with acupuncture are, “What is acupuncture used for?” “Does it work?” (The most common question is, “Does it hurt?”) Since at least 200 B.C., the application and effects of acupuncture and herbs have been documented. It is only recently, however, that Oriental medicine has been systematically explored using the scientific method. The results confirm what ancient physicians concluded through their keen powers of observation.

Large numbers of experiments and clinical studies have been performed on the mechanisms of acupuncture analgesia. Chinese and Biomedical scientists have proven that acupuncture does indeed increase levels of endogenous morphine-like substances. Clinical studies of acupuncture in the treatment of a wide range of illnesses have led to acupuncture’s acceptance beyond pain control.

Following is the World Health Organization’s now famous list of diseases that lend themselves to treatment by acupuncture. (Editor’s note: The inclusion of herbal remedies in a scope of practice may broaden the range of disorders that may be successfully treated.)

Upper Respiratory Tract

- Acute sinusitis
- Acute rhinitis
- Common cold
- Acute tonsillitis

Respiratory System

- Acute bronchitis
- Bronchial asthma (most effective in children and in patients without complicating diseases)

Disorders of the Eye

- Acute conjunctivitis
- Central retinitis
- Myopia (in children)
- Cataract (without complications)

Disorders of the Mouth

- Toothaches, post extraction pain
- Gingivitis
- Acute and chronic pharyngitis

Gastrointestinal Disorders

- Spasms of esophagus and Cardia
- Hiccough
- Gastroparesis
- Acute and chronic gastritis
- Gastric hyperacidity
- Chronic duodenal ulcer (pain relief)
- Acute duodenal ulcer (without complication)
- Acute and chronic colitis
- Acute bacillary dysentery
- Constipation
- Diarrhea paralytic ileus

Neurological and Musculoskeletal Disorders

- Headache and migraine
- Trigeminal neuralgia
- Facial palsy (early stage, within 3-6 months)
- Paresis following stroke
- Peripheral neuropathies
- Sequelae to poliomyelitis (early stage, within 6 months)
- Meniere's Disease
- Neurogenic bladder dysfunction
- Nocturnal enuresis
- Intercostal neuralgia
- Cervicobrachial syndrome
- "Frozen shoulder," "tennis elbow"
- Sciatica
- Low back pain
- Osteoarthritis

From the American Journal of Acupuncture, July-Sept. 1980, "The World Health Organization Viewpoint On Acupuncture" by R.H. Bannerman, MD, World Health Organization. Avenue Appia. 1211 Geneva 27, Switzerland

PACIFIC COLLEGE LIBRARIES

Access to Information, Resources, and Health Information Literacy

As a leading digital library with major electronic resources, databases, e-books and online journals, the campus libraries provide Health Information Literacy classes for students to teach them how to find and locate materials in all formats and databases. The classes are taught for at least two courses each semester.

In addition, access to all of the College's resources is available on the library webpage through the online catalog with instructions in a Tutorials section at www.pacificcollege.edu/acupuncture-massage-college-library/tutorials.html.

There is a tutorial overview that includes the catalog with access to print and non-print resources. This is followed by numerous tutorials on e-resources of e-books and databases including PubMed, MedlinePlus, My NCBI, Alt Healthwatch, Medline with Full Text, and EJS online journals.

In addition, we include the NLM tutorials, which are Quick tours. There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, Senior Health, and many subjects. The best place to start is the Databases under A to Z and the Popular Databases:

<http://www.pacificcollege.edu/acupuncture-massage-college-library/resources/databases-a-z.html>.

Students can request special assistance and tutorials at the library.

Holdings

There are many resources available in Pacific's library, including Eastern and Western medical books, journals, multi-media resources, and anatomical models. The three campus cumulated collections total over 120,000 items which include 108,700 E-Resources (databases and e-books), print collections of over 43,978, over 133 journals titles and over 4,580 educational software items, i.e., CDs, DVDs, videos and audiotapes. In addition the library has 241 Database links. The library has a unique Special Collection of Chinese language monographs, a variety of articles, and research papers written by master and doctoral students. Doctoral Capstone dissertations are available for reference use in the library. Required and recommended texts are available at the library's Reference/Circulation Desk, also known as the Front Desk.

The links are the following:

Webpage Catalog Link: <http://www.pacificcollege.edu/acupuncture-massage-college-library/online-catalog.html>

Webpage Databases Link: <http://www.pacificcollege.edu/acupuncture-massage-college-library/resources/databases-a-z.html>

Each campus has its own designated section.

Equipment & Resources

Each campus has a computer media lab with 8 to 17 workstations equipped with either Macintosh or PC computers or ipads. Each of the campus libraries also has 1 or 2 VCR/TVs, a tape player, and copier/printer for library use. Computers are readily available. A library assistant and/or Work Study student assistant are available during regular library hours to help students with questions. In addition to Health Information Literacy instruction provided in several PCOM classes, the library offers on site assistance/training and online tutorials on the webpage.

Borrowing Privileges

A PCOM student ID is required to check out library materials. Books may be checked out for two weeks. Materials may be renewed once, at the front desk, or by calling. Audio, videotapes and CD/DVDs may be checked out for one week. Materials may be returned to the library desk assistant or placed in the library lobby's book return box.

PACIFIC SYMPOSIUM

To provide its student body personal access to the authors and researchers of Oriental and holistic medicine, Pacific College of Oriental Medicine organizes the annual Pacific Symposium. The finest speakers from around the world join our students and hundreds of acupuncturists for four and a half days of learning and sharing. Past guests have included Michio Kushi, Dr. Deepak Chopra, Dr. Ted Kaptchuk, Dr. Bruce Pomeranz, Dr. Michael Smith, Kiiko Matsumoto, Dr. Yoshiaki Omura, Giovanni Maciocia, Bob Flaws, Mantak Chia, Dr. Bernard Jensen, Shudo Denmei, Dr. Paul Unschuld, Dr. Richard Gold, and others, along with members of Pacific College's faculty. Pacific College students serve as hosts to the Symposium lecturers, creating an inspiring and rewarding experience for both host and guest.

Other Continuing Education

Additional continuing education events are presented at all three campuses throughout the year concerning 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), Mental-Emotional Disorders, Acupuncture and Integrative Medicine, Successful Communication in the Healthcare Landscape, and more.

THE SPIRIT OF A HEALER

Traditionally, Oriental 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. Qi gong (energy generation and circulation), tai ji, 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 Change), 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, we have tried to honor this tradition. We expect that healers from all Pacific College 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 curricula.

OUR PHILOSOPHY

Pacific College of Oriental Medicine was founded in 1986 to provide Oriental medical and body therapy education to students from around the world. In 2012, Pacific added a program in Holistic Nursing to its New York Campus. Entry into these fascinating and rewarding fields begins with the admissions process, which the college believes is a two-way process. It is as important for the applicant to know and understand the nature and goals of the college as it is for the college to know the goals and abilities of the applicant.

In a sense, this catalog is the college's application to the prospective student. It is an effort to help you, the applicant, discover whether Pacific College's goals and methods are in harmony with your own. That is why we have taken particular care to extensively describe, not only our courses and faculty, but our goals, objectives, philosophy, and methodology. We hope that this will be useful in helping you find the college that is right for you. As always, if our written words fall short of conveying our spirit, don't hesitate to call, email, or visit us in person. We look forward to sharing your discovery of these rewarding fields.

Our Educational Philosophy

Pacific College offers a progressive learning environment that blends East Asian and integrative medicine to prepare students to work collaboratively with patients and other health care providers. The College is committed to educating the whole person within a mindful learning community. Goals are achieved through hands-on learning, critical thinking and clinical application while applying online learning when appropriate. Opportunities to strengthen scholarship and leadership extend beyond the classroom through interaction with other health care teams and scholar clinicians. Students learn to provide care by applying evidence-informed practice through extensive case-based learning.

Students learn to communicate and apply theories and techniques within their discipline. Additionally, Pacific provides a wide variety of opportunities to learn from successful health care providers to build a private practice or work within an integrative clinic or health care system. It is imperative that practitioners with primary care responsibilities have the ability to think critically, challenge traditional theories and practices, and participate with the changing needs of health care. Pacific believes that even its non-primary care students -i.e., nurses and advanced body therapy students- should be exposed to the underlying principles of Oriental medicine in order to anchor their evaluative and critical-thinking skills in a time-tested, accessible medical system.

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 PCOM allows faculty involvement in formulation of the curriculum through the Curriculum Advisory Committee. However, Pacific College remains responsible for the academically sound formulation of curriculum and course content and faculty are responsible for teaching defined learning outcomes. Faculty members do have freedom with teaching style, classroom activities, and recommended reading. While some classes have standardized assessments, faculty are free to modify or supplement those assessments under the guidance of the academic deans to ensure that they remain aligned with course learning outcomes. Traditional principles of academic freedom are maintained as adapted from the AAUP.

OUR MISSION AND GOALS

The Mission of Pacific College of Oriental Medicine

Pacific College improves lives by educating and inspiring compassionate, skilled leaders of patient-centered, traditional East Asian and integrative health care.

The Goals of Pacific College of Oriental Medicine

1. To train qualified practitioners of Oriental medicine.

In 1986, the founders of Pacific College made a commitment that the college would anticipate the evolving needs of Oriental medicine patients in this culture and stay at the forefront of presenting a curriculum to meet those needs. In the 1980s, acupuncture was used most commonly for pain relief. Today, Oriental 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 Oriental medicine, so the college's state-of-the-art curriculum is the result of direct clinical experience. Pacific's academic leaders, who possess advanced degrees in Oriental medicine and educational theory, translate that experience into effective coursework designed specifically for adult learners.

2. To enable graduates of its Master degree programs to function as primary healthcare providers, to apply the principles of Oriental and natural healing, and to become an integral part of the modern healthcare system. Pacific College interns and graduates are increasingly participating in multi-disciplinary biomedical settings. See examples in the *Integrative Medicine Collaborations* section of this catalog.

3. To provide graduates of the college's body therapy and holistic nursing programs with the skills necessary to deliver safe and effective Asian bodywork therapy, to apply the principles of Oriental and natural healing, and to become an integral part of the modern healthcare system.

Bodywork therapists have long been considered an integral part of pain and rehabilitation therapy. Nurses are an integral part of patient care in the Western medical tradition. By expanding the knowledge and skills of our graduates, we hope to continue to advance this tradition.

4. To inspire, through the presentation of Oriental 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 Oriental 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.

5. To provide continuing education and post-graduate programs for graduates and other practitioners of Oriental medicine, holistic nursing, and body therapy. Pacific College's annual national conference, Pacific Symposium, is recognized as the leading continuing education event in the profession.
6. To provide a supportive, educational environment conducive to personal growth and academic advancement.

The college offers a host of free or low-cost personal development courses for its students; e.g. yoga, push hands, tai ji, conversational Chinese language, student council activities and more, in addition to its for-credit courses. The college's overall curriculum, and particularly its counseling courses as well as access to a 24-hour counseling service, reflects 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.

7. To further the understanding of the professions of Oriental medicine, bodywork therapy, and holistic nursing through dialogue with other members of the healthcare community and the public at large. The college achieves this mission in ways perhaps too numerous to mention, but a few examples follow:
- Participation in national professional organizations in Oriental medicine, nursing, and bodywork
 - Open houses for the public
 - Oriental Medicine Day and Chinese New Year educational programs, and acupuncture and massage for the public
 - Providing informative lectures at Beth Israel Hospital, 92Y Tribeca, Sharp Hospital, San Diego Drug Abuse Services, UCSD School of Medicine, City College of New York, Columbia Presbyterian, and others
 - Cooperative programs with Lincoln Hospital Recovery, Manhattan Veterans Affairs Hospital, St. John's Riverside Hospital Detox, the Fortune Society post incarceration and alternative to incarceration programs, Lutheran Hospital Labor and Delivery, San Diego Community Connections, San Diego Hospice, UCSD School of Medicine, Olympic Training Center
 - Complementary alternative medicine (CAM) lectures at Cornell Medical School, NYU Medical School, Albert Einstein College of Medicine, and the Feinberg School of Medicine (Northwestern University)
 - Acupuncture treatments at YMCA quit-smoking program, Women's Health Services of New York, Israel America Foundation, and the Alexian Brothers, Chicago, among others
 - Open clinic rotations for Cornell and Einstein medical residents, the Northshore University Evanston Hospital's Family Medicine residents, and Lurie Children's Hospital of Chicago
 - Presentations to high school students considering healthcare careers for the National Youth Leadership Forum, for District 79: Alternative Schools & Programs, and for New York Foundling, among others
 - Publication of informational articles in the Rush Presbyterian Integrative Healthcare newsletter by Pacific College faculty
 - Habitat for Humanity fundraiser for the victims of Hurricane Katrina, October 2005 and Student Council Fundraising Auction for Acupuncturists Without Borders
 - New York Tunnel to Towers Run tribute to heroes of 9/11 and the Veterans Village of San Diego Stand Down
 - Integrative East/West Medicine discussion group
 - Panelists and ear acupuncture at the Integrative Healthcare Symposium
 - "Senior Health Information Goes Electronic" Project
 - Co-sponsor of the San Diego Healing Arts Festival
 - Participation in Illinois State 39th Ward Women's Resource and Wellness Fair
 - Conducting Asian nutrition and cooking classes at Whole Foods
 - Acupuncture and information for stress relief for college students at NYU, Metropolitan College, Pace University, Marymount Manhattan College, and others
 - Participation in Ada S. McKinley Foundation Community Health Fair
 - Community education on massage and wellness, Asian Human Services Family Health Center
 - Alcohol and Substance Abuse Programs - NY State
 - American Cancer Society - Relay for Life Health Fair
 - Harlem Department of Education Health Fair

The college's students and graduates have an opportunity to participate in the above activities and directly experience the benefits of networking and charitable community service.

8. To participate in state and national Oriental medicine, bodywork therapy, and nursing issues, and convey the essence of professionalism to its students.
9. To engage in complementary and integrated healthcare research. The College works collaboratively with research institutions undertaking studies into the effectiveness and mechanism of complementary and integrated healthcare. The College is currently funded (2013-18) by the NIH Center for Complementary

and Alternative Medicine to undertake the project entitled Evidence Informed Practice: Faculty and Curriculum Development.

10. To provide Oriental medical, body therapy, and holistic nursing services to the community. The Pacific College San Diego Library 's NLM community outreach awards help support public workshops on access to health information. Pacific's clinics provide over 50,000 low- and no-cost treatments annually at its onsite and community clinics.

OUR 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, bodywork therapy, holistic nursing, and Oriental medicine.
2. To present Oriental 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 enter internship, private practice, or a Western medical facility.
3. To present the wide variety of theoretical patterns as well as diagnostic and treatment procedures that have arisen throughout Oriental medicine's long history—for example, zang-fu, five phases, Japanese and Korean acupuncture theories, and more. This method will enable students to make informed choices as to their own practice preferences and the treatment needs of their patients or to relay information about these methods to a patient wanting referral. Within the individual programs, appropriate attention is paid to knowledge and skills relevant to the California, New York, Illinois, and national Oriental 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 are filled with individuals with graduate degrees in education and extensive experience applying adult education theory, educational technology, 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 students begin to participate in the clinical experience very early in their training.

GRADUATE PROGRAM: MASTER OF SCIENCE (ACUPUNCTURE OR TRADITIONAL ORIENTAL MEDICINE)

Educational Purpose

The purpose of the Master degree programs in Acupuncture and Traditional Oriental Medicine is to train practitioners of Oriental medicine and to enable them to function as primary, independent healthcare providers. The programs enable graduates to apply the principles of Oriental medicine to take the national certification examinations, and most importantly, to become an integral part of the modern healthcare system. Graduates of the MSTOM program are also eligible for the California Acupuncture Licensing Exam. The programs' expected educational outcomes are as follows:

Educational Outcomes

Graduates of Pacific College's Master degree program will:

1. Understand and demonstrate personal and professional ethical standards.
2. Understand the etiology of disease from a traditional Oriental and biomedical perspective and apply this understanding by recommending disease prevention strategies.
3. Evaluate patients exhibiting complaints commonly seen and treated by Oriental medicine and in a manner that indicates cognizance of all relevant Oriental 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 (MSTOM graduates), 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 by the use of appropriate support personnel, administer the designated treatment plan.
9. Demonstrate knowledge of clinical sciences from a traditional Oriental and biomedical perspective.
10. Communicate in a professional and knowledgeable manner about Oriental medicine and biomedicine with relevant healthcare professionals.
11. Demonstrate an ability to contribute to the knowledge base of the profession.
12. Understand the legal environment for the practice of Oriental medicine.

Acupuncture and Traditional Oriental Medicine Programs

The educational process at Pacific College of Oriental Medicine is as complete as it is fascinating. The educational approach emphasizes integration and synergy of subject matter. The fundamentals of all aspects of Oriental medicine are introduced in the first academic phase with an emphasis on practicality. Herbology (optional in New York), Acupuncture, Anatomy, Asian Body Therapy, qi gong, tai ji, Clinical Observation and Assistantship, and other classes form a curriculum of immediate interest and usefulness.

With Pacific's approach, each subject complements and reinforces the others. Students learn how both Oriental and Biomedical systems view disease. Herbology is an equal partner in the MS (Traditional Oriental Medicine) program. Treatment, diagnosis, and clinical experience are introduced from the beginning of the programs. As students sharpen their mental and physical diagnostic skills, tai ji and qi gong 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. The first academic and clinical phase of the programs prepare the student for the Associate Intern experience.

As an Associate Intern in the second phase of the programs, the student works as part of a medical team comprising Assistants, Senior Interns, and Licensed Acupuncturists. In Pacific'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. The student gets hands-on experience helping people with holistic and Oriental methods of treatment while interfacing with allied healthcare colleagues. The clinical experience prepares the student for the responsibility of accepting his or her own patients as a Senior Intern in the third phase of the programs.

The second phase's classroom experience leads to a more in-depth understanding of the practice of acupuncture, Oriental medicine, and biomedicine. Advanced herbal prescriptions and modifications and/or advanced needling techniques are practiced. The Diagnosis and Treatment of Disease courses comprise an innovative, seven-course series on integrative medicine and the diagnosis and treatment of disease. Within the paradigms of Oriental medical diagnosis and treatment, senior faculty members present and reinforce the integration of biomedical tests, therapies, and community resources that are most useful in the modern Oriental medical clinic. Perhaps more important than the medical content, the student is 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 graduate as an independent practitioner and one capable of interfacing with the wider medical community. A "case-based learning" curriculum emphasizes the integration and application of Chinese medicine, biomedicine, and research skills to support strong clinical reasoning.

The final phase of academic courses and Clinical Internship is exciting and inspiring. Much classroom time is spent discussing clinical cases. Medical understanding deepens, and the student embodies and assimilates, as well as memorizes, the fine points of his or her art. Students master the principles of Oriental herbal and/or acupuncture treatment and directly experience the result of their studies when their clinical patients' conditions improve.

Pacific College 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. 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.

The New York campus offers students the unique opportunity to choose between two well-developed curricula. The College offers the California Board approved program in traditional Oriental medicine (MSTOM). The other option is the Masters in Acupuncture.

The Master's in Acupuncture (MSAc) program is designed for students who want to exclusively study acupuncture therapy. The course material draws from both the Traditional Chinese Medicine (TCM) point of view as well as Classical Chinese Medicine (CCM). The CCM Department offers a more in-depth study of the classic texts and acupuncture meridian systems, i.e, the basis of the TCM model. Those in the MSAc program may ultimately desire to take herbal courses and clinic shifts to earn a certification in herbal studies; however, at this time, the MSTOM degree is the only PCOM Master degree program approved by the California Acupuncture Board for licensure in California. The student should be aware that licensure requirements vary from state to state with some states requiring herbal studies in addition to acupuncture studies in order to receive a license.

There may also be combinations of these options for students interested in gaining additional skills. However, those curriculum options are not part of the standard offering, and combinations would require compliance with state and national accreditation rules. Classes taken outside of a student's major area of concentration do not qualify for financial aid.

ACUPUNCTURE AND TRADITIONAL ORIENTAL MEDICINE CURRICULUM

Students enrolled in a Master degree program have the option of selecting from two (2) state-of-the-art curricula: The Master of Science (Traditional Oriental Medicine) and Master of Science (Acupuncture). The Master of Science (Traditional Oriental Medicine) program comprises 188.5 (189) units of study. The Master of Science (Acupuncture) is 172.5 (173) units. A concise list of courses required for graduation in each program is listed in this catalog. This information is also available in hardcopy, upon request. The required courses are described below in order to acquaint you with the academic structure of the program and general content of the courses.

Department of Acupuncture and Oriental Medicine

After a fascinating introduction to the history and classical texts of Oriental medicine, the Department of Oriental 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 Oriental medicine practice.

OM501 Philosophical and Historical Foundations of Chinese Medicine

(Applied General Education Course) (3 Didactic Units)

This course presents a rich and fascinating history 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 Fundamentals of Chinese Medicine 1

(3 Didactic Units)

Fundamentals of Chinese Medicine (FCM) 1 begins our comprehensive study of the basic theories of Chinese medicine, including qi, blood, fluids, five phases, and viscera-bowel (zang-fu) physiology. This course provides a firm foundation in Chinese medical theory.

OM512 Fundamentals of Chinese Medicine 2

(3 Didactic Units)

Fundamentals of Chinese Medicine 2 builds on the foundation established in FCM 1 by presenting 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

(3 Didactic Units)

Fundamentals of Chinese Medicine 3 begins with general treatment principles in Chinese medicine and proceeds to the four examinations, including tongue and pulse examination. As this latter half of the course is focused on diagnosis, practical exercises for tongue and pulse examination will be a vital part of this course.

OM514 Fundamentals of Chinese Medicine 4

(3 Didactic Units)

Fundamentals of Chinese Medicine 4 presents various 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 comprise a significant portion of this course so that students have the opportunity to see these diagnostic paradigms in action.

In the Fundamentals of Chinese Medicine series, Pacific College students acquire a deep and applicable understanding of the fundamental theories of Chinese medicine that enable them to develop understanding and application of the advanced concepts presented in Diagnosis and Treatment of Disease 1-7. These theories are applicable not only to acupuncture, but to Chinese herbal medicine, moxa therapy, tui na, qi gong, 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.

Diagnosis and Treatment of Disease 1-7

(Each Course is 3 Didactic Units)

Diagnosis and Treatment of Disease 1 initiates a seven-course series on the diagnosis and treatment of disease according to the principles of Oriental medicine with biomedicine. This state-of-the-art curriculum is the product of nearly four years of development by instructional design specialists and faculty members at all three campuses of Pacific College. The instructional design emphasizes case-based instruction, critical thinking, and self-directed learning, while teachers model the integration of useful biomedicine within the paradigms of Oriental medical diagnosis and treatment. This immersion in applied integration makes students confident of their abilities in both medical universes. Through cases linked to the course content, students see the relevancy of the material and can place it in context immediately. This is a central tenet of adult learning theory. Critical thinking and self-directed learning are, of course, hallmarks of a professional and are among the most important skills imparted to our graduates. This series requires practice and refinement of both.

Prior to each area of specialization, the faculty members will present the special needs and concerns of the patient population. The importance of these cannot be overlooked, yet often are. For example, when recommending dietary changes to a geriatric patient, has the practitioner confirmed that the patient has the ability and willingness to cook? Is the patient familiar with the natural foods he or she has been recommended? There are similar issues that pertain to patient populations within each specialty. The faculty will then present representative diseases within each specialty with an emphasis on integrative case management. Self-directed learning activities and case presentation will link the clinic and classroom experiences.

OM631 Diagnosis and Treatment of Disease 1: Pulmonology, Gastroenterology

OM632 Diagnosis and Treatment of Disease 2: Liver Disorders, Rheumatology, Neurology

OM633 Diagnosis and Treatment of Disease 3: Psychology, Immunology, Cardiology

OM634 Diagnosis and Treatment of Disease 4: Gynecology

OM635 Diagnosis and Treatment of Disease 5: Pediatrics, Oncology

OM636 Diagnosis and Treatment of Disease 6: Dermatology, Gerontology, Ophthalmology

OM637 Diagnosis and Treatment of Disease 7: Endocrinology, Nephrology/Urology, Public Health

Acupuncture Point Location, Theory, and Application

The study of the anatomy and application of the meridian and acupuncture point system comprises a 10-course series. The first four 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 four 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's method reveals a very manageable task when the student applies sufficient time to study and review. The "point" of this advice: relax.

AC504a Acupuncture Channels and Points 1

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

This first course in the acupuncture channels and points series presents the fundamental concepts of channel theory. Students learn the pathways and morphology of the different types of channels, with a focus on and accountability for the external and internal pathways of the main 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 student in retaining information about the specific actions of points. Students will be accountable for the location and functions of points of 4 of the 12 main channels.

The students will learn and practice the skills of palpating and locating channels and points utilizing anatomical references and a system of proportional body measurements. They will be able to identify the internal and external pathways of the 12 main channels and related channels, emphasizing the connection of channels to each other and to the internal organs. Students will be able to locate all points on each channel covered.

AC505a Acupuncture Channels and Points 2

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

ACP 2 continues the framework of study established in ACP 1, applied to additional channels. This includes the study of pathways and morphology of the different types of channels, with a focus on and accountability for the external and internal pathways of the main channels. Students will continue study of 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 continue to be a principal focus of this course. The organization of these points into categories will support the student in retaining information about the specific actions of points. Students will be accountable for the location and functions of points of 7 of the 12 main channels.

The students will continue to apply the skills of palpating and locating channels and points utilizing anatomical references and a system of proportional body measurements. They will be able to identify the internal and external pathways of the 12 main channels and related channels, emphasizing the connection of channels to each other and to the viscera-bowels. Students will be able to locate all points on each channel covered.

AC506a Acupuncture Channels and Points 3

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

ACP 3 continues the framework of study established in ACP 1 and ACP 2, applied to additional channels and extra points. This includes the study of pathways and morphology of the different types of channels, with a focus on and accountability for the external and internal pathways of the main channels, and additionally, the Eight Extraordinary Vessels (Qi Jing Ba Mai). Students will continue study of the symptoms and pathologies of the 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 continue to be a principal focus of this course. Additionally, points of the Ren and Du Mai and the extra (non-channel) points are addressed. The organization of these points into categories will support the student in retaining information about the specific actions of points. Students will be accountable for the location and functions of points of 1 remaining main channel, the Ren and Du Mai, and extra points.

The students will continue to apply the skills of palpating and locating channels and points utilizing anatomical references and a system of proportional body measurements. They will be able to identify the internal and external pathways of the 12 main channels, their related channels, and the Eight Extraordinary Vessels, emphasizing the connection of channels to each other and to the viscera-bowels. Students will be able to locate all points on each channel covered.

AC603a Acupuncture Channels and Points 4

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

Building on the solid foundation of channel pathways covered in ACP 1-3, Acupuncture Channels and Points 4 proceeds logically with 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: 1) they are used in clinical practice; 2) they are combined with one another to reach a specific therapeutic goal; 3) they reflect specific channel pathways, and 4) they can be applied to case studies. Additionally, ACP 4 emphasizes pathology of the main, network (luo), sinew, and divergent channels. Students are required to apply this channel pathway knowledge to case study exercises in class and on written case-based exam questions. Students are advised that they are responsible for the location of all the points learned in ACP 1-3.

The following six courses present the important 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

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

This course is designed to teach students the manual clinical skills necessary for their roles as Clinical Assistants. Students begin with the non-invasive techniques of moxibustion (direct and indirect with ginger, aconite, salt, pepper, etc.), cupping, gua-sha, the use of plasters, and the indications and contraindications for these techniques. Students begin their needling skills development by first understanding and applying Clean Needle Technique (CNT). Cautions and contraindications to needling are presented. Students practice simple needle insertion and stimulation. As Clinical Assistants, students are often responsible for preparing a patient for treatment, therefore, patient draping and positioning are practiced.

AC512a Needle Techniques

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

Chinese and Japanese needling techniques are presented. Exercises are practiced to develop and improve needle technique. Cautions and contraindications to needling are reviewed. 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 must practice Clean Needle Technique (CNT) whenever needling and should be familiar with OSHA and CNT standards presented in Introduction to Clinical Techniques prior to the first class meeting.

AC605a Acupuncture Channels and Points 5 (Point Selection)

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

Distal, adjacent, and local point prescriptions for common conditions are presented. Scalp acupuncture points are covered along with specific systems of acupuncture therapeutics. Students will practice the formulation and needling of point prescriptions with the body placed in clinically realistic positions.

AC611a Advanced Needle Techniques

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

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 specialized acupuncture techniques such as electro-acupuncture, and combine needling with moxibustion. Students practice scalp acupuncture needling. More advanced methods for redirecting the qi in the channels (supplementing and draining) are practiced such as generating heat or cold. Emergency procedures are also taught. The use of acupuncture for such specialized procedures as facial rejuvenation, stress reduction, drug detox, and habit control are also practiced.

AC612 Auricular Acupuncture

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

There are two major theoretical schools of auricular acupuncture: The French and the Chinese. Both schools and their respective maps of the ear will be compared and contrasted in this class. Clinical applications and treatment formulas are emphasized.

AC613a Treatment of Orthopedic Disorders

(1 Didactic Unit; 1 Lab Unit; Total: 2 Units)

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.

Specialty Courses

Certain specialty courses are required to be included in Oriental medicine curriculum standards. These courses introduce students and train practitioners in associated techniques including styles of massage and exercise that may be integrated into acupuncture or massage practice. Some or all of these courses may be part of certificate, Associate, or Bachelor degree programs as well.

BT311 Tui Na Hand Techniques

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

The traditional methods of Oriental 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. Qi gong therapeutic exercises and meditation are also presented as part of the treatment process.

BT312 Tui Na Structural Techniques

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

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

BT121 Tai Ji

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

This course presents the first third of the Yang style tai ji and combines tai ji's therapeutic attributes with traditional Chinese philosophy. Mastery of movement is achieved through lectures explaining the relationship between structural dynamics, myology, and kinesiology of movement.

BT122a Qi Gong

(.5 Didactic Unit; .5 Lab Unit; Total: 1 Unit)

This course provides the student with an understanding of the principles of qi gong therapeutic exercises using a variety of techniques and applications. These principles and exercises will encourage the smooth flow of qi, thus allowing the student to cultivate the connection of body, mind, and spirit. With regular practice, students can gain insights into holistic self-healing and recommend or teach qi gong to their clients or patients.

The Department of Herbology

Pacific College believes that herbology represents one of the most powerful healing traditions in use today and that Oriental herbology represents the most organized, consistent, and accessible herbal system available to us. In the Master of Science (Traditional Oriental Medicine), 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.*
- *Use your time in the clinic wisely. Pay attention to the herbs being prepared and prescribed to reinforce what you have learned in class.*

HB511 Herbology 1

(3 Didactic Units)

This course is the first of a series that spans nearly the entire program. Just as Foundations of Chinese Medicine brings to life the tradition of acupuncture, Herbology 1 introduces its equal partner. This course presents the history of Chinese herbal medicine, preparation of medicinals, dosage ranges, relevant combinations, traditional incompatibilities, and a comprehensive overview of the theory of herb categories in the materia medica. 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 characteristics of herbs, and the dosage range. Physical identification of each herb is also practiced.

HB512 Herbology 2

(3 Didactic Units)

This course continues the presentation of the Chinese materia medica and reviews relevant theory. As above, students learn the pin yin and Latin name of all herbs covered; entering channels, taste, temperature, functions and indications; cautions and contraindications and dosage range for each herb, and physical identification.

HB513 Herbology 3

(3 Didactic Units)

This course completes the presentation of the Chinese materia medica and reviews relevant theory.

HB621 Herbology 4

(3 Didactic Units)

This course comprehensively presents traditional 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 (TCM) 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

(3 Didactic Units)

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

HB623 Herbology 6

(3 Didactic Units)

This course continues the presentation of traditional Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. By using their knowledge of individual herbs, the 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’s busy clinic has a complete herbal pharmacy with raw herbs as well as prepared “patent” formulas.

HB631, HB632, HB633 Chinese Herbs and Internal Medicine 1-3

(3 Didactic Units each)

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 direct 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) novel formulas for complex cases. Students will acquire the ability to explain the relevant classical as well as modern theories used in the formulation process and will be able to explain the relationship between the pathomechanisms of symptoms and selection of specific herbs and formulas.

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

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

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

HB642 Shang Han Lun/Wen Bing (Survey of the Classics)

(3 Didactic Units)

This course is designed for the advanced student who is at the Internship level. It is designed to present specific protocols for the diagnosis and treatment for externally contracted cold damage disorders and warm diseases. Approximately one half of the course (seven weeks) will be devoted to each school of thought. The first half 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 and transmutation of disease patterns. In addition, there will be a further survey of diagnostic methods of pulse, abdominal palpation, teeth, and skin mentioned in these texts. Acupuncture point prescriptions developed from the texts and later authors will also be discussed.

HB641a Eastern Nutrition

(1.5 Didactic Units; .5 Lab Unit; Total: 2 Units)

This course introduces Oriental and macrobiotic nutritional systems, along with methods of prescribing both Eastern and Western style diets. Medicinal recipes utilizing Chinese herbs are presented and may be prepared in class.

The Department of Basic and Biomedical Sciences

To responsibly and confidently practice Oriental 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. Pacific College believes that to create a successful practice and to positively represent Oriental medicine in today's modern medical culture, the practitioner must have the ability to communicate in a knowledgeable and professional manner with all healthcare practitioners. Additionally, students must be able to recognize emergency conditions requiring referral and ominous signs indicating 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. It is toward these important goals that the Department of Basic and Biomedical Sciences presents the following courses.

Student Advice: Some students have the misconception that, because they are studying Oriental 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 see more of 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 Oriental medicine or just biomedicine; we are studying Medicine."

Try to assimilate the biomedical material as you go along through the program. Trying 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.

WS301a Biology

(General Education Course) (2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

Biology introduces the basic concepts of biology, which, like biochemistry, help students understand the biological basis of anatomy, physiology, and nutrition.

WS302 Medical Terminology

(1.5 Didactic Units)

This course is designed to teach the construction of medical terminology used to describe the anatomy, physiology and pathology of the body. This class will increase the student's ability to access a broad range of medical literature and to communicate with healthcare professionals.

WS303 Survey of Biochemical Principles

(General Education Course) (3 Didactic Units)

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

WS304 Biological Aspects of Physics

(General Education Course) (2.5 Didactic Units)

This course analyzes 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.

Student Advice: We have observed that students who avoided the biosciences in their undergraduate training occasionally view the above courses with trepidation. Fortunately, we have good news for you. Our students find these courses to be accessible, very interesting, and often among their favorite subjects.

WS511 Anatomy 1

(General Education Course) (2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

Anatomy 1 comprehensively presents the human muscular-skeletal 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 provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses and more. As such, it is uncommon for students to earn transfer credit for this course by taking common, undergraduate anatomy courses, although some credit may be applicable to Anatomy 2.

WS512 Anatomy 2

(General Education Course) (3 Didactic Units)

Anatomy 2 presents the anatomy and physiology of the lymphatic, digestive, respiratory, cardiovascular, and reproductive systems as well as human embryonic development.

WS513 Anatomy 3

(3 Didactic Units)

Anatomy 3 is a presentation of the development, structure, and function of the human nervous and endocrine system.

WS514 Human Physiology

(3 Didactic Units)

This course will introduce the students of Oriental medicine to a comprehensive overview of the human physiology. The course is designed to emphasize broad concepts and principles in medical physiology. The

student will understand how each organ in the body functions individually and also the physiological relationships between different organs of the human body. Although this course emphasizes normal human physiology, some basic pathological processes will be discussed. This course forms an important bridge between human anatomy and pathophysiology.

Most work-related injuries are musculoskeletal in nature. Acupuncture treats these problems very effectively. To function in a responsible manner in a Workers' Compensation case, an acupuncturist must be able to perform or order an orthopedic and neurological evaluation of the client. To do so, an acupuncturist must have a working knowledge of standard orthopedic and neurological exams. An acupuncturist must also know how and when to refer a client for X-rays and other examinations. The acupuncturists who will be successful in the field of Workers' Compensation will have the ability to communicate their diagnoses and treatment in the form of a medical-legal report. Pacific College offers a four-course series in these skills. A description of the three courses offered through this department (WS541, WS542, BU612) follows. The fourth course, the Treatment of Orthopedic Disorders (AC613), is presented by the Department of Acupuncture and Oriental Medicine.

WS541a Orthopedic Neurological Evaluation 1

(1 Didactic Unit; 1 Lab Unit; Total: 2 Units)

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, 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

(1 Didactic Unit; 1 Lab Unit; Total: 2 Units)

In this course, students will learn to perform orthopedic examinations of the major joint systems of the human body. Students will learn how to conduct an examination of the joint, including palpation, range of motion studies, muscle testing, and orthopedic testing of the joints. The examination process will help the student to determine if a lesion is present, the location of the lesion, and along with the history, will then help the student arrive at a diagnostic interpretation of the joint dysfunction.

BU612 Medical-Legal Report Writing

(2 Didactic Units)

This course develops the important skill of communicating in written form with medical-legal colleagues.

WS531, WS632 Pathophysiology 1 & 2

(3 Didactic Units each)

Pathophysiology concepts build on previous principles learned in human anatomy and physiology. These courses focus on presenting aberrations in normal physiology that ultimately lead to a disease state affecting one or more organ systems. Diagnostic tests, including, but not limited to, laboratory testing will be discussed as they relate to specific pathological conditions. The courses present the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

WS653, WS654 Clinical Science 1 & 2

(3 Didactic Units each)

These two courses in internal medicine cover the biomedical diagnostic methods pertaining to diseases of the cardiovascular, nervous, genitourinary, gastrointestinal, and respiratory systems. Allergies, occupational medicine, and dermatology are also covered. The course also presents a survey of the various health professions.

WS651 Pharmacology

(2 Didactic Units)

This course provides the student with an overview of basic pharmacological principles, terminology, and the use of drug references. These concepts are applied to help the student understand drugs and their application to the treatment process. At the end of the course, students understand the mechanisms and uses of the most common prescription drug classes that their patients may be taking. Unique to the college pharmacology course is the addition of information regarding drug-herb interaction and application of the ADME (Absorption/Distribution/ Metabolism/Elimination) protocol.

WS652a Physical Exam

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

Students will practice diagnosis of common medical conditions through biomedical history taking and physical exam. The students become familiar with these methods for their own professional use and to know when to refer patients to other healthcare professionals.

WS505 Nutrition

(2.5 Didactic Units)

The principles of nutrition and the uses of vitamins, minerals, and other supplements as therapeutic modalities are presented.

WS655 Clinical Research Design and Statistics: Foundations of Evidence-Informed Practice

(2.5 Didactic Units)

The Foundations of Evidence Informed Practice will use a blended approach of classroom and online modules to introduce students to the basic principles of Evidence-Informed Practice (EIP). EIP is an approach that integrates clinical experience and findings, patient preferences, and research (all important types of evidence) into the process of health care delivery. Students 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.

CF0.00 Cardiopulmonary Resuscitation (C.P.R.)/First Aid

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.

The Department of Clinical Practice

The students and staff of Pacific College take so much pride in their clinical services that they have created their own mission statement:

"We, the Pacific College of Oriental Medicine Clinic, a nationally recognized educational facility, provide:

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

The Department of Clinical Practice provides instruction in and confirmation of practical and theoretical skills in approximately 1,000 hours of clinical experience and case evaluation. The curriculum at Pacific College is designed to maximize the student's enthusiasm and curiosity. During the first phase when all aspects of Oriental medicine are new and exciting, academic fundamentals are emphasized. Students enter

the clinic in the second term. Students who like to learn by doing find this early entrance to clinical training to be an advantage.

By the beginning of the second phase of the program, students are ready to be Associate Interns. Associate Interns team with Senior Interns to provide all the services expected at an Oriental medicine clinic. By the end of the second phase, students will have practiced non-invasive and needling techniques of Oriental medicine. They will have conducted numerous TCM and orthopedic evaluations of patients. Students should also have taken advantage of the numerous specialty clinics available to them at our affiliated hospitals and off-site clinics.

Students are now ready to enter Senior Internship in the third phase of the program. In this year, clinic and classroom experience and research combine as powerful teaching tools. These 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 at the art of healing with a wide range of medical tools. In short, they are now a valuable part of society's healthcare system.

CL501 Introduction to Clinical Observation

(1 Didactic Unit)

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

(1 Didactic Unit)

This course is a presentation and discussion of academic and clinical issues designed to maximize the value of a student's Associate Internship shifts. Meeting students at a level appropriate to their academic and clinical training, this course will address the following: discussion of clinical cases; review of clinical techniques; importance of communication; patient/practitioner relationships; Assistant/Intern relationships; analysis of treatment plans and principles of diagnosis; and ideas and practices of practitioner self-care.

CL503 Associate Internship Grand Rounds

(1 Didactic Unit)

This course is a presentation and discussion of clinical cases at a level appropriate to the Associate Intern. Through the discussion of clinical cases, students will analyze treatment plans and principles of diagnosis at a level appropriate to their academic and clinical training. This class will add to clinical preparation and build on the skills learned in Introduction to Associate Internship to become well-rounded practitioners in clinic. This course will focus on the "Four Examinations" and the clinical lessons learned from the classic Huangdi Neijing, Su Wen (Yellow Emperor's Inner Canon, Basic Questions). Associate Intern Grand Rounds will also address critical thinking and case management aspects involved in obtaining accurate diagnosis, prognosis and treatment. Student presentation skills needed for Grand Rounds and presentation to supervisors will also be reviewed and challenged.

CL511a Clinical Counseling 1: The Student

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

The clinical counseling program at Pacific is based on the understanding that Traditional Chinese Medicine recognizes the unity of the body, mind and spirit. We also believe that the journey of healing is a journey shared by patient and practitioner. Recent studies indicate that a positive, caring patient/practitioner relationship encourages healing. To be effective in this relationship requires that the student first understand him/herself. That is a primary goal of Clinical Counseling 1. The course provides students with a variety of tools for self-evaluation. It increases the student's understanding of the philosophy of Oriental medicine and its application to communication and self-growth. The course introduces basic and advanced skills for effective communication, thus enhancing the student's interviewing ability. This course is highly

experiential. It engenders the student's sense of our healing community and provides a supportive environment for self-discovery. It is highly recommended even for students who qualify for transfer credit.

CL531, CL532, CL533 Clinical Observation and Assistantship

(2 Lab Units each)

The Clinical Observation and Assistantship Program is composed of three, two-clinical unit modules beginning in term two. These courses offer the student the opportunity to assist in, and become familiar with, all aspects of an Oriental medical clinic.

Students become a valuable part of the college's clinical team. They assist interns and private practitioners by charting and assembling herb formulas (students in MSTOM), and performing moxibustion, cupping, massage, 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 assessment. 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 Oriental Medicine courses to ensure a valuable clinical experience.

CL541, CL542, CL543 Associate Internship

(2 Lab Units each)

Associate Internship is the perfect transition 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.

CL612a Clinical Counseling 2: The Patient

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

This second course in the Clinical Counseling series presents specific counseling skills applying the principles of humanistic psychology. It also continues the student's development of the characteristics that benefit the patient/practitioner relationship.

CL613 Clinical Counseling 3: The Professional

(1 Didactic Unit)

This unique course sponsors and models the peer support groups common in medicine. Students have an opportunity to share cases that are challenging from a patient counseling perspective or cases that challenge the student's confidence, belief systems or ability to practice at an optimal level. This course supports students in their growth process and allows them to understand that they are experiencing issues shared by most, if not all, healers. Most importantly, it gives them a method and medium for dealing with these issues. It is required of all students regardless of previous training. (Corequisite: Senior Internship)

CL651-CL659 Senior Internship

(2 Lab Units each)

Over two years of study and practice are challenged and refined by treating real patients in Senior Internship. Over the course of 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 the Senior Internship until gradual, relative independence, the Senior Intern at Pacific College 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, it is 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, the Senior Intern assumes, in spirit, responsibility for individual patients under his or her care. Interns must utilize the appropriate forms of treatment, which may include acupuncture, herbs, massage, nutrition, exercises, and lifestyle modifications. While in the clinic, the Interns should effectively utilize their support staff, which includes Clinical Assistants, Associate Interns, massage therapists, administrative staff, and of course, the licensed supervisors and outside referral options.

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 Oriental 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.

BU611 Practice Management and Ethics

(3 Didactic Units)

Pacific 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, 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 bookkeeping systems related to an Oriental medicine practice. Time is devoted to the study of the laws and regulations of acupuncture in California, New York, and/or Illinois, 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 staff and guests regularly present workshops on issues related to building a successful career.

Classical Chinese Medicine Courses

AC517 Point Energetics

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

This course emphasizes location of the acupuncture points of the primary meridian system, Conception Vessel and Governing Vessel from a classical point of view in relationship to their surrounding anatomy. Focus will be on the antique (five elements and waterways), Luo, source, and cleft points and their energetics. It continues the exploration and practice of the location of the points of the 12 primary channels with greater emphasis on Western anatomical location of nerves, muscles, bones, and major blood vessels. The location and energetics of the extra points are also presented. Students focus on understanding acupoints based on the regions of the body (head, chest, abdomen, pelvis, and the four limbs) the special categories of points and their energetic relationship to landmarks.

AC508 Luo Vessels

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

This course introduces the Luo Vessel tradition and the treatment of cardiovascular, musculoskeletal, and gastrointestinal conditions. It includes introduction to the pathways and clinical application of both the transverse and longitudinal Luo Vessels.

AC509 Sinew Channels

(1.0 Didactic Units; .5 Lab Units; Total: 1.5 Units) This course offers an introduction to the Sinew Channels as the main channels for conducting the Wei Qi at the surface terrain. Serving as broad channels, the Sinews are often associated with sensitive and trigger points that manifest through the six zones. This course will discuss their implications and clinical applications.

AC606a Eight Extraordinary Vessels

(2 Didactic Unit; .5 Lab Unit; Total: 2.5 Units)

Students are introduced to the Eight Extraordinary Vessels as a meridian system that addresses issues of jing, including the cycles of life, reproduction, development and maturity, as well as chronic conditions and structural imbalances. The curious organs and their role in Chinese medicine are discussed.

AC607 Divergent Meridians

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

In this course, clinical application of the Divergent Meridians for the treatment of chronic degenerative diseases will be explored. Students will participate in discussions of how these meridian “filters” can be utilized in the treatment of diseases. The course will include study of basic treatment protocols for the Divergent Meridians and their implications for biomedical conditions.

OM611 The Classics 1

(3 Didactic Units)

This is the first of a set of courses focusing on the classic texts of Chinese medicine as a means by which students can synthesize the information and expertise they have been acquiring in their studies. Students will explore the teachings of the Su Wen and the Ling Shu of the Nei Jing. Class discussions will examine the theories, ethics, and treatment strategies in these teachings. In addition, students will be exposed to the influence of the Nei Jing in other traditions of Oriental medicine. This course requires the students to research existing studies and compare and analyze the modern research with the classical textual wisdom. The research papers that are required are a reflection of an application of its efficacy and impact. This course provides a critical analysis of classical texts and is the basis for developing innovative techniques and treatment strategies.

OM612 The Classics 2

(3 Didactic Units)

This course, part two in the set of Classical studies, is an exploration into the teachings of the Nan Jing. Students are introduced to the dialogues and commentaries of the classical practitioners in their interpretation of the meanings found in Oriental medical theory. This course requires the students to research existing studies and compare and analyze the modern research with the classical textual transmission. This course provides a critical analysis of classical texts.

AC614 The Classics 3

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

This course is a detailed exploration of the Shang Han Lun and the Wen Bing traditions with the applications of their theories to the acupuncture treatment of cardiovascular, respiratory, gastrointestinal, gynecological, dermatological, urogenital, and endocrine conditions. Students will engage in discussions on the concept of infectious diseases and their treatment within Chinese medicine. Emphasis in this course is placed on applying acupuncture to treating internal conditions.

Specialty Electives

Students are afforded the opportunity to expand and refine their areas of interest in elective coursework. The following are courses that have recently been offered that qualify as specialty elective courses to fulfill the specialty elective requirement. Additional, non-required electives may be taken, space permitting, but do not qualify for FA. However, once a student has fulfilled his or her required electives, s/he may take any additional elective courses with a \$100 discount off of the tuition cost per course.

SE511 Medical Chinese Language

(3 Didactic Units)

In this elective, basic Chinese character writing and Mandarin pronunciation are studied within the vocabulary of traditional Chinese medicine concepts and terminology.

SE602 Emotional and Spiritual Healing in Asia

(3 Didactic Units)

This course is an introduction to various authentic and indigenous Asian models of emotional and spiritual healing.

SE644 Facial Acupuncture Techniques

(3 Didactic Units)

This course will introduce the students to different approaches to aging skin and how to rejuvenate the face from the inside out, using different acupuncture techniques, facial massage, facial exercises, topical and internal herbal preparations, neutraceuticals, cosmeceuticals and lifestyle changes.

SE660 Japanese Acupuncture

(3 Didactic Units)

This is an introductory course in Japanese Acupuncture designed to review and explore advanced diagnostic skills and evaluation techniques including pulse, abdominal and channel palpation, Five Elemental theory, etc. Additionally to organize clinical data obtained through meticulous palpatory examination to refine diagnostic evaluation into coherent patterns of treatment approaches.

SE690 Medical Qi Gong

(3 Didactic Unit)

This course provides the student with an understanding of the principles of Qi Gong therapy and a variety of techniques and applications. The exercises of Qi Gong encourage the balance of qi inside the body which enhance health and healing. Qi Gong energy assessment can enhance students' ability to make better diagnosis in Chinese medicine clinic. The external Qi Gong therapy can be used for many disorders, and improve the acupuncture therapeutic effects. Specific exercises that students can recommend to their patients are also taught in the class to improve long term self care of patients.

Study Abroad in China

Pacific College students may elect to do extra-curricular internship training in China, usually during the Senior Internship year. Students may participate in a program guided by a college-sponsored faculty member in which students study with specialist TCM physicians in China. Contact the administration for details on upcoming China training programs.

For answers to questions about the schedule of classes or for a tour of the campus please call the college and ask to speak with an admissions representative.

Master Degree Program Students Wishing to Pursue the AOS Program

Master degree program students only take massage program courses if they have applied and are fully accepted to the AOS program. Students enrolled in both Master and Associate degree programs may be eligible for full transfer credit, financial credit, and/or challenge exam eligibility for courses with equivalent content. Please see an academic advisor for more information.

MODEL CURRICULUM FOR MASTER OF SCIENCE (TRADITIONAL ORIENTAL MEDICINE)

#	Term 1	Units	Cred Hrs	#	Term 7	Units	Cred Hrs
OM511	Fundamentals of Chinese Med 1	3.00	45	OM633	Diagnosis & Treatment of Disease 3	3.00	45
OM501	Foundations of Chinese Medicine	3.00	45	HB623	Herbology 6	3.00	45
WS511	Anatomy 1	2.50	45	WS542a	Ortho-Neural Eval 2	2.00	45
WS301a	Biology	2.50	45	AC612	Auricular Acupuncture	1.50	30
BT121	Tai Ji 1	1.50	30	WS651	Pharmacology	2.00	30
CL511a	Clinical Counseling 1	1.50	30	CL503	Associate Intern Grand Rounds	1.00	15
WS302	Medical Terminology	1.50	22.5	CL542	Associate Internship 2	2.00	60
	Totals:	15.50	262.5		Totals:	14.50	270
#	Term 2	Units	Cred Hrs		<i>Second Comprehensive Exam</i>		
OM512	Fundamentals of Chinese Med 2	3.00	45	#	Term 8	Units	Cred Hrs
AC504a	Acupuncture Channels & Points 1	2.50	45	OM634	Diagnosis & Treatment of Disease 4	3.00	45
WS512	Anatomy 2	3.00	45	AC613a	Treatment of Orthopedic Disorders	2.00	45
HB511	Herbology 1	3.00	45	WS653	Clinical Science 1	3.00	45
WS303	Survey of Biochemical Principles	3.00	45	WS652a	Physical Exam	2.50	45
BT311	Tui Na Hand Techniques	1.50	30	CL612a	Clinical Counseling 2	1.50	30
CL501	Introduction to Clinical Observation	1.00	15	CL543	Associate Internship 3	2.00	60
CL531	Clinical Observation	2.00	60		Totals:	14.00	270
CF0.00	CPR/First Aid (8 hours required)			#	Term 9	Units	Cred Hrs
	Totals:	19.00	330	OM635	Diagnosis & Treatment of Disease 5	3.00	45
#	Term 3	Units	Cred Hrs	HB631	Chinese Herbs & Internal Medicine 1	3.00	45
OM513	Fundamentals of Chinese Med 3	3.00	45	WS654	Clinical Science 2	3.00	45
AC505a	Acupuncture Channels & Points 2	2.50	45	HB641a	Eastern Nutrition	2.00	37.5
HB512	Herbology 2	3.00	45	WS655	Clinical Research Design & Stats	2.50	37.5
WS513	Anatomy 3	3.00	45	CL651	Senior Internship 1	2.00	60
AC511a	Intro to Clinical Techniques	2.50	45	CL652	Senior Internship 2	2.00	60
BT312	Tui Na Structural Techniques	1.50	30	CL653	Senior Internship 3	2.00	60
CL532	Clinical Assistantship 1	2.00	60		Totals:	19.50	390
	Totals:	17.50	315	#	Term 10	Units	Cred Hrs
#	Term 4	Units	Cred Hrs	OM636	Diagnosis & Treatment of Disease 6	3.00	45
OM514	Fundamentals of Chinese Med 4	3.00	45	HB632	Chinese Herbs & Internal Medicine 2	3.00	45
WS514	Human Physiology	3.00	45	CL613	Clinical Counseling 3	1.00	15
HB513	Herbology 3	3.00	45	BU611	Practice Management & Ethics	3.00	45
AC506a	Acupuncture Channels & Points 3	2.50	45	HB642	Shang Han Lun/ Wen Bing	3.00	45
AC512a	Needle Technique	2.50	45	CL654	Senior Internship 4	2.00	60
BT122a	Qi Gong 1	1.00	22.5	CL655	Senior Internship 5	2.00	60
CL533	Clinical Assistantship 2	2.00	60	CL656	Senior Internship 6	2.00	60
	Totals:	17.00	307.5		Specialty Elective	3.00	45
	<i>First Comprehensive Exam</i>				Totals:	22.00	420
#	Term 5	Units	Cred Hrs		<i>Third Comprehensive Exam (optional)</i>		
OM631	Diagnosis & Treatment of Disease 1	3.00	45	#	Term 11	Units	Cred Hrs
AC603a	Acupuncture Channels & Points 4	2.50	45	OM637	Diagnosis & Treatment of Disease 7	3.00	45
HB621	Herbology 4	3.00	45	HB633	Chinese Herbs & Internal Medicine 3	3.00	45
WS531	Pathophysiology 1	3.00	45	WS505	Nutrition	2.50	37.5
WS304	Biological Aspects of Physics	2.50	37.5	BU612	Medical Report Writing	2.00	30
AC611a	Advanced Needle Technique	2.50	45	CL657	Senior Internship 7	2.00	60
	Totals:	16.50	262.5	CL658	Senior Internship 8	2.00	60
#	Term 6	Units	Cred Hrs	CL659	Senior Internship 9	2.00	60
OM632	Diagnosis & Treatment of Disease 2	3.00	45		Totals:	16.50	337.5
HB622	Herbology 5	3.00	45				
WS541a	Ortho-Neuro Eval 1	2.00	45		FULL TOTALS	Units	Cred Hrs
AC605a	Acupuncture Channels & Points 5	2.50	45			188.5	3,465
WS632	Pathophysiology 2	3.00	45				
CL502	Introduction to Associate Internship	1.00	15				
CL541	Associate Internship 1	2.00	60				
	Totals:	16.50	300				

MODEL CURRICULUM FOR MASTER OF SCIENCE (ACUPUNCTURE)

#	Term 1	Units	Cred Hrs	#	Term 7	Units	Cred Hrs
WS301a	Biology	2.50	45	WS651	Pharmacology	2.00	30
WS302	Medical Terminology	1.50	22.5	CL503	Associate Intern Grand Rounds	1.00	15
WS511	Anatomy 1	2.50	45	CL542	Associate Internship 2	2.00	60
BT121	Tai Ji	1.50	30	AC612	Auricular Acupuncture	1.50	30
CL511a	Clinical Counseling 1	1.50	30	WS542a	Ortho-Neuro Eval 2	2.00	45
OM501	Foundations of Chinese Medicine	3.00	45	OM611	The Classics 1	3.00	45
OM511	Fundamentals of Chinese Med 1	3.00	45	OM633	Diagnosis & Treatment of Disease 3	3.00	45
	Totals:	15.50	262.5		Totals:	14.50	270
#	Term 2	Units	Cred Hrs		<i>Second Comprehensive Exam</i>		
BT311	Tui Na Hand Techniques	1.50	30	#	Term 8	Units	Cred Hrs
WS512	Anatomy 2	3.00	45	WS653	Clinical Science 1	3.00	45
CL501	Introduction to Clinical Observation	1.00	15	WS652a	Physical Exam	2.50	45
CL531	Clinical Observation	2.00	60	CL543	Associate Internship 3	2.00	60
WS303	Survey of Biochemical Principles	3.00	45	CL612a	Clinical Counseling 2	1.50	30
AC504a	Acupuncture Channels and Points 1	2.50	45	OM612	The Classics 2	3.00	45
OM512	Fundamentals of Chinese Med 2	3.00	45	OM634	Diagnosis & Treatment of Disease 4	3.00	45
CF0.00	CPR/First Aid (eight hours required)				Totals:	15.00	270
HB511	Herbology 1	3.00	45	#	Term 9	Units	Cred Hrs
	Totals:	19.00	330	WS655	Clinical Research Design & Stats	2.50	37.5
#	Term 3	Units	Cred Hrs	WS654	Clinical Science 2	3.00	45
BT312	Tui Na Structural Techniques	1.50	30	CL651	Senior Internship 1	2.00	60
WS513	Anatomy 3	3.00	45	CL652	Senior Internship 2	2.00	60
AC505a	Acupuncture Channels and Points 2	2.50	45	CL653	Senior Internship 3	2.00	60
AC511a	Introduction to Clinical Techniques	2.50	45	AC614	The Classics 3	2.50	45
CL532	Clinical Assistantship 1	2.00	60	OM635	Diagnosis & Treatment of Disease 5	3.00	45
OM513	Fundamentals of Chinese Med 3	3.00	45		Totals:	17	352.5
	Totals:	14.50	270	#	Term 10	Units	Cred Hrs
#	Term 4	Units	Cred Hrs	BU611	Practice Management & Ethics	3.00	45
BT122a	Qi Gong	1.00	22.5	CL654	Senior Internship 4	2.00	60
WS514	Human Physiology	3.00	45	CL655	Senior Internship 5	2.00	60
CL533	Clinical Assistantship 2	2.00	60	CL656	Senior Internship 6	2.00	60
AC512a	Needle Technique	2.50	45	CL613	Clinical Counseling 3	1.00	15
AC506a	Acupuncture Channels & Points 3	2.50	45	OM636	Diagnosis & Treatment of Disease 6	3.00	45
AC517	Point Energetics	2.50	45		Specialty Elective	3.00	45
OM514	Fundamentals of Chinese Med 4	3.00	45		Totals:	16	330
	Totals:	16.50	307.5		<i>Third Comprehensive Exam (opt.)</i>		
	<i>First Comprehensive Exam</i>			#	Term 11	Units	Cred Hrs
#	Term 5	Units	Cred Hrs	BU612	Medical Report Writing	2.00	30
WS531	Pathophysiology 1	3.00	45	CL657	Senior Internship 7	2.00	60
AC508	Luo Vessels	2.50	45	CL658	Senior Internship 8	2.00	60
AC509	Sinews Channels	1.50	30	CL659	Senior Internship 9	2.00	60
AC611a	Advanced Needle Techniques	2.50	45	OM637	Diagnosis & Treatment of Disease 7	3.00	45
WS304	Biological Aspects of Physics	2.50	37.5	WS505	Nutrition	2.50	37.5
OM631	Diagnosis & Treatment of Disease 1	3.00	45		Totals:	13.50	292.5
	Totals:	15.00	247.5				
#	Term 6	Units	Cred Hrs		FULL TOTALS	Units	Cred Hrs
WS632	Pathophysiology 2	3.00	45			172.5	3,232.5
WS541a	Ortho-Neuro Eval 1	2.00	45				
CL502	Introduction to Associate Internship	1.00	15				
CL541	Associate Internship 1	2.00	60				
AC606a	Eight Extraordinary Vessels	2.50	45				
OM632	Diagnosis & Treatment of Disease 2	3.00	45				
AC607	Divergent Meridians	2.50	45				
	Totals:	16.00	300				

UNDERGRADUATE PROGRAMS: ASIAN HOLISTIC HEALTH AND MASSAGE

Educational Purpose

Students interested in a career or continuing education in massage and bodywork therapies find many reasons to study. 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 offers one of the most comprehensive programs of massage techniques available today. Pacific's Asian holistic health and massage program offers substantial specialization in Asian body therapy, as well as an in-depth exploration of Western theory and techniques. 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's body therapists receive training at advanced levels in a variety of these techniques.

Students can learn massage techniques in a variety of styles: Circulatory/Swedish massage, deep tissue massage, myofascial release, trigger point therapy, Shiatsu, reflexology, passive joint movement, Thai massage, and acupressure. Pacific introduces a full class of tui na (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 students also learn to apply their massage skills to problems and conditions 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 graduates can provide such services. Pacific College massage practitioners learn to use their heads as well as their hands.

Another benefit of Pacific College's massage program is its close relationship to the college's Oriental medicine program. The massage student has the satisfaction of attending a training program that utilizes the expertise of an accredited Oriental medical degree program. Many body therapy faculty are licensed acupuncturists as well as skilled body therapists. Most have extensive experience working with the wide range of techniques available within Chinese and other Asian systems of medicine. This is important. 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 will be a valuable and continuing resource to massage students. A school is not a building or classrooms. It is the administration, faculty, and student body. Pacific is built upon a solid foundation. Massage classes are taught by licensed professionals who are currently working in the field. They bring to you, not only years of study, but years of work experience in the subjects they teach.

The overall 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 therapy.
2. Provide a supportive, educational environment conducive to personal growth and academic advancement.
3. Inspire, through the presentation of Oriental 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 Oriental body therapy, to apply the principles of Oriental and natural healing, and to become an integral part of the modern healthcare system.
5. Prepare our graduates for successful careers in professional bodywork by teaching them the knowledge, hands-on skills, business skills, and professionalism to succeed.
6. Prepare our graduates for successful completion of local and national body therapy examinations.
7. Provide continuing education programs for graduates and other practitioners of Oriental medicine and body therapy.

8. Further the understanding of the profession of Oriental medicine and body therapy through dialogue with other members of the healthcare community and the public at-large.
9. Provide Oriental medical services to the community.

The Asian holistic health and massage programs include the following degrees:

Associate of Occupational Studies (Massage Therapies)

Associate of Occupational Studies (Massage Therapies)

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's associate 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 associate degree gives students an excellent introduction to Oriental medical theory and comprehensive training in practical massage skills.

The purpose of the Associate program is to deliver the highest quality education that prepares students for employment in the profession of bodywork therapy and massage. In addition our purpose is to prepare students for the New York State licensure, and for the NCBTMB or Mblex exams for PCOM graduates choosing to get licensed out of New York State.

Educational Outcomes

Graduates of the associate degrees will:

- Demonstrate ethical behavior in their personal and professional lives.
- Demonstrate a wide and well-practiced variety of body therapy skills.
- Understand the integration of body, mind, and spirit.
- Know and demonstrate essential hygienic considerations in the performance of massage.
- Know and respect conditions contraindicating massage.
- Demonstrate knowledge of massage, biomedical science and Oriental medicine sufficient to pass the massage exams administered by New York State, and the National Certification Board for Therapeutic Massage and Bodywork (NESL Exam) and the Federation of State Massage Board (Mblex Exam). Graduates with at least 750 hours of study and 250 hours of post-graduate experience are eligible to take the board certification exam administered by the NCBTMB (National Certification Board for Therapeutic Massage & Bodywork).
- Demonstrate competence in basic business skills related to the practice of massage.

Students enrolled in the Associate of Occupational Studies in Massage Therapies must complete the following courses to total at least 65.5 units. Refer to Massage Chart of Courses for course prerequisites.

Required Courses:

General Education Coursework:

- Anatomy and Physiology 1: Bones and Muscles
- Anatomy and Physiology 2: Function of Organ Systems
- Anatomy and Physiology 3: Neuroanatomy
- Applied General Education Coursework:
- Biomedical Pathology for Massage Therapists
- Introduction to Kinesiology

Technical/Occupational Coursework:

- Public Safety and Counseling
- Philosophy and History of Asian Medicine

- Western Massage 1
- Western Massage 2
- Western Massage 3
- Introduction to Tui Na Hand Techniques
- Introduction to Tui Na Structural Techniques
- East/West Physiology 1
- East/West Physiology 2
- Business Fundamentals for Massage Therapists
- Acupoints for Massage Therapists
- Tui Na Treatment for Internal Disharmonies
- Massage Practicum 1
- Massage Practicum 2
- Massage Practicum 3
- Integrated East/West Massage
- Essential Oils for Massage Therapists
- Pathology East/West
- Orthopedic Sports Pathology
- Orthopedic Assessment
- Myology of Postural Alignment
- Tai Ji 1
- Qi Gong 1
- CPR/First Aid (eight hours required for Massage Practicums in the clinic)

Master Degree Students in Massage Programs

Specific courses within the Master degree program may substitute for massage courses and allow Master degree students to earn a massage certificate or degree(s) while pursuing the Master degree. In addition, the college will pay for licensure exam fees and provide a chair suitable for chair massages to students who pass the NY State exam. This may allow the Master degree student to find employment in body therapy or associated fields. Doing this enables students to practice what they are learning in class, practice marketing themselves in a health care field, and earn money while still a student. Please consult with an admissions representative for advice on this opportunity.

Why Pacific College Massage Practitioners Are Special

In the world of body therapy, Pacific College graduates stand out due to their ability to offer useful therapy based on Oriental medicine theory. They will have had the opportunity to learn an interesting array of techniques such as tui na, shiatsu, Thai massage, jin shin acupressure, as well as traditional circulatory/Swedish massage. Our bodyworkers are acquainted with such specialties as pediatric massage and massage for internal disorders. They also have had the opportunity to train and share insights with Oriental medical practitioners and medical doctors.

As in all classes at Pacific College, professionalism and regard for modesty are observed. Massage students may earn financial credit or challenge eligibility for certain master degree courses.

MASSAGE CURRICULUM

Pacific College's Department of Asian Holistic Health and Massage

The following courses are offered by Pacific College's Department of Asian Holistic Health and Massage. While the course descriptions are comprehensive, some variations in the content described may occur in a specific course or course sequences. For the latest requirements, please refer to the second half of the college catalog, Policies and Procedures.

Associate Degree Courses

AC101a Acupoints for Massage Therapists 1

(2 Didactic Units; .5 Lab Unit; Total: 2.50 Units)

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 by using the system of proportional measurements.

BT180 Western Massage 1

(2 Didactic Units; .5 lab Unit; Total: 2.5 Units)

This course introduces students to fundamental theory and skills of Western style massage. Students will develop beginner proficiencies in: palpation; strokes (gliding, kneading, friction, vibration, percussion, joint movement, and compression); biomechanics; draping; bolstering; client communication; indications and contraindications (focusing on pathologies of the integumentary system), and self-care stretches and exercises. Students will learn to plan and perform a basic full body Swedish massage

BT111 Introduction to Tui Na Hand Techniques

(1 Didactic Units; .5 Lab Units; Total: 1.5 Units)

The traditional methods of Oriental physiotherapy, known as Chinese Tui Na massage, are introduced 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. Qi Gong therapeutic exercises and meditation are also presented as part of the treatment process. The student begins the journey of applying knowledge of meridians to create a sense of balance and well-being in the receiver.

BT121 Tai Ji

(1 Didactic Units; .5 Lab Units; Total: 1.5 Units)

This course presents the first third of the Yang style Tai Ji and combines Tai Ji's therapeutic attributes with traditional Chinese philosophy. Mastery of movement is achieved through lectures explaining the relationship between structural dynamics, myology and kinesiology of movement and retentive practice of the movement.

BT122a Qi Gong

(.5 Didactic Unit; .5 Lab Unit; Total: 1 Unit)

This course provides the student with an understanding of the principles of qi gong therapeutic exercises and a variety of techniques and applications. The gentle exercises of qi gong encourage the smooth flow of qi through the body. So doing, qi gong enhances health and healing. Specific exercises that students can recommend to their patients are taught.

BT209 Integrated East/West Massage

(1 Didactic Unit; .5 lab Unit; Total: 1.5 Units)

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.

BT212 Introduction to Tui Na Structural Techniques

(1 Didactic Units; .5 Lab Units; Total: 1.5 Units)

This course focuses on therapeutic techniques and incorporating acupressure points to perform structural and soft tissue manipulation.

BT213a Tui Na Treatment of Disharmonies

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

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.

BT251a Introduction to Kinesiology

(2 Didactic Units; .5 Lab Unit; Total: 2.5 Units)

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 palpatory skills through assessment of muscular, articular and fascial resistance.

BT271a Myology of Postural Alignment

(1.5 Didactic Units; .5 Lab Unit; Total: 2 Units)

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.

BT280 Western Massage 2

(2 Didactic Units; .5 lab Unit; Total: 2.5 Units)

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 to incorporate such focused work into the context of a full body circulatory session.

BT281 Western Massage 3

(2 Didactic Units; .5 lab Unit; Total: 2.5 Units)

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.

BU102 Public Safety and Counseling

(2.5 Didactic Units)

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, inside of a healing context. They will learn fundamental communication skills including: listening, defining and maintaining healthy boundaries, and authentic expression.

BU211 Business Fundamentals for Massage Therapists

(2 Didactic Units)

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.

CL226 Massage Practicum 1 , CL227 Massage Practicum 2 , CL228 Massage Practicum 3

(2 Lab Units each)

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.

HM222 Essential Oils for Massage Therapists

(3 Didactic Units)

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.

OM102 Philosophy and History of Asian Medicine

(3 Didactic Units)

This course presents a rich and fascinating history that brings to life the people who advanced the practice of Oriental 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, OM222 East/West Physiology 2

(3 Didactic Units each)

These courses cover the basic theories of the Oriental Medical system. 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 Oriental 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. Students will continue to deepen their understanding of the body and learn to identify anatomical landmarks through palpation and group exercises.

WS111 Anatomy and Physiology 1: Bones and Muscles

(2 Didactic Units, .5 Lab Units; 2.5 Units)

WS212 Anatomy and Physiology 2: Function of Organ Systems

WS213 Anatomy and Physiology 3: Neuroanatomy

(Both courses: 3 Didactic Units)

These courses provide an in-depth examination of the anatomy, physiology, and pathology of the musculoskeletal system, the 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.

WS231 Biomedical Pathology for Massage Therapists

(3 Didactic Units)

In order to be a competent massage therapist and make safe and effective decisions about contraindications and session planning, the student 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 system, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS232 Pathology East/West

(3 Didactic Units)

This course deepens the understanding of the body from an Oriental Medicine point of view and explores the pathomechanisms of disease and the various factors that damage the body's organ systems. Emphasis is placed on understanding how constitutional factors, diet and disease play a role in the recovery of health.

WS233 Orthopedic-Sports Pathology

(3 Didactic Units)

This course is intended to train Massage Therapy students to work with general or acute pain, orthopedic, or sports related conditions. Course participants have 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.

WS240a Orthopedic Assessment

(1 Didactic Unit; .5 Lab Unit; Total: 1.5 Units)

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.

FC0.00 CPR/First Aid

Students are taught how to effectively assess and respond to injuries and life threatening situations. Skills taught include the ABC's of life-saving, CPR, the Heimlich maneuver, bandaging, splinting and wound care. This is an approved course taught by the American Red Cross or American Heart Association.

MODEL CURRICULUM FOR BODY THERAPY PROGRAM

Associate of Occupational Studies (Massage Therapies)

	Term 1	Units	Hours**	Credit Hours
WS111	Anatomy and Physiology 1: Bones and Muscles	2.50	42	45
OM121	East/West Physiology 1	3.00	42	45
BT111	Introduction to Tui Na Hand Techniques	1.50	28	30
OM102	Philosophy and History of Asian Medicine	3.00	42	45
BU102	Public Safety and Counseling	2.50	35	37.5
BT180	Western Massage 1	2.50	42	45
CF0.00	CPR/First Aid (eight hours required)			
	Total Units/Hours:	15.00	231	247.50
	Term 2	Units	Hours**	Credit Hours
WS212	Anatomy and Physiology 2: Function of Organ Systems	3.00	42	45
OM222	East/West Physiology 2	3.00	42	45
BT122	Qi Gong 1	1.00	21	22.5
AC101a	Acupoints for Massage Therapists 1	2.50	42	45
BT271a	Myology of Postural Alignment	2.00	42	45
BT280	Western Massage 2	2.00	42	45
	Total Units/Hours:	13.50	231	247.50
	Term 3	Units	Hours**	Credit Hours
WS213	Anatomy and Physiology 3: Neuroanatomy	3.00	42	45
WS232	Pathology East/West	3.00	42	45
WS240a	Orthopedic Assessment	1.50	35	37.5
CL226	Massage Practicum 1	2.00	60	60
BT212	Introduction to Tui Na Structural Techniques	1.50	28	30
BT251a	Introduction to Kinesiology	2.50	42	45
	Total Units/Hours:	13.50	249	262.50
	Term 4	Units	Hours**	Credit Hours
WS233	Orthopedic-Sports Pathology	3.00	42	45
BT121	Tai Ji 1	1.50	28	30
BT213a	Tui Na Treatments of Disharmonies	2.50	42	45
BT283	Western Massage 3	2.00	42	45
HM222	Essential Oils for Massage Therapists	3.00	42	45
CL227	Massage Practicum 2	2.00	60	60
	Total Units/Hours:	14.00	256	270
	Term 5	Units	Hours**	Credit Hours
WS231	Biomedical Pathology for Massage Therapists	3.00	42	45
BT209	Integrated East/West Massage	1.50	28	30
BU211	Business Fundamentals for Massage Therapists	2.00	28	30
CL228	Massage Practicum 3	2.00	60	60
BU212	NYS Exam Preparation	1.00	14	15
	Total Units/Hours:	9.50	172	180
	Full Totals:	65.50	1139	1207
** For purposes of verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ratio instead of the normal academic 15:1 ratio.				

PART-TIME Associate of Occupational Studies (Massage Therapies)

	Term 1	Units	Hours**	Cred Hours	Prereq	Concur
WS111	Anatomy & Physiology 1: Bones and Muscles	2.50	42	45		
OM102	East/West Physiology 1	3.00	42	45		
BU102	Public Safety and Counseling	2.50	35	37.5		
BT180	Western Massage 1	2.50	42	45		WS111, BU102
	Total Units/Hours:	10.50	161	172.5		
	Term 2	Units	Hours**	Cred Hrs	Prereq	Concur
WS212	Anatomy & Physiology 2: Function of Organ Systems	3.00	42	45	WS111	
OM102	Philosophy and History of Asian Medicine	3.00	42	45		
BT280	Western Massage 2	2.00	42	45	BT180, BU102	WS212, BT271a
BT111	Introduction to Tui Na Hand Techniques	1.50	28	30	WS111	WS111, BU102
	Total Units/Hours:	9.50	154	165		
	Term 3	Units	Hours**	Cred Hrs	Prereq	Concur
WS213	Anatomy & Physiology 3: Neuroanatomy	3.00	42	45	WS212	
OM222	East/West Physiology 2	3.00	42	45	OM121	OM102
CL226	Massage Practicum 1	2.00	60	60	BT280, OM121, WS111, BU102	AC101a, WS212
AC101a	Acupoints for Massage Therapists	2.50	42	45	WS111, OM121	OM102
	Total Units/Hours:	10.50	186	195		
	Term 4	Units	Hours**	Cred Hrs	Prereq	Concur
WS232	East/West Pathology	3.00	42	45	OM222, OM102	
BT251a	Introduction to Kinesiology	2.50	42	45	WS212	BT271a, WS213
BT281	Western Massage 3	2.00	42	45	WS212, BT280, BU102	
BT271a	Myology of Postural Alignment	2.00	42	45	WS111	WS212
	Total Units/Hours:	9.50	168	180		
	Term 5	Units	Hours**	Cred Hrs	Prereq	Concur
WS233	Orthopedic Sports Pathology	3	42	45	WS212	WS213, WS240a
HM222	Essential Oils for Massage Therapists	3	42	45	WS111, AC201, BU102, BT280	
CL227	Massage Practicum 2	2	60	60	CL226, BU102	WS213
BT212	Introduction to Tui Na Structural Techniques	1.50	28	30	BT111, BU102	AC101a
	Total Units/Hours:	9.50	172	180		
	Term 6	Units	Hours**	Cred Hrs	Prereq	Concur
BT120	Qi Gong	1.00	21	22.5		
WS231	Biomedical Pathology for Massage Therapists	3.00	42	45	WS213	
WS240a	Orthopedic Assessment	1.50	35	37.5	WS212	WS213
BT213a	Tui Na Treatment of Disharmonies	2.50	42	45	BT212	
	Total Units/Hours:	8.00	140	150		
	Term 7	Units	Hours**	Cred Hrs	Prereq	Concur
BT123	Tai Ji	1.50	28	30		
BT209	Integrated East/West Massage	1.50	28	30	BU102, BT281, BT212, CL227	WS233, WS213
BU212	Business Fundamentals and Exam Review	3.00	42	45	CL227, BT281	
CL228	Massage Practicum 3	2.00	60	60	CL227	
	Total Units/Hours:	8.00	158	165		
	Total Program Units/Hours:	65.5	1139	1207.5		

****For purposes of verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ratio instead of the normal academic 15:1 ratio.**

CERTIFICATE IN HERBOLOGY FOR LICENSED ACUPUNCTURISTS

Pacific College offers a certification program in herbal medicine that presents the fundamental principles of Oriental Herbology. Oriental Herbology is one of the most practical, effective and safe herbal systems available as a healing tradition. The program is designed for the licensed acupuncturist who wants to add this powerful tool to the scope of his or her acupuncture practice. Designed with the busy professional in mind, the program is organized into three distinct phases, and is completed within six terms. In the first academic phase, fundamental theories are presented, along with learning the functions, indications and unique properties of individual herbs. As Clinical Assistants in this phase, reinforcing their classroom studies, students assemble bulk herb formulas designed for patients by Clinical Interns under the supervision of licensed supervisors. In the second phase, courses present the full range of herbal formulas and their modifications. Concurrently, the student enters Internship and works in conjunction with a licensed supervisor to write formulas for patients. In the third and final phase of the program, courses present case studies and advanced topics in internal medicine, while in the clinic, students are managing patients and following their progress. The Certificate in Chinese Herbology consists of 450 didactic hours and 240 clinical hours that qualify the student to complete the NCCAOM exam in Chinese Herbology. The required courses for this program include the following:

- Herbology 1
- Herbology 2
- Herbology 3
- Herbology 4
- Herbology 5
- Herbology 6
- Chinese Herbs and Internal Medicine 1
- Chinese Herbs and Internal Medicine 2
- Chinese Herbs and Internal Medicine 3
- Shang Han Lun/Wen Bing (Survey of Classics)
- Herb Clinic Preceptorship
- Herb Clinic Internship 1
- Herb Clinic Internship 2
- Herb Clinic Internship 3

Applicants interested in this certificate program may contact the admissions department for specific requirements. Course descriptions for Herbology courses are found in the Department of Herbology section of the catalog. The following is a description of the Clinical Internship program requirements.

CL530 Herb Clinic Preceptorship

(2 Lab Units)

The Herb Clinic Preceptorship is designed to offer the student the opportunity to assist in, and become familiar with, all aspects of preparing herbal formulas. Students become a valuable part of the college's clinical team by assembling herb formulas. Students registering for the Herb Clinic Preceptorship will be assigned to work in the dispensary for the entire semester and will be trained by an Herbal Manager.

CL540, CL650, CL660 Herb Clinic Internship 1, 2, 3

(2 Lab Units each)

Internships 1,2 and 3 will be conducted in a group setting. The Interns will work as a team with a highly skilled Supervisor and will see up to 6 patients on each clinic shift.

MODEL CURRICULUM FOR CERTIFICATE IN CHINESE HERBOLOGY

	Term 1	Units	Credit Hours
HB511	Herbology 1	3.00	45
	Total Units/Hours:	3.00	45
	Term 2	Units	Credit Hours
HB512	Herbology 2	3.00	45
HB513	Herbology 3	3.00	45
CL530	Herbology Clinic Preceptorship	2.00	60
	Total Units/Hours:	8.00	150
	Term 3	Units	Credit Hours
HB621	Herbology 4	3.00	45
	Total Units/Hours:	3.00	45
	Term 4	Units	Credit Hours
HB622	Herbology 5	3.00	45
HB623	Herbology 6	3.00	45
CL540	Herbology Clinic Internship 1	2.00	60
	Total Units/Hours:	8.00	150
	Term 5	Units	Credit Hours
HB631	Chinese Herbs and Internal Medicine 1	3.00	45
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.00	45
CL650	Herbology Clinic Internship 2	2.00	60
	Total Units/Hours:	8.00	150
	Term 6	Units	Credit Hours
HB632	Chinese Herbs and Internal Medicine 2	3.00	45
HB633	Chinese Herbs and Internal Medicine 3	3.00	45
CL660	Herb Clinic Internship 3	2.00	60
	Total Units/Hours:	8.00	150
	Full Totals:	38.00	690

OUR FACULTY

The history of Oriental medicine and massage spans the centuries and crosses international borders. Pacific College has assembled an expert and varied academic team to do justice to this expansive body of knowledge. *(See the New York holistic nursing program catalog for information on faculty for that program.)* Pacific College'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 both a deep appreciation of traditional Oriental medical theory and an understanding of the problems that affect patients/clients in today's modern culture. This is an essential requirement for an effective faculty. The Pacific faculty members have the ability to teach in a manner familiar to Western students. Fun, friendship, and humor are not forgotten, even in serious lectures. Students, especially beginning students, may have questions that are difficult to express simply, or even clearly. The Pacific 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's faculty members recognize their responsibility as role models and mentors. Pacific College faculty also all meet the educational and experiential requirements required by state regulation and our accrediting agencies, or have been granted a waiver due to proof of their extensive training and experience. From acupuncturists to medical doctors to Taoist priests, Pacific's faculty will be an important, continuing resource during your education and beyond into private practice. Pacific employs nearly 200 faculty members at three campuses. Therefore, it is impossible to describe their interesting backgrounds in detail here. However, visit our website (<http://www.pacificcollege.edu>) for more faculty biographies. Because the faculty is our most valuable resource, we hope you visit at least one of our campuses and sit in some classes to experience them firsthand.

New York Academic Staff and Faculty

Dr. Belinda (Beau) Anderson, PhD, LAc

Dr. Anderson earned her PhD in Molecular Biology from the University of Sydney (Australia), and her Masters degree in Acupuncture and Chinese Herbal Medicine from the New England School of Acupuncture (NESA, Boston, MA). Dr. Anderson has over 20 years of administrative, clinical, research and teaching experience. Recent research positions were at Memorial Sloan Kettering Cancer Center and at NESA in collaboration with Harvard Medical School. Dr. Anderson is currently the Academic Dean and Research Director at Pacific College of Oriental Medicine (NY), the largest college of Chinese medicine in the US with campuses in New York, San Diego and Chicago. She is an Assistant Professor at Albert Einstein College of Medicine (Yeshiva University, NY) and maintains a private practice at New York University Fertility Center. Dr. Anderson is widely published, serves as an editor for several complementary and alternative medical journals, regularly participates on National Institute of Health (NIH) National Center for Complementary and Alternative Medicine (NCCAM) expert panels, and is a member of the Research Working Group of Academic Consortium for Complementary and Alternative Health Care. In 2013 she was granted a five-year NIH NCCAM K07 Career Development Award to undertake Evidence Informed Practice faculty training and curriculum development at PCOM-NY.

William Casalaina, Dipl Ac, LAc

A native of New York City, William Casalaina graduated Fordham University in the Bronx in 1980, the Swedish Institute (massage) in 1991 and Pacific College in 1997. He joined the faculty of PCOM in 2000 and was on the faculty of Swedish College of Acupuncture from 2001 through its closing in 2010. At Swedish held the position of Chair of the Clinic and Clinical Skills Departments in 2009 and 2010. As full time faculty at PCOM he currently serves as Chair of Clinical Practice Department, Chair of the Classical Chinese Medicine Department and Chair of the Curriculum and Program Review Committee in addition to teaching didactic classes and supervising clinic shifts. He served as a board member of the Acupuncture Society of New York

(ASNY) in 2007 and 2008. He is certified by the NCCAOM in Acupuncture and Chinese Herbology and has also studied homeopathy extensively. Mr. Casalaina currently maintains a private practice on East 55th Street.

Nigel Dawes, MA, LAc

Nigel has been practicing Acupuncture, Kanpo and Shiatsu since 1985. He graduated from schools in Japan, China and the UK and has taught Oriental Medicine in Europe, Israel and all over the U.S. He founded and directed the London College of Shiatsu (1987-1993), was the Dean of the Graduate School for Oriental Medicine at the New York College (1993-2001) and currently has a private practice in New York City where he is also on the faculty of Pacific College of Oriental Medicine and Tristate College of Acupuncture. Nigel also runs an accredited one-year post-graduate Kanpo internship in Sino-Japanese clinical Herbology in New York City.

Marianne Fuenmayor MS, LAc

After a career as a ballet/modern dancer in New York City, Marianne trained as a shiatsu therapist and teacher at the Ohashi Institute (New York). She founded her own shiatsu school, The Motherhand Society, in 1991, and graduated more than 90 students. Marianne graduated from Pacific College of Oriental Medicine with a master's degree in acupuncture and specializes in a five-element approach to the practice of acupuncture in combination with shiatsu therapy. She has lectured extensively in various settings in New York including the New York Open Center, where she has taught shiatsu since 1990. Marianne joined the faculty at PCOM in 2005. She is currently the Chair of the Department of Acupuncture.

Jason Ginsberg, MSTOM, LAc

Jason's interest in Chinese language, literature, and culture began in childhood. In high school he took courses in Chinese language, calligraphy, qigong, and taijiquan at the China Institute, and did his undergraduate work at NYU, majoring in Chinese studies, with a focus on classical Chinese language and texts. He graduated from PCOM with a Master's in Chinese medicine in 2002, and has been in private practice since then, practicing acupuncture, herbal medicine, tui na, and teaching qigong and other aspects of physical culture. Jason has also practiced acupuncture at Lutheran Hospital in Bayridge, Brooklyn, and at the Manhattan VA Hospital. He is a full time faculty member at PCOM, serving as an instructor and clinic supervisor, and in an administrative capacity focusing on course design, program design, online learning and infrastructure, and accreditation. Jason's practice and teaching focuses on the application of classical texts to contemporary practice, treating them as living, viable texts, with a continuing relevance to treatment of patients. He also plays the Chinese musical instrument known as the guqin (a.k.a. qin), the traditional instrument of self-cultivation.

Kathleen Greenough, MSTOM, LAc

A graduate of Pacific College of Oriental Medicine (PCOM), New York, Kathleen has a Master's degree in Traditional Oriental medicine. As a licensed acupuncturist, she worked at PCOM as a teaching Assistant and then as a Professor. She is pleased to accept a new position as full-time faculty at PCOM. Kathleen is currently serving as Chair of the Hiring and Promotion Committee. She is certified in Acupuncture and Chinese herbology by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). She is licensed to practice acupuncture in New Jersey and New York, and is a member of the American Association of Acupuncture and Oriental Medicine.

Mingxia Li, BM, LAc

Mingxia Li graduated from Beijing University of Chinese Medicine (BUCM) with a bachelor's Degree in medicine in 1985, and a graduate certificate in acupuncture in 1992. She served as an MD and faculty member in the BUCM Acupuncture Department from 1985 till 1996 teaching and practicing acupuncture and Chinese Medicine and supervising in the clinic. Mingxia Li has published several books on Chinese Medicine and numerous articles in Chinese Medicine Journals. She maintains a private practice in New York City and New Jersey. Mingxia Li joined the faculty at Pacific College of Oriental Medicine in 2003 teaching Oriental medicine and supervising in the clinic. She is the former Chair of the Oriental Medicine Department at PCOM.

Dr. Anne Jeffres, MS, DAOM, LAc

Dr. Jeffres earned her master's degree in acupuncture from Bastyr University in Seattle, Washington in 1994, and her Doctoral degree in Oriental medicine (DAOM) from Bastyr University, specializing in integrative oncology, in 2006. Her doctorate included studies in Chengdu and Shanghai, China. She has taught acupuncture and Oriental medicine since 1996 at Bastyr University and the Academy for Five Element Acupuncture in Florida. Dr. Jeffres is a member of the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) Herbal Examination Development Committee. In clinical practice she specializes in TCM and Five Element Acupuncture and Chinese herbal medicine in emotional disorders, pain management, oncology, and wellness support. Dr. Jeffres joined the faculty at Pacific College of Oriental Medicine in 2007 teaching Chinese herbology and Oriental medicine, and supervising in the clinic, including the offsite clinic at St. Vincent's Comprehensive Cancer Center. She is former Chair of Herbology at PCOM-NY and Associate Academic Dean.

Kiera Nagle, MA, LMT

Kiera Nagle serves as clinical supervisor and Assistant Dean of Pacific College of Oriental Medicine-NY. She provided prenatal massage at University of Nebraska Medical Center in a groundbreaking integrative health partnership, and serves as Clinical Supervisor for massage therapy at Katz's Women's Hospital at NSUH-LIJ. Kiera feels privileged to live a multifaceted life which includes practicing massage therapy, being an educator, artist, parent, and NYC Wedding Officiant. Her enthusiasm in educating people about the benefits of massage is directly connected to her years of experience as a NYC public high school art teacher. As a NYS-licensed, National Board Certified, and AMTA-registered massage therapist, she practices a variety of massage modalities, and specializes in prenatal massage. She is honored to expand her role at PCOM to become a full-time faculty member.

Thomas Nash, MA, MS, LAc

Tom Nash earned his MA in Counseling and Human Development from St. Mary's University in 1982. After 20 years working the mental health and addictions field, he returned to school and earned his MSOM from the New York College of Health Professions, and then completed a year long clinical and teaching Residency Program. He was a full time faculty member, Clinic Director and Department Chair at New York College from 2003 until moving to Pacific College of Oriental Medicine (New York) in 2009. He is a Licensed Acupuncturist in New York State, and a Nationally Board Certified Chinese Herbalist. He is in private practice in New Rochelle and Hicksville.

Dr. Olga Reznikova, MD, MS, LAc

Dr. Reznikova graduated with Honors from Minsk State Medical University (Russia). She practiced, participated in clinical research, taught, and advanced her education in preventative medicine, clinical epidemiology and immunology for 20 years before immigrating to the U.S. Dr. Reznikova has been certified as a physician by the US National Commission for Medical Graduates, and received her master's of Science in Acupuncture from New York College for Holistic Health, Education, and Research in 2001. She has successfully combined the teaching of biomedicine and Oriental Medicine at the acupuncture College from which she graduated, and since Fall of 2003 at Pacific College of Oriental Medicine. Dr. Reznikova also maintains an Acupuncture practice in New York and New Jersey and has authored several critical reviews of acupuncture research. Dr. Reznikova is Chair of the Biomedical Department at PCOM, where she also teaches biomedical courses and supervises in the clinic.

Wen-Chiang (John) Pai, MS, LAc

Mr. Pai earned his medical degree from the China Medical School in Taiwan and his master's degree from the Institute of Chinese Medical Studies. He was an instructor of TCM, a director of the Acupuncture Department and a Psychiatry Specialist at the China Medical School Hospital. As a director, he was also actively involved in the clinical training of the students from the acupuncture department of Victoria University, Melbourne, Australia.

Lynn Temenski, PhD[c], LMT

Lynn Temenski has actively practiced licensed massage therapy since 1989, and has been teaching massage and bodywork since 1991. Her work draws upon certified skills in Advanced Postural Integration, Lymph Drainage Therapy, CranioSacral Therapy, Thai Medical Massage, Swedish, Sports Massage, and Reflexology. Lynn is a doctoral candidate in psychology investigating film portrayals of pro-social touch compared to negative touch. Her research interests include touch education in healthcare training and k-12 settings, vicarious experience of touch, empathy and compassion training, and the communication and integration functions of fascia. She is committed to the advancement of education methods in bodywork, massage research literacy, public perception of the profession. Lynn is a former Department Chair of PCOM-NY's Asian Holistic Health and Massage Therapy Program, serving from January 2010 through December 2011. She is pleased to be returning to PCOM-NY as Full Time Faculty beginning January 2014

Maryanne Travaglione, MSTOM, DAOM, LAc

Maryanne is a New York native and a proud alumnus of Pacific College of Oriental Medicine. She started her studies at PCOM San Diego in 1988 and returned to New York in 1995 to teach here at Pacific where she has been an instructor of theory, techniques, and herbal medicine. In 2000, Maryanne was in China for advanced studies at the Jiangxi College of TCM and in 2009 she completed her doctoral degree at the Oregon College of Oriental Medicine with a specialty in geriatric care and women's health. She has been a credentialed adjunctive care provider at a number of hospitals and is currently at Lutheran Hospital in Brooklyn where she has recently completed training in acupuncture supportive care in labor and delivery. Maryanne served as a member of the board for the NCCAOM. Her work has recently appeared in the compilation *Sand to Sky: Conversations with Teachers of Asian Medicine* and will be included in the soon to be published textbook, *Classical Acupuncture Therapeutics*. She maintains a private practice in the Flat Iron district.

Helen Zhang, PhD, LAc

Dr. Zhang earned her medical and PhD. degrees from the Chinese Academy of Traditional Chinese Medicine and was an attending physician at China-Japan Friendship Hospital. She is a member of the NCCAOM Chinese Herbology Exam development Committee and has conducted many workshops in acupuncture and pain control to physicians and dentists. She teaches herbology and is currently the Department Chair of Herbology at PCOM.

Additional New York Faculty:

Rezan Akpinar, MSOM

NY College of Holistic Medicine

Jason Armstrong

AAS, Swedish Institute

Hal Asbury, MSOM, LAc

Touro College

Guidun Bai, PhD, LAc

Maryland Institute of Traditional Chinese Medicine

Adam Baritot, MA, LMT

Finger Lakes School of Massage

Debra Bernath, LMT, NCTMB, ARCB

The Academy of Massage Therapy

Joan Boccino, MSTOM, LAc

Pacific College of Oriental Medicine

Adriano Borgna, MSAc, LAc

Pacific College of Oriental Medicine

Katherine Brito

Peizhu Cheng, BM, LAc

Beijing University

Chinese Academy of Medical Sciences

Jonathan Daniel, DC, MS, LAc

Western States Chiropractic College

American College of Traditional Chinese Medicine

Tammy Day

Donna DeFalco, LMT, CEES

Swedish Institute

Ai Deng, MB/BS, LAc

Shanghai College of Traditional Chinese Medicine

Lois Denmark, MSTOM, LAc

Pacific College of Oriental Medicine

Gene Despoli, DC, LMT

New York Chiropractic College

Swedish Institute

Laura Flowers, MSTOM, LAc

Pacific College of Oriental Medicine

Kerrie Flynn

The New Center of Wholistic Health Education & Research

Douglas Freeman, MSAc, LAc

Pacific College of Oriental Medicine

Marc Gian, MSTOM, LMT, LAc

Pacific College of Oriental Medicine

Michael Gillespie, DC

Logan College of Chiropractic

Elizabeth Healy, MSTOM, JD, LAc
Pacific College of Oriental Medicine
Cardoza School of Law

Nicholas Vincent Isabella III, LAc
Swedish Institute

John-Hubert Jaeger, DC, CAC, PT
Life Chiropractic College

Dorene Hyman, MSTOM, LAc
Pacific College of Oriental Medicine

Max Kalkstein, MSTOM, LAc
Pacific College of Oriental Medicine

William Kaplanidis, MS, MSTOM, MA, LAc
Pacific College of Oriental Medicine
New York University

Melanie Morris Katin, MSTOM, LAc
Pacific College of Oriental Medicine

Mark Kuebel, MS, LAc
American College of Traditional Chinese Medicine

Cherrie Laygo, DAOM, LAc
Emperor's College of Oriental Medicine
Pacific College of Oriental Medicine

Thomas Leung, MSTOM, LAc
Pacific College of Oriental Medicine

Hui Li, BS/MS, LAc
Chengdu College of Traditional Chinese Medicine

Shen-Yi Li, MB/BS
Tianjin Medical University

Jan Li-Huang, MD (China), LAc
Shanghai Medical University

Hongwei Liu, PhD, MD (China), LAc
Herbei Medical University
China Academy of Traditional Chinese Medicine

Henry McCann, DAOM, LAc
New England School of Acupuncture

Cara Miller, Cert in Advanced Program of Ohashiatsu
The Ohashi Institute

Chrysso Neophytou-Tsimis, MSTOM, LAc
Pacific College of Oriental Medicine

Maryanne Oleksowicz, MSAOM, LAc
Mercy College

Peter Panken, Dipl Ac, LAc
Pacific College of Oriental Medicine

Jeremy Pulsifer, MSTOM, LAc
Pacific College of Oriental Medicine

Linda Puckette
Linda Y. Qui, MD (China), LAc

Chengdu University of Traditional Chinese Medicine

Hebei Medical University

Ralph Roberts, MTOM, LAc

Pacific College of Oriental Medicine

Mohammed Shahid, MB/BS

Chittagong Medical College

Glenn Smits, MSTOM, LAc

Pacific College of Oriental Medicine

Catherine Stapleton, LMT

Swedish Institute

Roger Tsao, PhD, LAc

University of Oriental Studies

Al Turner, LMT

Sarasota School of Massage Therapy

Ann Vitolo, MTOM, LAc

Pacific College of Oriental Medicine

En-yu Wang, MD (China), LAc

Tianjin Medical University

Shawn Williams, DC

New York Chiropractic College

Fukui Yang, MS

Tian College of Traditional Chinese Medicine

Eleanor Yung, MSAc, LAc

Pacific College of Oriental Medicine

Hong Wei Zhang, MB/MS, LAc

Heilongjiang University

Sharon Zhao, MB/BS, PhD, LAc

Guangzhou College of Traditional Chinese Medicine

Hunter College

Xin Zheng, OMD, LAc

China Academy of Traditional Chinese Medicine

Faculty Areas of Concentration

ACUPUNCTURE DETOXIFICATION

Hui Li, Ann Vitolo

ACUPUNCTURE ORTHOPEDICS

Guidun Bai, Glenn Smits

ALLERGIES/ASTHMA

Jan Li-Huang, Wen-Chiang (John) Pai

BIOMEDICINE

Olga Reznikova, Mohammed Shahid, Belinda Anderson, Adriano Borgna

BIOLOGICAL SCIENCES

Olga Reznikova, Mary Oleksowicz John Jaeger, Belinda Anderson

CARDIOVASCULAR DISORDERS

Jan Li-Huang, Wen-Chiang (John) Pai

CHIROPRACTIC

Jonathan Daniel, John Jaeger, Shawn Williams, Michael Gillespie

CHIROPRACTIC VETERINARY MEDICINE

John Jaeger

CLINICAL COUNSELING

William Kaplanidis, Thomas Nash, Elizabeth Healy

COSMETIC ACUPUNCTURE

Chrysso Neophytou-Tsimis

DERMATOLOGIC DISORDERS

Hongwei Zhang

FIVE ELEMENT THEORY

Anne Jeffres, Marianne Fuenmayor

GASTROINTESTINAL DISORDERS

Hui Li

GERIATRICS

Jan Li-Huang, Henry McCann

HIV/AIDS

Ralph Roberts, Hongwei Zhang, Mark Kuebel

HOMEOPATHY

Jonathan Daniels

IMMUNOLOGY

Wen-Chiang (John) Pai

INTERNAL MEDICINE

Ai Deng, Hui Li, Tom Leung, Xiuxia Yang, Xin Zheng, Helen Zhang, Belinda Anderson, Melanie Morris Katin

JAPANESE ACUPUNCTURE

Nigel Dawes

LAW/PRACTICE MANAGEMENT

Elizabeth Healy, Douglas Freeman

MASSAGE THERAPY

William Casalaina, Ralph Roberts, Max Kalkstein, Marianne Fuenmayor, Marc Gian, Cara Miller, Catherine Stapleton, Al Turner, Adam Baritot

MUSCULOSKELETAL DISORDERS

William Casalaina, Ai Deng, Max Kalkstein, Glenn Smits

NEUROLOGY

Ai Deng, Hui Li, Xiuxia Yang, Hongwei Zhang, Xin Zheng

NURSING

Glenn Smits

NUTRITION

Maryanne Oleksowicz, Jan Li-Huang

OBSTETRICS/GYNECOLOGY

Helen Zhang, Hongwei Zhang, Ann Vitolo, Henry McCann, Belinda Anderson, Mingxia Li, Perry Levenson

ONCOLOGY/CANCER

Joan Boccino, Anne Jeffres

PAIN SYNDROMES

Guidun Bai, Jan Li-Huang, William Kaplanidis, Helen Zhang, Hongwei Zhang, Xin Zheng, Glenn Smits, Max Kalkstein

PEDIATRICS

Melanie Morris Katin, Thomas Nash

PHILOSOPHY

Henry McCann, Thomas Nash

PSYCHOLOGICAL DISORDERS

Wen-Chiang (John) Pai, Thomas Nash

RESPIRATORY DISORDERS

Wen-Chiang (John) Pai

SHIATSU

Marianne Fuenmayor, Ralph Roberts, Cara Miller

SPORTS MEDICINE

Glenn Smits, Max Kalkstein, Hal Asbury

TAI JI/QI GONG

William Kaplanidis, Fukui Yang, Eleanor Yung

TUI NA

Fukui Yang, Glenn Smits, Hal Asbury

YOGA/MEDITATION

Ralph Roberts

ADMISSIONS

Prospective applicants are welcome to schedule a pre-application appointment with a Pacific admissions representative who will assist the prospective candidate in making application decisions. With the broad choice of degrees and programs offered at three different campuses, 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 the potential student will feel confident in their decision.

It is the college's aim to admit applicants who have demonstrated a strong desire to enter the field of Oriental medicine, holistic health, or body therapy, and have sufficient ability to appreciate and take advantage of the unique curriculum offered to Pacific students.

College Statements Regarding Discrimination, Sexual Harassment, Diversity, and Students with Disabilities

Philosophy

Pacific College of Oriental Medicine 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 harassment 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, marital status, and sexual orientation.

Sexual Harassment Prevention

The college is strongly opposed to sexual harassment and such behavior is prohibited both by law and by Pacific College policy. It is Pacific's intention to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy.

For complete information on the college's Discrimination and Sexual Harassment Policies and Procedures please see the second half of the Pacific College Catalog.

Statement on Diversity

Pacific College 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

Pacific 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 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 the academic requirements, and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College. 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."

For more information, see the "Disabled Student Services" section in the second half of the catalog, download the Disabled Student Services Policies and Procedures document from the Pacific College website, and/or contact a Disabled Student Support Services officer:

For Undergraduate Programs:

Academic Services Assistant, Kellie Knight
kknight@pacificcollege.edu

For Graduate Programs:

Academic Advisor, Joe Oppedisano
joppedisano@pacificcollege.edu

For All Programs:

Campus Director, Malcolm Youngren
myoungren@pacificcollege.edu

English Language Proficiency Requirements

Academic success at Pacific College 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.

Unless exempted by the Admissions Committee, 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. Applicants must achieve a TOEFL/iBT score of 61; 500 (paper on the based exam)*. The result of the examination determines if a student must take special courses in English prior to enrollment or if they may be allowed to take an English course while concurrently enrolled in the program. Proficiency can also be established through the completion of two-years (60 semester credits or 90 quarter credits) of baccalaureate level education in an institution accredited by an agency recognized by USDE or from an equivalent English language institution in another country. (*Please note: For the Master's and Doctoral degree programs, the ACAOM standards also state the following: "a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam).

The college will also accept a TOEIC (*Test of English for International Communication*) score of 600 or above only when the applicant can also provide speaking proficiency through the TOEFL, iBT with a speaking score of 26, or IELTS exam score of 6, or satisfactory completion of the appropriate English speaking class or exam at an affiliated English language school that is known to be equivalent to these scores.

A level 6 on the IELTS (*Int'l English Language Testing*) exam is also acceptable for admission to all programs.

Pacific College may waive the English language testing requirement based on satisfactory completion of the appropriate level of English or an acceptable equivalent test scores from affiliated English language schools with which the College has an official memorandum of understanding.

Admissions Eligibility

Certificate in Herbology for Licensed Acupuncturists

Candidates are accepted for entry each term beginning in January, May, and September. Students may enroll up to the first day of classes in any term, but should apply at least three months in advance because class size is limited. Students needing financial assistance are particularly encouraged to apply at least three months prior to the start of the term as seeking alternative loan funding is more time intensive. Applicants must submit a completed application form with all supporting documentation and fees required on that form and proof of graduation from an ACAOM accredited college or proof of State License or NCCAOM Certification in Acupuncture. Applications are accepted continually throughout the year. An interview with a college admissions representative may be scheduled before or after submission of the application. Accepted students will be notified within 30 days.

Associate Degree

In order to apply for admission to Pacific College of Oriental Medicine (PCOM), an applicant must meet the following criteria:

- A US citizen or legally able to pursue education in the United States.
- Able to read, write, and speak in English, either as a primary or secondary language. Students whose primary language is not English must provide evidence of a TOEFL score of 500 or more on the paper-based exam or 61 on the internet based exam.
- Have graduated from high school, or are able to demonstrate equivalency. Documents accepted to verify this requirements are: high school transcript bearing graduation date; GED certificate and GED test verification sheet; state high school proficiency examination certificate and test score report; notarized translation of foreign high school transcripts bearing graduation date and an academic evaluation certifying accredited equivalency to an American high school program; transcripts verifying completion of a two-year (or higher) program acceptable for full credit to a bachelor's degree program from an accredited college or university; DD form 214 verifying status as a high school graduate or equivalent with course and grade equivalencies if available.
- A GPA from prior schoolwork of at least a 2.0, with the following guidelines: An applicant who presents a HS transcript with a GPA below 2.0 as well as a College transcript with a GPA of 2.0 or above, will be accepted for admission based on the college GPA.
- 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).
- 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. Applicants whose GPA is below a 2.0 are encouraged to do one of the following, for re-consideration for entrance to the college:
 - A. Take 3 or more courses suggested by an Admissions Committee member at the college as a non-matriculated student. Achieve a GPA in those courses of 2.0 or better.
 - B. Take 3 or more courses at a local community college suggested by an Admissions Committee member. Achieve a GPA in those courses of 2.0 or better.

Bachelor of Professional Studies/Master of Science (Traditional Oriental Medicine) and Bachelor of Professional Studies/ Master of Science (Acupuncture)

Applicants for admission to these master's degree programs must have satisfactorily completed an associate degree or its equivalent or higher, defined as at least 60 semester credits/90 quarter credits.

Applicants who have not completed a bachelor's degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within the 60 semester/90 quarter credits required for admission. An additional 15 units of general education must be completed prior to term 5 of the master's degree program.

Three courses in the Master degree programs qualify as General Education Units. Two of the courses are taken within the first year. If the third course is also taken within the first year, the student will earn 8 required General Education units.

- Biology (2.5 units)
- Survey of Biochemical Principles (3 units)
- Biological Aspects of Physics (2.5 units)

Pacific's associate degree qualifies students to apply to Pacific's master's degree program, however most of the required general education requirements must be met by taking coursework off campus. Fifteen of the 30 general education units must be complete at time of admission. An Admissions Representative would be happy to advise you regarding helpful general education courses to take.

Within the total of 30 general education units, at least one course must be taken in each of the following five categories: 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 at least three of the five categories. Most applicants will have earned all or most of these credits within their prerequisite, academic courses. Required courses will be determined during the admissions process. CLEP exams may be used toward fulfilling these G.E. requirements. A college admissions representative will describe these for you.

Applicants with an undergraduate grade point average of 2.75 or greater will be considered for full acceptance to the program. Applicants with lower grade point averages will be considered for full 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 at Pacific, and academic goals to fulfill the conditions for continued acceptance into the program. International students must meet English language requirements.

Equivalency for Prerequisite Requirements (Master Degree Applicants)

As much as 30 semester units of the 60 units of prerequisites may be earned through prior learning assessment using a combination of the following assessment techniques:

- 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) tests

For a complete subject listing of the CLEP examinations, information on study guides, important limits to granting of credit, and the location of examination sites, please contact the Pacific Admissions Office.

Equivalency credit for corporate and military training may be assigned according to the recommendations established by the American Council on Education in The National Guide to Educational Credit for Training Programs and The Guide to the Evaluation of Educational Experience in the Armed Forces. PEP, USAFI, DANTES and corporate training credit requires a passing score reference.

Students who present a score of 3, 4, or 5 on a College Scholarship Service AP (Advanced Placement) Examination will be granted three semester units of credit per subject toward the general education requirements and may be granted transfer credit toward the corresponding Pacific course. Unit credit will be granted for passing these exams as indicated, but no letter grade will be assigned or computed in a student's grade point average.

College Board College Level Examination Program (CLEP)

Credit granted for certain CLEP Subject Examinations and General Examinations in Humanities, Mathematics, Natural Sciences, Social Sciences, and English Composition may be used to fulfill General Education requirements. For additional requirements for admission to the college, please see below.

Admission Procedures

Candidates are accepted for entry each term beginning in January, April-May, or September of each year however applications are accepted continually 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.

To apply for Admission to Pacific College an applicant should send the following to the Office of Admissions:

1. A completed Pacific College Application Form
2. Application fee (\$50; \$100 for International Students)
3. One current, full-face, passport-size photo for student file
4. Letters of reference from persons familiar with the applicant's academic abilities, maturity, and integrity. Two letters of reference are required for the Master and Bachelor degree programs. Letters of reference are not required for the Associate Degree programs, Massage Therapist certificate, and non-matriculated or public education student. (Please use the "Reference" form found in the catalog).
5. A personal statement describing your motivation for entering the field of Oriental medicine and/or body therapy. Master and Bachelor degree programs: The essay should be typed, double-spaced, and approximately 1 to 2 pages in length. Applicants to the Associate and Massage Therapy Programs must write 2-3 sentences in the space provided on the application describing their reasons for entering this profession; no written statement is required for non-matriculated or Public Education applicants.

Other Important Application Information Required:

1. Master and bachelor degrees: official transcripts from all colleges and massage programs should be sent directly to Pacific College 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.
2. International documents in a non-English language require an accompanying, original, certified translation into English, including year-to-year records of 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.
3. 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. Contact Pacific'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.

For quicker processing of your application while the college awaits official transcripts, you may send unofficial copies of your transcripts with your Application Form.

Non-Matriculated and Public Education Students

See your Admissions Representative for policies and procedures regarding these options for attending the college. Generally, students categorized as "Public Education" may only enroll in courses such as Tai Ji and Qi Gong. Non-Matriculated students may enroll in any class they are qualified to take, but must receive advance permission to do so from their Student Advisor or Program Dean.

The Admissions Interview

An admissions interview is required of all applicants seeking first-time admission, readmission, or admission with advanced standing (transfer from another school). The admissions interview is the opportunity for the applicant to demonstrate an understanding of, and interest in, the selected program of study. The interview is usually conducted by a subject matter expert who works or teaches in the field. It is also an opportunity for you to get more of your questions answered about the education and career you are exploring.

Interviews will be scheduled with a member of the Admissions Committee or other staff members designated by the Admissions Committee. Applicants may make an appointment for the admissions interview after at least the following portions of the completed application have been received: The application, the application fee, the personal statement (if required), letters of reference (if required), required transcripts from prior education (official transcripts are preferred at time of interview, but must be submitted prior to enrollment), and for students entering the massage programs, the Smarter Measure, on-line readiness test.

Notification of Decision

Members of the Admissions Committee make all final acceptance decisions. 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 criterion required, may appeal the admissions decision in writing within 30 days of denial. The Admissions Committee will consider the Appeal and may offer the applicant a way to demonstrate evidence of meeting any deficiencies for consideration of admission to the following term.

Other Enrollment Documents

You will be asked to complete the following other documents to complete your student file:

- An Enrollment Agreement (only after your file is complete and you are accepted to the college)
- Honor Code
- Classroom/Clinic Arbitration Agreement

Acupuncture Transfer Student Fee

Applicants who have attended another acupuncture college for at least one academic year and would like their transfer credit assessed must pay a "Transfer Student Fee." The fee will be credited to the student's account after the drop/add period. The fee is not refundable if the student does not enroll at Pacific. This fee does not apply to Pacific inter-campus transfer students.

Essential Functions for Individuals Entering the Fields of Acupuncture and Massage

Those interested in Pacific College of Oriental Medicine 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 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 "Students with Disabilities")

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 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 to safely support patients in arranging themselves for treatment. *Emergency procedures include:* ability to perform unassisted CPR, safely manage an unconscious patient and 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, s/ he 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. S/he must be able to comprehend and interpret medical literature and to read a large volume of sophisticated material quickly with considerable recall. S/he 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 to the care of patients and the maintenance of appropriate professional boundaries. S/he must possess a capacity for critical self -reflection and a willingness to engage the complex social environment of healing relationships with empathy, clarity and exceptional judgment. S/he must be prepared to operate as a professional in diverse and sometimes stressful environments with grace, flexibility and equanimity.

International (Nonimmigrant) Applicants

This institution is authorized under Federal law to enroll nonimmigrant alien students. Special application and admission procedures are required of all international F-1 and M-1 students. Permanent residents, refugees, and aliens in other nonimmigrant statuses should use the regular application and admission procedures.

In addition to the previous requirements, international (F-1 and M-1 nonimmigrant) applicants must submit an affidavit of financial support, together with supporting documentation such as bank statements or a bank letter dated within 6 months of their first semester 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 a Pacific 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 and a TOEFL score of 61 or higher must be verified if the student's primary language is not English and she or he does not have a degree from a U.S. college or university. The TOEFL requirement is also required of non-I20 students such as Permanent residents. 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 a good idea to allow time 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 or M-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 front and back of the I-94 card with the application along with the completed school transfer information form.

Nonimmigrant students are not eligible for U.S. federal financial aid.

General Information for International (F-1 and M-1 Non-immigrant) Students

International students arriving at the college from abroad must provide the college with a copy of their stamped I-20 and passport name page, visa, and front and back of the I-94 card. The Department of Homeland Security (DHS) requires that all International Students enroll in a full course of study, which is defined as 12 units per semester, except in special circumstances that will be explained at the International Student Orientation, attend classes regularly, and make satisfactory progress towards completion of the degree or certificate objective.

International students who apply for admission from outside the United States may be admitted each term (3 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 program extension, and/or desire to transfer to another institution.

There is currently no dormitory housing available at Pacific College.

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 of new students is conducted by the staff and faculty prior to or the first day of each term. Orientation dates and times are communicated to applicants by the Admissions Department upon acceptance to the college. All new students must attend this Orientation. If a student misses the Orientation, he or she must notify their admissions representative immediately. A separate orientation for new international students may also be held to inform them of their obligations and privileges as F-1/M-1 non-immigrants in the U.S. The International Student Advisor will contact students individually to set up this special orientation date if offered.

College Learning Management System (LMS) Orientation Class

All new students are required to attend an orientation to the college learning management system. The main LMS orientation class is held during the Orientation to the College, prior to or at the start of the first term. However, a makeup LMS orientation class is available at a schedule time during the first week of the term. Many faculty members are integrating the LMS platform into their class assignments, testing and learning.

Student Responsibility to Stay Informed

Students are required to be familiar with all rules and regulations set forth in the College Catalog, the Student Financial Aid Bulletin, Clinic Manuals, and PCOM Update notices and memos posted on the college bulletin board or distributed in the Student Communication files or by Pacific College email.

Financial Aid Information

(Available for all programs at Pacific College, except the DAOM, currently offered at the San Diego Campus)

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 Financial Aid Policy and Procedure Bulletin at <http://www.pacificcollege.edu>. 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. If the student has received federal student financial aid funds and withdraws from the college, a refund 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 <http://www.pacificcollege.edu>.
- Students can apply for financial aid using one of the computers available in the Financial Aid Office.
- Personalized loan counseling for prospective and continuing students, as well as our graduates.
- The Financial Aid Policy & Procedure Bulletin, a booklet designed to assist students through the financial aid process, is available online at <http://www.pacificcollege.edu>.
- Pacific College offers a variety of Federal Financial Aid programs to assist students in financing their education.
- Students required to repeat coursework may qualify for financial aid. Please contact the financial aid office to determine your eligibility.

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 maximum amount awarded varies upon the total cost of education versus the financial need. 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, as well as 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 students 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 non-need-based, credit-based loan with a fixed 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 more expensive than government loans and should only be used when you have exhausted all other financial aid options.

General Procedures for Applying for Financial Aid

1. Apply for a federal PIN from the U.S. Department of Education at <http://www.pin.ed.gov>. If you have a federal PIN but have forgotten it, you can ask to have it sent to you from the PIN website.
2. Complete the current year Free Application for Federal Student Aid at <http://www.fafsa.ed.gov>.
3. Each Pacific College campus has its own unique federal code. The code for the New York campus is: E00911.
4. Download, complete, sign and submit the current "Pacific College Financial Aid Certification Form" to the Financial Aid Office. (See the college website: <http://www.pacificcollege.edu> - Financial Aid page)
5. All new students and students applying for a Federal Direct Loan for the first time must complete Loan Entrance Counseling before the Financial Aid Office will originate loan eligibility. Entrance Loan Counseling is done online at <http://www.studentloans.gov>. Students will need their Federal PIN to enter and complete online Entrance Counseling.
6. Complete a Federal Direct Loan Master Promissory Note, online at <http://www.studentloans.gov>.

Applicants will be notified by the Financial Aid Office if additional documents are needed to award student aid. 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 <http://www.pacificcollege.edu/financialaid>.

Your Decision is Important

Entry into the profession of Oriental 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, as many answers. Please consider Pacific College a resource in your research of Oriental medicine. We are here to help and enjoy sharing the process that may lead to your entry into this fascinating field.

Pacific College's expert staff may be contacted by phone at:

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 electronically via the Internet:

San Diego admissions-SD@pacificcollege.edu

New York admissions-NY@pacificcollege.edu

Chicago admissions-CHI@pacificcollege.edu

For highlights of this catalog, the latest articles about Oriental medicine, pictures of our facilities and Oriental medical techniques, and Pacific Symposium audio files, check out <http://www.pacificcollege.edu>.

FEDERAL CONSUMER DISCLOSURE CHART

Program	Career Information	Total Cost (Tuition & Fees)	Books/Supplies	Grad Rates	Grad with Loan Debt	Median Loan Debt	Employment Rate
All Programs	http://www.onetoneline.org						
MSTOM	SOC #29-1199.01 CIP #51.3301	\$85,251	\$4,955	Total: 51 Students 11 Terms: 25% 12-13 Terms: 27% 14 or more Terms: 47%	41 out of 51	Title IV: \$101,990 Private Debt: 0\$	F13 ACCSC Annual Report: 84%
MSAc	SOC #29-1199.00 CIP #51.3301	\$80,474	\$3,901	Total: 15 Students 11 Terms: 47% 12-13 Terms: 40% 14 or more Terms: 13%	14 out of 15	Title IV: \$108,160 Private Debt: 0\$	F13 ACCSC Annual Report: 100%
AOS	SOC #31-9011.00 CIP #51.3502	\$30,418	\$1,419	Total: 62 Students 5 Terms: 39% 6-7 Terms: 37% 8 or more Terms: 24%	37 out of 62	Title IV: \$14,853 Private Debt: 0\$	F13 ACCSC Annual Report: 74%
BS (Holistic Nursing)	SOC #29-1141.00 CIP #51.3801	\$31,643	\$2,992	Program began Fall 2012 No data yet			100%*

*Students who enter the BSN (Holistic Nursing) program are already employed in the nursing field upon enrollment.

Cost: Fall 2014-15 Catalog

Grad/Loan Information: 2012-2013 Financial Aid Award Year

Employment Rate, Fall 2013 ACCSC Annual Report:

MSTOM: Winter, Spring, Fall 2007 cohorts; of 50 available for employment, 42 are employed in the field.

MSAC: Winter, Spring, Fall, 2007 cohorts; of 5 available for employment, 5 are employed in the field.

AOS: Winter, Spring, Fall 2010 cohorts; of 61 available for employment, 45 are employed in the field.

BS (Holistic Nursing): New program, Fall 2012, no data yet.

NEW YORK CAMPUS TUITION AND FEES

Effective September 1, 2014

Cost Per Course Hour (Didactic and Lab Hours)	\$27.30
Clinical Hours	\$20.40
Lutheran Labor and Delivery Clinic Shifts	\$27.30
Public Education Hours	\$27.30
Non-Credit, Remedial Hours	\$27.30
Independent Study <i>(if available)</i> per hour of the regular course	\$54.60
Audit Fee <i>(Pacific College students repeating successfully completed course)</i> <i>Programs with Elective Courses – Electives that are additional to the number the program requires</i>	\$100 \$100 discount per course
Total Tuition per Program	
MSTOM	\$83,716
MS (Acup.)	\$78,939
Associate of Occupational Studies	\$29,853
Herbal Certificate	\$16,362
* The college pays the fee for the NYS Exam and a massage chair is gifted to those who complete the AOS program (\$400 value). None of the above tuitions include fees, CPR, and supplies.	
Books and Supplies*	
MSTOM	\$4,955
MS (Acup.)	\$3,901
Associate of Occupational Studies	\$1,419
Herbal Certificate	\$1,093
*The cost for textbooks and supplies is approximate, based on current requirements and prices.	
Class Supply Fees	
Biology	\$20
General Biology	\$20
Herbology 1 (herb samples)	\$45
Herbology 2 (herb samples)	\$87
Herbology 3 (herb samples)	\$90
Massage Course Linens and Supplies - for practical classes <i>(specified in Course Syllabi for graduate and undergraduate classes)</i>	\$5 per term
Additional class supplies may be required by your instructor and may be purchased in the bookstore.	
Other Fees	
Application Fee <i>(not refundable) (Fee waived for all US Veterans)</i>	\$50
Advanced Transfer Assessment Fee <i>(Acupuncture college transfer student who attended 1+ years elsewhere; refunded 3rd week of matriculation)</i>	\$100
Re-Application Fee <i>(not refundable)</i>	\$50
Clinic Shift Change Fee <i>(for clinic shift changes after the 12th week of each semester. In some cases the Director of Clinical Services may waive the fee.)</i>	\$25
International Application Fee <i>(not refundable)</i>	\$100
I-20 Fee <i>(collected from international applicant deposit, when student doesn't enroll at Pacific)</i>	\$100

International Student Service Fee (<i>for non-education-related services</i>)	\$64/hr.
Registration Fee, per term (<i>not refundable</i>)	\$30
International Applicant Deposit	\$3,000
Late Registration Fee (<i>not refundable</i>)	\$25
Student ID Card/Replacement (<i>not refundable after issued</i>)	\$15
Student Council Fee, per term (<i>not refundable after the drop/add period</i>)	\$10
Add/Drop Fee (<i>free in first two weeks of class</i>) per transaction, not per course	\$10
CPR/First Aid Certifications (<i>required while in clinical courses</i>) (<i>paid to provider</i>)	Approx. \$100
Returned Checks	\$25
Certified Copy of Documents (PCOM student)	\$15
Copy of Document Fee (non-PCOM student)	\$30
Duplicates of Diplomas/Certificates	\$25
Documentation/MSTOM Graduation Fee (<i>Starting with 2015 graduating groups; no fee</i>)	\$0
<i>(Includes transcripts and extensive documentation for NCCAOM and CA, IL, and NY licensing boards. Other states, \$20/hour)</i>	
Documentation/Massage Program Graduation Fees	
Diploma/certificate. Graduation Fee (<i>Starting with 2015 graduating groups; no fee</i>)	\$0
Transcripts	\$5
Other Tuition Fees	
Late Tuition Fees (<i>plus \$25 after 14 days, if still late. After 28 days, students will not be allowed to continue the program without permission of the Administration. For library late fees, see library brochure.</i>)	\$25
For library late fees, see library brochure.	
Tuition Payment Plan Fee (<i>An optional fee paid each term; the tuition payment plan fee allows the student, at the discretion of the college, to pay his/her total amount due in four equal payments throughout the term.</i>)	\$25
Malpractice Insurance Per Term (<i>not refundable after term drop/add period</i>)	
Clinical Observers, Assistants, Associate Interns and Senior Interns	\$70
Massage students, per term (<i>includes coverage in the clinic and in the classroom</i>)	\$20
Comprehensive Exam Fees (<i>not refundable once exam(s) taken</i>)	
First Time Fee for Comprehensive Exams	
Comprehensive examination, per exam	\$50
Late Petition Fee (<i>Late fees are waived for students in a Remedial Course Plan (RCP) term.</i>)	\$25
Retakes of Failed Comprehensive Exam (<i>per exam administration, during regularly scheduled comps</i>)	
Practical, per section	\$50
Written, per section	\$20 (up to \$100)
Specially Scheduled* Comprehensive Exam	
Practical Exam	\$150
Written Exam	\$95
Specially Scheduled* Comprehensive Retake Exam	
Practical, per section	\$100
Written, per section	\$60
Make-ups* of Final or Midterm Examinations	
Written	\$50
Practical	\$75
Combined Written and Practical	\$110

*Specially scheduled and make-up exams may only be scheduled for verifiable “extenuating circumstances”. Extenuating circumstances are typically limited to serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, and study-abroad trips (with at least one month of advanced notice).

Challenge Examination (<i>per course</i>)	\$110
Make-up fee for missed Clinical Skills Development 1, 2, or 3 hours and other massage practical classes in the massage program	
Rate per hour missed	\$95

Please note:

- *Each student must maintain an email account with a provider of their choosing at their own expense, or use the college email system to receive important communications about the college.*
- *College items lost or broken will be charged at the College’s replacement cost plus expenses.*
- *Cash not accepted for tuition and fees.*

ACADEMIC CALENDAR: NEW YORK CAMPUS FALL 2014 – FALL 2015

**Monthly tuition payments are due Friday of the 1st week of each term unless otherwise noted below, and there after on the 7th of each month, or the 1st weekday if the 7th falls on a weekend.*

**Financial Aid Disbursement is Monday of week two of each term, unless otherwise noted below.*

**WASC Accreditation Site Visits 2014: New York (Sept. 16), Chicago (Oct. 10), San Diego (Nov. 18-21)*

SEPT 2 – DEC 13		FALL 2014 TERM
Sept 2	Tues	Fall 2014 Term Begins: First Day of Classes
Sept 8	Mon	1 st Fall 2014 Term Tuition Payment Due
		Fall 2014 Term Tuition Due in Full
Sept 9	Tues	Financial Aid disbursement begins
Sept 13	Sat	Last day to clear Spring 2014 "Incomplete" or "In Progress" grades to avoid retaking courses
Sept 16	Tues	Last day to Add/Drop most classes without tuition charges or fees
Oct 6	Mon	Winter 2015 Schedule of Courses is published
Oct 18	Sat	Last day to petition for the Fall 2014 Term/August Comprehensive Exams without late fee
Oct 19	Sun	Last day to drop a class and not receive a failing grade (most classes)
Oct 24	Fri	Oriental Medicine Day Celebration at PCOM
Nov 1	Sat	New York State Massage Therapy Exam and Licensure Deadline for January 2015 (tentative)
Nov 2	Sun	Daylight Saving Time Ends: Set clocks back one hour
Nov 4 - 11	Tues - Tues	26 th Pacific Symposium 2014 in San Diego
Nov 7	Fri	Financial Aid priority deadline (continuing student due to re-apply: Winter 2015)
Nov 11	Tues	Veteran's Day Observed: College Open (classes and clinic in session). Attendance for U.S. Veterans is optional/excused if communicated ahead of time with faculty/clinic.
Nov 26	Wed	Thanksgiving "Eve" – Administration Closes at 2pm
Nov 27 - 30	Thurs - Sun	Thanksgiving Observed (Entire College Closed)
Dec 11 - 12	Thurs - Fri	Fall 2014 Term/December Comprehensive Exam: 1 st , 2 nd & 3 rd Year End Exam
Dec 12	Fri	Evaluations must be completed by students who want grades mailed to them Fri, Dec 19, 2014
Dec 15 – Jan 4		Winter Break
Dec 19	Fri	Fall 2014 Term Grades mailed to students who completed class/clinic evals as of Fri, Dec 12th
Dec 24 - 25	Wed - Thurs	Christmas Holiday (Entire College Closed)
Dec 26	Fri	Deadline for Exit Loan Counseling: Fall 2014 Graduates
Dec 31	Wed	New Year's Eve (College Closes at 2:00pm)
Jan 1	Thurs	New Year's Day Observed (Entire College Closed)
JAN 5 – APR 18		WINTER 2015 TERM
Jan 5	Mon	Winter 2015 Term Begins: First Day of Classes
Jan 9	Fri	1 st Winter 2015 Term Tuition Payment Due
		Winter 2015 Term Tuition Due in Full
Jan 12	Mon	Financial Aid disbursement begins
Jan 17	Sat	Last day to clear Fall 2014 "Incomplete" or "In Progress" grades to avoid retaking courses
Jan 19	Mon	Last day to Add/Drop most classes without tuition charges or fees
		Martin Luther King Jr. Day: Entire College Open (classes and clinic in session)
Jan 29	Thurs	Chinese New Year (Year of the Sheep)
Feb 9	Mon	Spring 2015 Schedule of Courses is published
Feb 12	Thurs	Lincoln's Birthday: Entire College Open (classes and clinic in session)
Feb 16	Mon	President's Day: Entire College Open (classes and clinic in session)
Feb 21	Sat	Last day to petition for the Winter 2015 Term/April Comprehensive Exams without late fee

Feb 22	Sun	Last day to drop a class and not receive a failing grade (most classes)
		Washington's Birthday: Entire College Open (classes and clinic in session)
Mar 6	Fri	Financial Aid priority deadline (continuing student due to re-apply: Spring 2015)
Mar 8	Sun	Daylight Savings Time Begins: Set clocks forward one hour
Apr 3	Fri	Good Friday: Entire College Open
Apr 5	Sun	Easter Sunday: Entire College Closed
Apr 16 - 17	Thurs - Fri	Winter 2015 Term/April Comprehensive Exam: 1 st , 2 nd & 3 rd Year End Exam
Apr 19	Sun	2015 Commencement Ceremony (Tentative)
Apr 20 – May 3		Spring Break
Apr 20	Mon	Evaluations must be completed by students who want grades mailed to them Mon, Apr 27, 2015
Apr 27	Mon	Winter 2015 Term Grades mailed to students who completed class/clinic evals as of Mon, Apr 20
Apr 29	Wed	Deadline for Exit Loan Counseling: Winter 2015 graduates
May 1	Fri	Fall 2015-16 Academic Calendar Released
MAY 4 – AUG 15		SPRING 2015 TERM
May 4	Mon	Spring 2015 Term Begins: First Day of Classes
May 8	Fri	1 st Spring 2015 Term Tuition Payment Due
		Spring 2015 Term Tuition Due in Full
May 11	Mon	Financial Aid disbursement begins
May 16	Sat	Last day to clear Winter 2015 "Incomplete" or "In Progress" grades to avoid retaking courses
May 18	Mon	Last day to Add/Drop most classes without tuition charges or fees
May 25	Mon	Memorial Day (Entire College Closed)
June 1	Mon	NY State Massage Therapy Exam and Licensure Application Deadline for August 2015 Exam
June 8	Mon	Fall 2015 Term Schedule of Courses is published
June 20	Sat	Last day to petition for the Spring 2015 Term/August Comprehensive Exams without late fee
June 21	Sun	Last day to drop a class and not receive a failing grade (most classes)
June 26	Fri	Financial Aid priority deadline (continuing student due to re-apply: Fall 2015)
July 3 - 4	Fri - Sat	Independence Day Observed (Entire College Closed)
Aug 2015		CALE Exam (date TBA)
Aug 13 – 14		Spring 2015 Term/August Comprehensive Exams: 1 st , 2 nd & 3 rd Year End Exam
Aug 17 – Sept 7		Summer Break
Aug 17 – 22	Mon - Sat	Clinic Intensive Shift (Tentative)
Aug 17	Mon	Evaluations must be completed by students who want grades mailed to them Fri, Aug 14, 2015
Aug 24	Mon	Spring 2015 Term Grades mailed to students who completed class/clinic evals as of Fri, Aug 17
Aug 25	Tues	Deadline for the Exit Loan Counseling for Spring 2015 Term Graduates
SEPT 8 – DEC 12		FALL 2015 TERM
Sept 7	Mon	Labor Day Observed (Entire College Closed)
Sept 8	Tues	Fall 2015 Term Begins: First Day of Classes
Sept 11	Fri	1 st Fall 2015 Term Tuition Payment Due
		Fall 2015 Term Tuition Due in Full
Sept 15	Tues	Financial Aid disbursement begins
Sept 19	Sat	Last day to clear Spring 2015 "Incomplete" or "In Progress" grades to avoid retaking courses
Sept 22	Tues	Last day to Add/Drop most classes without tuition charges or fees
Oct 12	Mon	Winter 2016 Schedule of Courses is published
		Columbus Day: Entire College Open (classes and clinic in session)
Oct 24	Sat	Last Day to petition for the Fall 2015 Term/December Comprehensive Exams without late fee
		Oriental Medicine Day Celebration at PCOM (Tentative)
Oct 25	Sun	Last day to drop a class and not receive a failing grade (most classes)

Oct 27	Tues – Tues	27th Pacific Symposium 2015 in San Diego
Nov 1	Sun	Daylight Saving Time Ends: Set clocks back one hour
		New York State Massage Therapy Exam and Licensure Deadline for January 2016 (Tentative)
Nov 11	Wed	Veteran's Day Observed: College Open (classes and clinic in session): Attendance for U.S. Veterans is optional/excused if communicated ahead of time with faculty/clinic
Nov 13	Fri	Financial Aid priority deadline (continuing student due to re-apply: Winter 2016)
Nov 25	Wed	Thanksgiving "Eve"- Administration Closes at 2pm
Nov 26 - 29	Thurs- Sun	Thanksgiving Observed (Entire College Closed)
Dec 17 - 18	Thurs – Fri	Fall 2015 Term/December Comprehensive Exam: 1st, 2nd, & 3rd Year End Exam
Dec 21	Mon	Evaluations must be completed by students who want grades mailed to them Fri, Dec 28, 2015
Dec 21 - Jan 3		Winter Break
Dec 24 - 25	Thurs – Fri	Christmas Holiday (Entire College Closed)
Dec 28	Mon	Fall 2015 Term Grades mailed to students who completed class/clinic evals as of Fri, Dec 21st
Dec 30	Wed	Fall 2015 Term Comprehensive Exam Results mailed to students
		Deadline for Exit Loan Counseling: Fall 2015 graduates
Dec 31	Thurs	New Year's Eve – College Closes at 2pm

2016

Jan 1	Fri	New Year's Day Observed (Entire College Closed)
JAN 4 - APR 16		WINTER 2016 TERM
Jan 4	Mon	Winter 2016 Term Begins
Apr 29	Fri	F2016 – F2017 Academic Calendar Released
MAY 2 – AUG 13		SPRING 2016 TERM
May 2	Mon	Spring 2016 Term Begins
SEPT 6 – DEC 17		FALL 2016 TERM
Sept 6	Tues	Fall 2016 Term Begins
Sept 13	Tues	Financial Aid disbursement begins

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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.

Acceptance with Requirements (Master Degree Program Applicants, only)

Acceptance with Requirements 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 Acceptance with Requirements 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.

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.

STUDENT STATUS

Full-Time/Half-Time Designation

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 degree students who have reached graduate level loan status:

- Full-time: 12 units
- Half-time: 6 units or more

Massage therapist certificate, bachelor and associate degree students, and master degree students still receiving undergraduate level loans:

- Full-time: 12 units
- Half-time: 6 units or more

Public Education

In an expression of Pacific College's mission to further the understanding of Oriental medicine, Pacific's Admissions Committee or its designated representative 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, tai ji and qi gong. For more information and to apply for public education courses, please contact one of Pacific'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 courses with the approval of the Academic Dean. For more information and to apply for non-matriculated status, please contact one of Pacific College's admissions representatives.

GENERAL TRANSFER CREDIT POLICY

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Pacific College of Oriental Medicine 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 Oriental Medicine 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 Oriental Medicine to determine if your credits or degree or certificate will transfer. Currently, the College does not have any articulation or transfer agreements with any other college or university.

1. Transfer credit may be awarded for equivalent coursework documented by official transcript or an official letter/certificate that indicates the units or hours of training in each subject. These documents cannot be returned to the applicant or forwarded to another institution or agency.
2. Coursework completed at an accredited or appropriate candidate institution of an agency recognized by the Secretary of Education may be directly transferable.
3. A grade of "Pass" or "C" (2.0) or above is required for transfer.
4. 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, e.g., a physician for clinical science. For the Associate of Science program, some general education courses taken longer than 5 years prior to entrance are acceptable for transfer. (Exceptions: Anatomy and Physiology courses Levels 1 and 2)
5. Transfer credit is granted only when the total hours for any given course have been documented.
6. Transfer credit may be granted for a limited number of courses to individuals who have passed a state-recognized or state-administered licensing examination (Acupuncture, Chiropractic, FLEX, ECFMG, Physical Therapy, Psychology, Nursing, etc.). Applicants who have passed such a licensing examination must be able to indicate a passing score in each of the specific areas for which transfer credit is requested. A license itself is insufficient evidence; an official licensing examination report with scores is required. Applicants must make available such documentation directly from the licensing or examination agency to the Pacific College Admissions Office, and to the California Acupuncture Board (when applying for the California Acupuncture Licensing Examination).
7. Coursework taken at another institution after admission to Pacific is not transferable unless approved in advance in writing by the Registrar, Student Advisor, or Academic Dean.
8. Transfer credit is officially recorded on the student's Pacific transcript only upon completion of the program, even if previously recorded unofficially for administrative purposes.
9. Coursework transferred into the program is not included when computing Grade Point Average.
10. Courses taken at different branches of Pacific College are interchangeable and not considered a transfer credit issue. However, any PCOM student transferring between campuses must meet with the Registrar or Academic Dean at the current campus prior to transfer, and with the Registrar or Academic Dean at the new campus as soon as possible upon arrival, but not later than week two of the term.

Massage Program Transfer Credit

Transfer credit for courses taken at massage schools is limited to under 50% of each massage program and may be awarded if the following criteria are fulfilled:

1. The school must be accredited by an accrediting agency recognized by the U.S. Department of Education.
2. Coursework must have been completed within the last five years.
3. The student must have earned at least a 2.0 in the course.
4. The hour/unit count must be equivalent.
5. The student may be asked to provide a syllabus to the college so that the Registrar or Student Advisor may determine if the coursework is comparable in scope and content to what is taught at Pacific. If there is a concern about the equivalence of the scope and content of a course, the applicant's/student's grade in the course will be weighed more heavily in the decision. The student will be required to have earned at least a 3.0 in the course to be considered.

Master Degree Transfer Credit

MSTOM degree transfer credit is subject to regulations by the Bureau of Private Postsecondary Education, which state that, no more than 20% of graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit towards a Master degree. Students in Pacific Master degree programs on all campuses that qualify a student to sit for the California Acupuncture Licensure Exam are subject to the following California Acupuncture Board (CAB) regulations:

1. Up to 100% transfer credit may be awarded for coursework and clinical instruction completed successfully at another acupuncture school or college that is approved by the board. (To be awarded transfer credit for such courses, the college where the work was completed must also be accredited by an accrediting agency recognized by the U.S. Department of Education, otherwise a Challenge Exam is required.)
2. Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition 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.

In accordance with California Acupuncture Board (CAB) regulations, Pacific must limit transfer credit into its MSTOM degree programs from institutions that are not approved by the CAB. To be eligible for the California exam, transfer students from unapproved institutions will be subject to the following transfer regulations and limitations:

1. Evaluation of such coursework shall include an examination administered and retained by the school in the subject area(s) in which transfer credit may be awarded.
2. Up to fifty percent (50%) credit, by transfer or challenge exam, for clinical practice coursework and instruction in acupuncture and Oriental medicine principles, theories and treatment procedures may be awarded by a school approved by the board, provided that at least 50% of the course hours in individual subjects are completed successfully at a school approved by the board.

These limitations may require a transfer student from an unapproved institution to repeat similar courses and to take more than the required minimum credits for graduation to be eligible for the California Acupuncture Licensing Examination (C.A.L.E.). Transfer students who have attended an acupuncture college other than Pacific College for more than one year, and would like an assessment of transfer, are charged a \$100 transfer credit assessment fee. This fee is credited to tuition after the third week of attendance at the college.

Challenge Examinations

Students who have completed unaccredited coursework equivalent to Pacific College courses may be eligible to take a challenge examination. A student who passes a challenge exam will receive credit for the respective

course or courses. No grade will be entered on the student's transcript. Challenged courses count as transfer for purposes of California Acupuncture Board eligibility and certain limits apply. Challenge examinations may be taken only in subjects that meet the standards listed in "Transfer Credit Policy" above with the exception that credit: 1) need not be accredited, 2) need not have been earned within the last five years, 3) nor must the applicant have been continuously active within the last two years in the field for which challenge examination is requested.

In order to take an academic Challenge Examination the student will:

1. Obtain the examination petition through the office of the Academic Dean.
2. Take the examination by arrangement with the Administrative Office or Office of the Academic Dean.
3. Pay the challenge exam fee.

A student wishing to challenge a course may not attend the course prior to taking the challenge exam. Students who pass a challenge exam will not be required to take the course, and credit will be granted. Students failing a challenge exam will be required to take the course at normal tuition rates. All challenge examinations must be completed by the end of the first year of the student's enrollment at the institution, or prior to the term when the course is required, if, before the end of the first year (Master degree students). Massage students must complete their challenge exams before the end of their first term enrolled at the college.

Financial or Challenge Exam Credit

Students who have taken specific courses from Pacific College's massage department may be allowed to challenge (C) or receive financial credit (FC) for specific Master degree program courses. In addition, Master degree program students wishing to earn a Massage degree or certificate may share similar benefits. Please note that financial credit is not automatic: the student must note financial credit on his or her Registration Form to inform the Administration that he or she should receive credit. Contact your admissions or student advisement representative for what may apply to you.

Exceptions to Transfer and Challenge Policy

Pacific College does not grant credit in Clinical Counseling 3 and Internship. The college does not grant transfer credit for Advanced Needle Techniques. The college only rarely grants transfer credit for Introduction to Clinical Techniques and Needle Technique. In order to ensure student safety and patient safety and to reduce significant liability, every student must take at minimum the Advanced Needle Techniques course at Pacific College. Transfer students must also take either Clinical Observation or a Clinical Assistantship course at Pacific College. Transfer students who have previously taken similar courses may qualify for a reduced course fee of \$100 but must still earn a passing grade in these courses.

Licensed Acupuncturists taking Pacific College's herbology and clinic courses for the purpose of qualifying for the NCCAOM Herbology exam may be exempted from certain program prerequisites. Please contact the Office of the Registrar or Academic Dean for details.

Pacific College only rarely grants transfer credit for Clinical Research Design and Statistics. The college wants all of its students to experience the issues of acupuncture research regardless of their previous research in other fields. Only those students who have prepared a research proposal in an Oriental medicine area will be granted transfer for this course.

Students who are not healthcare professionals and did not take Pharmacology prior to admittance must take Pharmacology at Pacific College due to increased accountability for drug-herb interaction and application of ADME (Absorption/Distribution/Metabolism/Elimination). Students with medical profession backgrounds who receive transfer credit will be provided a handout on this information.

Transfer credit for Practice Management and Ethics is rarely granted except for comparable courses taken at other acupuncture colleges.

Auditing Classes

Students may choose to audit a class for which he or she already has 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 have credit, is also possible, but the fee is the full tuition amount. Academic Dean or Student Advisor approval is required. Auditors must be respectful of the privilege of auditing a class by allowing credit students primary access to teachers and class question/answer time. Auditing is on a space-available basis only.

REGISTRATION AND PAYMENT

Registration Procedures

Continuing students may register for the next term, without late fees, at any time up to the 9th week of the term, generally the day students that register on time get their confirmation of classes for the following 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 to avoid being closed out of classes.

Registration 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 a Late Registration Fee in addition to the regular registration fee.

Academic and Clinical Course Load

The maximum academic (does not include clinic) coursework for which a student may register is 20 units in any term; higher levels of registration must be approved by the Academic Dean or Student Advisor in writing, and such approval will only be granted after reviewing the student's previous unit load and grade point average.

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 take at least one year and cannot be accelerated where more than four of the nine internships can be taken in any one semester. Any intensive intern shifts are considered to be part of the term that precedes it.

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.

Tuition Payment Plans

Tuition and fee payments are due and payable on the first day of the term or by the Friday of the first week of the term. However, Pacific 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 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 first Friday of the term, and the three subsequent payments are due on the 7th calendar day, or the first business day thereafter if the 7th 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.

Payment of Tuition by Credit Card

Due to the expense incurred by the college, advance payment of tuition by credit cards for students using financial aid is prohibited.

Full Payment of Tuition and Fees

At the student's option, Pacific College accepts payment in full for tuition and fees, including any funds received through institutional loans, after the student has been accepted and enrolled.

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 will 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. Account balances remaining after a term ends may be subject to a 9% annual interest rate. Any future credits to the student's account will be applied first toward any balance due. Transcripts will not be issued for any student who has any outstanding financial balance or, at the discretion of the Campus Director, may be issued if courses not paid for in full are removed from the student transcript. These courses and grades may be reinstated after payment of tuition 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.

Additional Clinical Courses

On a space available basis, students may do extra Observation, Assistant, Associate Intern or Senior Intern shifts at half the usual tuition rate. Malpractice insurance fees must also be applied when a student is enrolled in a clinical course.

GENERAL GRADUATION REQUIREMENTS

1. Satisfactory completion, transfer, or challenge of all required courses.
2. Satisfaction of all financial obligations to the institution.
3. Successful completion of all required comprehensive examinations, if applicable.
4. Administrative recognition of complete academic, clinical, and financial files.
5. Completion of a Financial Aid Exit Interview (for Financial Aid students only), normally during the last half of the final term. Failure to complete an Exit Interview may result in delayed graduation and delayed submission of documents required for licensing or certification examinations.
6. Exit Interview with a member of the Career Services Department or Dean.
7. GPA of 2.0 or higher for undergraduate and certificate program students.
8. GPA of 3.0 or higher for graduate students.

Award of Graduate Degree

The graduate degree will be awarded from the Pacific College campus at which he or she:

1. Completes the majority of his/her coursework based upon a calculation of units, or in the case of the Master degree,
2. Completes his/her Internship year, defined as the last three courses of the Diagnosis and Treatment of Disease series, the Chinese Herbs and Internal Medicine series, and the entire Internship.

In the rare event that a Master degree student completes a majority of his/her work at one campus and the Internship year at another, the student may choose the campus from which his/her degree will be awarded.

MASSAGE PROGRAMS

Associate of Occupational Studies (Massage Therapies)

Students enrolled in the Associate of Occupational Studies in Massage Therapies must complete the following courses to total at least 65.5 units. Refer to Massage Chart of Courses for course prerequisites.

Required courses:

- Public Safety and Counseling
- Anatomy and Physiology 1: Bones and Muscles
- Anatomy and Physiology 2: Function of Organ Systems
- Anatomy and Physiology 3: Neuroanatomy
- Philosophy and History of Asian Medicine
- Western Massage 1
- Western Massage 2
- Western Massage 3
- Introduction to Tui Na Hand Techniques
- Introduction to Tui Na Structural Techniques
- East/West Physiology 1
- East/West Physiology 2
- Business Fundamentals for Massage Therapists
- Acupoints for Massage Therapists
- Tui Na Treatment of Disharmonies
- Massage Practicum 1
- Massage Practicum 2
- Massage Practicum 3
- Integrated East/West Massage
- Essential Oils for Massage Therapists
- Biomedical Pathology for Massage Therapists
- Pathology East/West
- Orthopedic-Sports Pathology
- Orthopedic Assessment
- Myology of Postural Alignment
- Introduction to Kinesiology
- Tai Ji 1
- Qi Gong 1
- CPR/First Aid (eight hours) is required for Massage Practicum 1, 2, & 3

ACUPUNCTURE AND ORIENTAL MEDICINE PROGRAMS

Master of Science (Traditional Oriental Medicine)

Students in the Master of Science (Traditional Oriental Medicine) must complete a minimum of 188.5 units from the courses listed in the *Acupuncture and Traditional Oriental Medicine Curriculum* section of this catalog, and an approved eight-hour CPR/First Aid course.

Master of Science (Acupuncture)

Students in the Master of Science (Acupuncture) must complete a minimum of 172.5 units from the courses listed in the *Acupuncture and Traditional Oriental Medicine Curriculum* section of this catalog, and an approved eight-hour CPR/First Aid course.

STUDENT COURSE LOAD

The following describe the general time frame and full time course load for Pacific's programs of study. Pacific 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."

Master Degrees

Full-time master degree students may complete the program in as little as 11 terms, i.e., three years and eight months, which is equivalent to 165 weeks. They will take approximately six to seven classes per term.

Associate Degree

Full-time associate degree students may complete the program in five terms, i.e., one year and eight months, which is equivalent to 75 weeks. They will take five to six classes per term.

Part-time associate degree students may complete the program in seven terms, i.e., two years and four months, which is equivalent to 105 weeks. They will take four to five classes per term.

SCHEDULE OF CLASSES

A basic academic calendar is published in the catalog. A more detailed Academic Calendar may be downloaded from the college website and is physically given to students each year.

Day classes are typically three hours and offered from 9 a.m.-12 p.m. or 1 p.m.-4 p.m., however, students should expect some variation. 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 so 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.

Clinical instruction is scheduled during the business hours of the clinic. Students who begin the program in the fall often have the choice of day or evening courses. However, the college will limit such groups' choices during the Internship phase and at such time as the number of students falls below that necessary to provide multiple schedules.

The maximum number of students in a regularly scheduled, lecture class is 40 to 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. One teaching assistant is assigned per 15 students in addition to the instructor.

Each term is 15 weeks with a potential intensive clinical week in August, following week 15. Seven weeks of vacation time normally includes two weeks for the winter holiday season, two weeks in the spring, and three weeks in the summer.

Due to the comprehensive nature and length of the program of study, classes may be held on secular and religious holidays. While recognizing the importance of religious observation, Pacific College cannot promise students that scheduled classes will not conflict with religious obligations.

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 from course to course, and term to term.

If you call the school, an admissions representative can assist you in gaining a more complete understanding of the commitment necessary to succeed at Pacific. Your questions are more than welcome.

CHARTS OF COURSES

The Oriental Medicine Charts of Courses indicate the course prerequisites and the courses a student must complete to graduate from the degrees. The Massage Therapy Chart of Courses indicates courses and prerequisite courses required or elective for the program.

ORIENTAL MEDICINE CHART OF COURSES (MASTER OF SCIENCE - TRADITIONAL ORIENTAL MEDICINE)

	Term 1	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS301a	Biology	2.50	45				1	2	3
WS302	Medical Terminology	1.50	22.5				1	2	3
WS511	Anatomy 1	2.50	45				1	2	3
BT121	Tai Ji	1.50	30						
CL511a	Clinical Counseling 1	1.50	30				1	2	3
OM501	Foundations of Chinese Medicine	3.00	45				1	2	3
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1	2	3
	Total Units/Hours:	15.50	262.50						
	Term 2	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BT311	Tui Na Hand Techniques	1.50	30				1	2	3
WS512	Anatomy 2	3.00	45	WS301a, WS511			1	2	3
CL501	Introduction to Clinical Observation	1.00	15		CL531		1	2	3
CL531	Clinical Observation	2.00	60	OM511	CL501		1	2	3
HB511	Herbology 1	3.00	45	OM511			1	2	3
WS303	Survey of Biochemical Principles	3.00	45	WS301a			1	2	3
AC504a	Acupuncture Channels & Points 1	2.50	45	WS511, OM511			1	2	3
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1	2	3
CF0.00	CPR/First Aid (8 hours required)						1	2	3
	Total Units/Hours:	19.00	330				1	2	3
	Term 3	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BT312	Tui Na Structural Techniques	1.50	30	BT311			1	2	3
WS513	Anatomy 3	3.00	45	WS512			1	2	3
HB512	Herbology 2	3.00	45	HB511, OM512			1	2	3
AC505a	Acupuncture Channel & Points 2	2.50	45	AC504a, OM512			1	2	3
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532		1	2	3
CL532	Clinical Assistantship 1	2.00	60	CL511a, CL531, HB511, AC504a, BT311	AC511a		1	2	3
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1	2	3
	Total Units/Hours:	17.50	315						
	Term 4	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BT122a	Qi Gong 1	1.00	22.5						
WS514	Human Physiology	3.00	45	WS513			1	2	3
CL533	Clinical Assistantship 2	2.00	60	HB512, AC511a, AC505a, CL532				2	3
HB513	Herbology 3	3.00	45	HB512, OM513			1	2	3
AC512a	Needle Technique	2.50	45	AC505a, AC511a				2	3
AC506a	Acupuncture Channels & Points 3	2.50	45	AC505a, OM513			1	2	3
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513			1	2	3
	Total Units/Hours:	17.00	307.5						
	Term 5	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS531	Pathophysiology 1	3.00	45	WS514		1		2	3
WS304	Biological Aspects of Physics	2.50	37.5						
AC611a	Advanced Needle Techniques	2.50	45	AC512		1		2	3
AC603a	Acupuncture Channels & Points 4	2.50	45	AC506		1		2	3
HB621	Herbology 4	3.00	45	HB513		1		2	3
OM631	Diagnosis & Treatment of Disease 1	3.00	45	OM514		1		2	3
	Total Units/Hours:	16.50	262.5						
	Term 6	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS632	Pathophysiology 2	3.00	45	WS531		1		2	3
WS541a	Ortho-Neuro Eval 1	2.00	45	WS513		1		2	3
CL502	Introduction to Associate Internship	1.00	15	CL533	CL541	1		2	3
CL541	Associate Internship 1	2.00	60	CL533	CL502	1		2	3

HB622	Herbology 5	3.00	45	HB621		1		2	3
AC605a	Acupuncture Channels & Points 5	2.50	45	AC512a, AC603a		1		2	3
OM632	Diagnosis & Treatment of Disease 2	3.00	45	OM631		1		2	3
	Total Units/Hours:	16.50	300						
	Term 7	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS651	Pharmacology	2.00	30	WS531, WS632		1		2	3
CL503	Associate Internship Grand Rounds	1.00	15	CL502	CL542	1		2	3
CL542	Associate Internship 2	2.00	60	CL541	CL503	1		2	3
HB623	Herbology 6	3.00	45	HB622		1		2	3
AC612	Auricular Acupuncture	1.50	30	AC512a		1		2	3
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1		2	3
OM633	Diagnosis & Treatment of Disease 3	3.00	45	OM631		1		2	3
	Total Units/Hours:	14.50	270						
	Term 8	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS653	Clinical Science 1	3.00	45	WS531, WS632, WS651		1			3
WS652a	Physical Exam	2.50	45	WS531, WS632		1			3
CL543	Associate Internship 3	2.00	60	CL542		1			3
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a, AC605a		1			3
CL612a	Clinical Counseling 2	1.50	30			1			3
OM634	Diagnosis & Treatment of Disease 4	3.00	45	OM631		1			3
	Total Units/Hours:	14.00	270						
	Term 9	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
HB641a	Eastern Nutrition	2.00	37.5	HB513					
WS655	Clinical Research Design & Stats	2.50	37.5			1			
WS654	Clinical Science 2	3.00	45	WS531, WS632, WS651		1,2			3
CL651	Senior Internship 1	2.00	60	WS652a, OM634, CL612a, CL543		1,2			3
CL652	Senior Internship 2	2.00	60	WS652a, OM634, CL612a, CL543		1,2			3
CL653	Senior Internship 3	2.00	60	WS652a, OM634, CL612a, CL543		1,2			3
HB631	Chinese Herbs & Internal Medicine 1	3.00	45	HB623		1,2			3
OM635	Diagnosis & Treatment of Disease 5	3.00	45		HB631	1,2			3
	Total Units/Hours:	19.50	390						
	Term 10	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BU611	Practice Management and Ethics	3.00	45			1			
CL654	Senior Internship 4	2.00	60			1,2			3
CL655	Senior Internship 5	2.00	60			1,2			3
CL656	Senior Internship 6	2.00	60			1,2			
HB642	Shang Han Lun/Wen Bing	3.00	45	HB623		1,2			
CL613	Clinical Counseling 3	1.00	15	CL612a	Intern	1,2			
HB632	Chinese Herbs & Internal Medicine 2	3.00	45	HB631		1,2			3
OM636	Diagnosis & Treatment of Disease 6	3.00	45			1,2			3
	<i>Specialty Elective</i>	3.00	45						
	Total Units/Hours:	22	420						
	Term 11	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS505	Nutrition	2.50	37.5	WS303					
BU612	Medical-Legal Report Writing	2.00	30		Intern				
CL657	Senior Internship 7	2.00	60			1,2			
CL658	Senior Internship 8	2.00	60			1,2			
CL659	Senior Internship 9	2.00	60			1,2			
HB633	Chinese Herbs & Internal Medicine 3	3.00	45	HB631		1,2			
OM637	Diagnosis & Treatment of Disease 7	3.00	45			1,2			
	Total Units/Hours:	16.50	337.5						
	Total Program Units/Hours	188.5	3465						

ORIENTAL MEDICINE CHART OF COURSES (MASTER OF SCIENCE - ACUPUNCTURE)

	Term 1	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS301a	Biology	2.50	45				1	2	3
WS302	Medical Terminology	1.50	22.5				1	2	3
WS511	Anatomy 1	2.50	45				1	2	3
BT121	Tai Ji	1.50	30						
CL511a	Clinical Counseling 1	1.50	30				1	2	3
OM501	Foundations of Chinese Medicine	3.00	45				1	2	3
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1	2	3
	Total Units/Hours:	15.50	262.50						
	Term 2	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BT311	Tui Na Hand Techniques	1.50	30				1	2	3
WS512	Anatomy 2	3.00	45	WS301a, WS511			1	2	3
CL501	Introduction to Clinical Observation	1.00	15		CL531		1	2	3
CL531	Clinical Observation	2.00	60	OM511	CL501		1	2	3
WS303	Survey of Biochemical Principles	3.00	45	WS301a			1	2	3
AC504a	Acupuncture Channels & Points 1	2.50	45	WS511, OM511			1	2	3
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1	2	3
CF0.00	CPR/First Aid (8 hours required)						1	2	3
HB511	Herbology 1	3.00	45	OM511			1	2	3
	Total Units/Hours:	19.00	330						
	Term 3	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BT312	Tui Na Structural Techniques	1.50	30	BT311			1	2	3
WS513	Anatomy 3	3.00	45	WS512			1	2	3
AC505a	Acupuncture Channel & Points 2	2.50	45	AC504a, OM512			1	2	3
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532		1	2	3
CL532	Clinical Assistantship 1	2.00	60	CL511a, CL531, HB511, AC504a, BT311	AC511a		1	2	3
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1	2	3
	Total Units/Hours:	14.50	270						
	Term 4	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BT122a	Qi Gong	1.00	22.5						
WS514	Human Physiology	3.00	45	WS513			1	2	3
CL533	Clinical Assistantship 2	2.00	60	AC511a, AC505a, CL532				2	3
AC512a	Needle Technique	2.50	45	AC505a, AC511a				2	3
AC506a	Acupuncture Channels & Points 3	2.50	45	AC505a, OM513			1	2	3
AC517	Point Energetics	2.50	45					2	3
OM514	Fundamentals 4	3.00	45	OM513			1	2	3
	Total Units/Hours:	16.50	307.5						
	Term 5	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS531	Pathophysiology 1	3.00	45	WS514		1		2	3
AC509	Sinew Channels	1.50	30	AC517		1		2	3
WS304	Biological Aspects of Physics	2.50	37.5						
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1		2	3
OM631	Diagnosis & Treatment of Disease 1	3.00	45	OM514		1		2	3
AC508	Luo Vessels	2.50	45	AC517				2	3
	Total Units/Hours:	15.00	247.5						
	Term 6	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS632	Pathophysiology 2	3.00	45	WS531		1		2	3
WS541a	Ortho-Neuro Eval 1	2.00	45	WS513		1		2	3
CL502	Introduction to Associate Internship	1.00	15	CL533	CL541	1		2	3
CL541	Associate Internship 1	2.00	60	CL533	CL502	1		2	3
AC607	Divergent Meridians	2.50	45	AC517		1			3

OM632	Diagnosis & Treatment of Disease 2	3.00	45	OM631		1		2	3
AC606a	Eight Extraordinary Vessels	2.50	45	AC517		1			3
	Total Units/Hours:	16.00	300						
	Term 7	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS651	Pharmacology	2.00	30	WS531, WS632		1		2	3
CL503	Associate Intern Grand Rounds	1.00	15	CL502	CL542	1		2	3
CL542	Associate Internship 2	2.00	60	CL541	CL503	1		2	3
AC612	Auricular Acupuncture	1.50	30	AC512a		1		2	3
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1		2	3
OM633	Diagnosis & Treatment of Disease 3	3.00	45	OM631		1		2	3
OM611	Classics 1	3.00	45	AC517					
	Total Units/Hours:	14.50	270						
	Term 8	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS653	Clinical Science 1	3.00	45	WS531, WS632, WS651		1			3
WS652a	Physical Exam	2.50	45	WS531, WS632		1			3
CL543	Associate Internship 3	2.00	60	CL542		1			3
CL612a	Clinical Counseling 2	1.50	30			1			3
OM634	Diagnosis & Treatment of Disease 4	3.00	45	OM631		1			3
OM612	Classics 2	3.00	45	AC517		1			
	Total Units/Hours:	15.00	270						
	Term 9	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS655	Clinical Research Design & Stats	2.50	37.5			1			
WS654	Clinical Science 2	3.00	45	WS531, WS632, WS651		1,2			3
CL651	Senior Internship 1	2.00	60	WS652a, OM634, CL612a, CL543		1,2			3
CL652	Senior Internship 2	2.00	60	WS652a, OM634, CL612a, CL543		1,2			3
CL653	Senior Internship 3	2.00	60	WS652a, OM634, CL612a, CL543		1,2			3
OM635	Diagnosis & Treatment of Disease 5	3.00	45			1,2			3
AC614	Classics 3	2.50	45	AC517		1			
	Total Units/Hours:	17.00	352.5						
	Term 10	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
BU611	Practice Management and Ethics	3.00	45			1			
CL654	Senior Internship 4	2.00	60			1,2			3
CL655	Senior Internship 5	2.00	60			1,2			3
CL656	Senior Internship 6	2.00	60			1,2			
CL613	Clinical Counseling 3	1.00	15	CL612a	Intern	1,2			
OM636	Diagnosis & Treatment of Disease 6	3.00	45			1,2			3
	<i>Specialty Elective</i>	3.00	45						
	Total Units/Hours:	16.00	330						
	Term 11	Units	Cred Hrs	Prereq	Concur	Exam Req	Req for Comp		
WS505	Nutrition	2.50	37.5	WS303					
BU612	Medical-Legal Report Writing	2.00	30		Intern				
CL657	Senior Internship 7	2.00	60			1,2			
CL658	Senior Internship 8	2.00	60			1,2			
CL659	Senior Internship 9	2.00	60			1,2			
OM637	Diagnosis & Treatment of Disease 7	3.00	45			1,2			
	Total Units/Hours:	13.50	292.5						
	Total Program Units/Hours:	172.5	3232.5						

MASSAGE THERAPY CHART OF COURSES

Associate of Occupational Studies (Massage Therapies)

	Term 1	Units	Hours**	Cred Hours	Prereq	Concur
WS111	Anatomy & Physiology 1: Bones and Muscles	2.50	42	45		
OM121	East/West Physiology 1	3.00	42	45		
BT111	Introduction to Tui Na Hand Techniques	1.50	28	30		WS111, BU102
OM102	Philosophy and History of Asian Medicine	3.00	42	45		
BU102	Public Safety and Counseling	2.50	35	37.5		
BT180	Western Massage 1	2.50	42	45		WS111, BU102
CF0.00	CPR/First Aid					
	Total Units/Hours:	15.00	231	247.5		
	Term 2	Units	Hours**	Cred Hrs	Prereq	Concur
WS212	Anatomy & Physiology 2: Function of Organ Systems	3.00	42	45	WS111	
OM222	East/West Physiology 2	3.00	42	45	OM121	OM102
AC101a	Acupoints for Massage Therapists	2.50	42	45	WS111, OM121	OM102
BT271a	Myology for Postural Alignment	2.00	42	45	WS111	WS212
BT122	Qi Gong 1	1.00	21	22.5		
BT280	Western Massage 2	2.00	42	45	BT180, BU102, WS111	WS212, BT271a
	Total Units/Hours:	13.50	231	247.5		
	Term 3	Units	Hours**	Cred Hrs	Prereq	Concur
WS213	Anatomy & Physiology 3: Neuroanatomy	3.00	42	45	WS212	
WS232	East/West Pathology	3.00	42	45	OM222, OM102	
WS240a	Orthopedic Assessment	1.50	35	37.5	WS212	WS213
CL226	Massage Practicum 1	2.00	60	60	BT280, OM121, WS111, BU102	AC101a, WS212
BT212	Introduction to Tui Na Structural Techniques	1.50	28	30	BT111, BU102	AC101a
BT251a	Introduction to Kinesiology	2.50	42	45	WS212	BT271a, WS213
	Total Units/Hours:	13.50	249	262.5		
	Term 4	Units	Hours**	Cred Hrs	Prereq	Concur
HM222	Essential Oils for Massage Therapists	3.00	42	45	WS111, AC201, BU102, BT280	
WS233	Orthopedic Sports Pathology	3.00	42	45	WS212	WS213, WS240a
BT213a	Tui Na Treatment of Disharmonies	2.50	42	45	BT212	
BT121	Tai Ji	1.50	28	30		
BT283	Western Massage 3	2.00	42	45	WS212, BT281, BU102	
CL227	Massage Practicum 2	2.00	60	60	CL226, BU102	WS213
	Total Units/Hours:	14.00	256	270		
	Term 5	Units	Hours**	Cred Hrs	Prereq	Concur
WS231	Biomedical Pathology for Massage Therapists	3.00	42	45	WS213	
BU211	Business Fundamentals for Massage Therapists	3.00	42	45	CL227, BT281	
BT209	Integrated East/West Massage	1.50	28	30	BU102, BT281, BT212, CL227	WS233, WS213
CL228	Massage Practicum 3	2.00	60	60	CL227	
	Total Units/Hours:	9.50	172	180		
	Total Program Units/Hours:	65.5	1139	1207.5		

****For purposes of verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ratio instead of the normal academic 15:1 ratio.**

HERBOLOGY CHART OF COURSES

Certificate in Chinese Herbology

	Term 1	Units	Hours	Prereq	Concur	Exam Req	Req for Comp		
HB511	Herbology 1	3.00	45				1		
	Total Units/Hours:	3.00	45						
	Term 2	Units	Hours	Prereq	Concur	Exam Req	Req for Comp		
HB512	Herbology 2	3.00	45	HB511			1		
HB513	Herbology 3	3.00	45	HB511			1		
CL530	Herbology Clinic Preceptorship	2.00	60	HB511	HB513			2	
	Total Units/Hours:	8.00	150						
	Term 3	Units	Hours	Prereq	Concur	Exam Req	Req for Comp		
HB621	Herbology 4	3.00	45	HB513		1		2	
	Total Units/Hours:	3.00	45						
	Term 4	Units	Hours	Prereq	Concur	Exam Req	Req for Comp		
HB622	Herbology 5	3.00	45	HB621		1		2	
HB623	Herbology 6	3.00	45	HB621		1		2	
CL540	Herbology Clinic Internship 1	2.00	60	HB621, CL530		1		2	
	Total Units/Hours:	8.00	150						
	Term 5	Units	Hours	Prereq	Concur	Exam Req	Req for Comp		
HB631	Chinese Herbs and Internal Medicine 1	3.00	45	HB623		1,2			3
HB642	Shang Han Lun/Wen Bing (Survey of Classics)	3.00	45	HB623		1,2			3
CL650	Herbology Clinic Internship 2	2.00	60	CL540		1,2			3
	Total Units/Hours:	8.00	150						
	Term 6	Units	Hours	Prereq	Concur	Exam Req	Req for Comp		
HB632	Chinese Herbs and Internal Medicine 2	3.00	45	HB631		1,2			3
HB633	Chinese Herbs and Internal Medicine 3	3.00	45	HB631		1,2			
CL660	Herb Clinic Internship 3	2.00	60	CL650	HB632	1,2			3
	Total Units/Hours:	8.00	150						
	Total Program Units/Hours:	38.00	690						

CHART CODES

CHART CODES	DEFINITION/DESCRIPTION
Units/Hours	Didactic courses: 15 clock hours equal 1 semester unit
	Hands-on courses and labs: 30 clock hours equal 1 semester unit
	Clinical training: 30 clock hours equal 1 semester unit
	*NOTE: For 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.
Prereq	Course prerequisite
Concur	Courses completed or taken in the same term
Exam Req	Comprehensive exam indicated is required prior to course
Req for Comp	Courses which are required prior to taking the Comprehensive Exams indicated
MSAC	Courses required for the MS (Acupuncture) program (NY campus only)
MSTOM	Courses required for the MS (Traditional Oriental Medicine)
MTH/AB	Courses required for the Massage Therapist/Asian Bodywork Certificate
AAS	Courses required for the Associate of Applied Science (Holistic Health Science)
BHS	Courses required for the Bachelor of Health Science (Asian Holistic Health & Massage)
AOS	Courses required for the Associate of Occupational Studies (Massage Therapies) (NY Campus)
BPS	Courses required for the Bachelor of Professional Studies (Asian Holistic Health & Massage) (NY Campus)
BS	Courses required for the Bachelor of Science (Asian Holistic Health & Massage) (Chicago Campus)
1	First comprehensive examination
2	Second comprehensive examination
3	Third comprehensive examination
•	Required for program indicated (if in "Required Column")
•	Elective for program indicated (if in "Elective Column")
100 - 200	Lower division courses
300 - 400	Upper division courses
500 and above	Graduate Level courses

GRADING SYSTEM

Students receive letter grade symbols in all academic and clinical courses. Grade symbols are assigned and measured at the completion of each term.

Grades are normally submitted by the instructor within seven days following the final examination. A computer-printed term grade report is issued by the Office of the Registrar within seven to ten business days of receiving all grades if the student has completed all online clinic and class evaluations.

Evaluation of Courses

Students are required to submit evaluation forms at the completion of each course in order to receive final grades. 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 instructors. Course evaluations are necessary to remain in compliance with the college's accreditors.

Challenging a Grade Received

There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.

Students should seek first to resolve any discrepancy with the instructor. If unresolved, the student should seek advice from the Registrar, Student Advisor, or Academic Dean for the appropriate procedure. A student requesting a change of grade or a student who did not receive a grade must notify the administration in writing within 30 days of the end of the term.

Extenuating Circumstances

Throughout this section of the catalog the terms "extenuating circumstances" may appear. For clarification, extenuating circumstances are typically limited to serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, and study-abroad trips (with at least one month of advanced notice).

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 fully justifiable reasons and that there is still a possibility of earning credit. Students must submit a Petition for Incomplete Grade at least 72 hours before the final class and receive approval by their instructor and the Academic Dean. An Incomplete 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" 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 extenuating circumstances.

A student receiving an "I" must make up the specified deficiency and receive a grade by the end of the second week of the next term, or the "I" automatically becomes an "F" on the first day of the third week of the term and the course must be retaken at normal tuition rates. It is the student's responsibility to ascertain that the instructor has delivered the final grade to the administration before the third week of the term begins.

Academic Grading System

A plus/minus system is used at Pacific at the discretion of the instructor. The grades A+, C-, F+, 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.

Grade	Grade Points	Grade	Grade Points
A	4.0	C+	2.33
A-	3.66	C	2.0

B+	3.33	F	0.0
B	3.0	I	n/a
B-	2.66	P	n/a

Administrative Grading System

Grade	Points	Explanation
IP	n/a	In Progress (Satisfactory)
W	n/a	Official Withdrawal
WF	0.0	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 1 st or 2 nd comprehensive exam section(s). (Formerly “NG – No Grade”)
P	n/a	Proficient – issued by administration for passing 1 st or 2 nd comprehensive exams
RF	n/a	Failure grade replaced
RC	n/a	C grade replaced

Calculation of Grade Point Average (GPA)

Your grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. Your grade point average may range from 0.0 to a 4.0.

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

Withdrawal Grade

The symbol “W” indicates that the student was permitted to drop a course after the second week and before 60% of instruction is complete because of a verified, serious and compelling reason. The administrative symbol “W” for withdrawal cannot be assigned by a faculty member.

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.

Administrative Transcript Notations

Administrative transcript notations may be entered on transcripts for the following reasons:

- Disciplinary Actions
- Academic Probation
- Academic Disqualification
- Readmission
- Withdrawal
- Leave of Absence

Make-up Examination Rules

Make-up of a missed examination is subject to approval by the faculty member involved. Make-up exam fees are applicable (*See Fee Schedule*). Faculty is under no obligation to excuse a student from an exam and may

assign a failing or lower grade to a missed exam. Excessive use of the make-up exam policy may require meeting with the Academic Dean or Student Advisor.

Students must notify the instructor at least 72 hours prior that they will miss an exam and the reason. If excused, midterm and final exams must be made up within one week of the exam date. The Administration office may administer these exams (*see Tuition and Fees: Make-up fees*).

It is the decision of each instructor whether make-up of quizzes will be allowed. The make-up of quizzes, if permitted, is administered by the instructor.

Failed Examinations: Students are not permitted to retake any failed exam in academic courses without the permission of the Instructor and the Academic Dean. Such permission is granted only in the case of extenuating circumstances.

Repeated Courses/Forgiveness Policy

Courses in which a "Fail" or "Withdrawal Failure" grade is earned must be retaken at normal tuition rates the next time the course is offered. The student may not progress to the next sequential course in the respective series until the "F" or "WF" has been remedied. 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 "C" was earned and replace it with a new grade only when such replacement is required to raise the GPA to allow further progress in a program. The cost of retaking a course is used in calculating a student's cost of attendance only if it is required or recommended by the Student Advisement Committee or Student Advisor as long as the student is otherwise making satisfactory progress.

Student advice: Pacific 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 Guidelines

(As of this writing, the California Acupuncture Board does not allow Independent Study in any coursework required to complete the Master degree program.)

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. Extenuating circumstances are typically limited to serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, and study-abroad trips (with at least one month of advanced notice), that 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. Differences in schedules at Pacific College's branch campuses that interrupt or delay the progress of a student relocating to a different branch are not considered an extenuating circumstance unless relocation is required by one of the above reasons. Independent study is not applicable to any aspect of Clinical Training. Only students with a Pacific 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, the student is required to make arrangements through the administration with the instructor of the course. The subject material and evaluation methods must meet those set forth in the established Course Outline, including examinations, projects and/or term papers. Periodic meetings between the student and instructor are required, and the actual contact hours shall not be less than one-third of the total residential hours normally required for the course. The student must document the amount of time spent on each educational activity, including meeting time with the teacher, and the total hours must be at least three times the amount of hours awarded for the class. (One unit of credit requires 45 hours of instructional activity.)

COURSE COMPLETION REQUIREMENTS

The successful completion of a course at Pacific College 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

Regular attendance is a requirement for getting the most from your education at Pacific. Students must attend 75% of the hours scheduled for any given academic course or a grade of "F" is assigned and the course must be retaken at normal tuition rates. Faculty may establish attendance requirements in excess of 75% with the approval of the Academic Dean. Students who attend less than 75% of the class hours may petition for an "Incomplete" grade if extenuating circumstances exist. Clinical courses and some academic courses require 100% attendance. In 100% attendance courses, up to 25% of the required time may be made up by re-enrolling in the same course for the time and specific performance requirements which were missed, at prorated, normal tuition rates. In courses that require 100% attendance, if more than 25% of the course is missed, an "F" grade is assigned. Unless a student can demonstrate extenuating circumstances to the Academic Dean as well as the instructor of the class, there is no provision for making up missed time in courses requiring either 75% or 100% attendance, and the student's attendance may be considered in assessment of grades.

Students may miss more than two classes in a row only for extenuating circumstances. In addition, the faculty member may use academic discretion in determining if "late addition" to a class is advisable.

A student may automatically be dropped from a class after exceeding the maximum absences allowed according to the length of the class, unless working with a Student Advisor, and a grade of WF is assigned.

The following are guideline examples:

- 42-hour course - 3 missed classes
- 35-hour course - 2 missed classes
- 28-hour course - 2 missed classes
- 21-hour course - 1 missed class
- 14-hour course - 1 missed class

Tardiness Policy

Students arriving 15 minutes late to class or leaving 15 minutes early may be marked tardy for the class. Three tardys is counted as one full absence. Arriving 30 minutes late or leaving 30 minutes early is equivalent to a full absence.

Senior Internship Completion

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 Advisement 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", "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.

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, maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame (Comprehensive exams apply only to Master degree students).

Attendance

Students must meet the classroom or clinic attendance requirement (See "Minimum Attendance Requirements").

Grades

A passing grade of C must be maintained in each course. Grade Point Average (GPA):

- Massage Programs: 2.0 overall
 - Master Degree Program: 2.0 Overall
- 2.0 – Year one of the program (up until the 1st year comprehensive exam)
- 2.7 - Year two of the program (up until the 2nd year comprehensive exam)
- 3.0 – Year three of the program (also necessary to graduate)

Maximum Completion Terms/Minimum Course Load Per Term

The following course load per term must be maintained to meet satisfactory completion progress for each program in the maximum number of terms specified:

- Associate of Occupational Science: 8 terms 7.56 units/term; Part Time Program: 11 terms/6 units/term
- Master of Science: 22 terms 8.7 units/term (ACAOM standard)

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 Advisement Committee based upon extenuating circumstances or to the Vice President of Financial Aid for Financial Aid Satisfactory Academic Progress appeals. In such cases, the Committee may determine that the student is making satisfactory progress toward the degree despite the failure to conform within 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 academic year consists of three, 15-week terms, beginning each year in September with the Fall term. A summer clinical session may be available, depending on enrollment and length of break time between semesters, in which Assistants or Interns may enroll in clinical shifts to make up one clinical course. However, these sessions may not be used to accelerate either Assistantship or Internship.

For purposes of determining a change in grade level, an Academic year is 30 units.

Maximum Completion Period

Massage Programs: *For purposes of verification of massage training by the NYSED, New York regulations require the college to use a 14:1 clock ratio instead of the normal academic credit hour 15:1 ratio.* However, the credit hour ratio is used here to define maximum completion period. The credit hours attempted cannot exceed 1.5 times the credit hours required to complete a program, as reflected in the prior section on Satisfactory Progress.

The maximum completion period for the master degree programs are the following:

MSTOM: 22 terms

Programs of study of more than six years are not recommended. Students who are approaching and may exceed 200% of the time allowed by ACAOM standards to complete the program, (22 terms or approximately 8 years), may be required to take remedial work or exams in order to maintain satisfactory progress.

Terms where an official Leave of Absence (LOA) has been taken are not counted toward the total terms in the program.

Please refer to the Financial Aid Bulletin for information pertaining to financial aid satisfactory progress.

Completion of Program

The Registrar, Academic Dean, Campus Director, and Student Advisors are key staff members dedicated to helping all students navigate their academic careers from orientation to graduation and beyond. The college offers a wide range of advisement and referral services to assist students with important decisions concerning their academic careers, including in-person, one-on-one advisement; electronic advisement; and a wide range of workshops. The advisement team's primary function is to ensure that all Pacific students understand basic academic policies and procedures. They give students the tools to answer generic questions and complete administrative tasks on their own. They also provide the student, upon request, with completion rates for each academic program as well as statistics regarding placement and employment. When students need additional assistance, advisors can provide personal guidance and intervention. Please don't hesitate to contact any of them for help and guidance.

MASTER DEGREE COMPREHENSIVE EXAMINATIONS

Comprehensive examinations are administered at three stages of the Master degree program. It is the student's responsibility to petition the college for eligibility to sit for these exams. Petitions are available in the student lounge or from the administration. They must be submitted by the end of Week Seven of the term in which the student expects to take the exam. It is expected that students will 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 Registrar, at which time the student's history will be evaluated and recommendations made.

The first and the second comprehensive exams are prerequisites to their respective clinical levels, as well as certain advanced courses. The third comprehensive exam is an *optional* licensing board preparation exam, and is designed to support student success on the NCCAOM and/or CALE exams. Students are not required to sit for the third comprehensive exam and do not have to pass the exam to graduate.

Each comprehensive exam is composed of written and practical sections. Comprehensive examinations assess the candidate's readiness to enter clinical training. Comprehensive examinations are subject to change in content and format. Comprehensive examination prerequisites, general content, format, and fees are described to students in writing prior to the taking of such exams. Optional exam preparatory courses are offered by the college and are highly recommended.

Prerequisite courses to each comprehensive examination are listed in the Master Degree Programs Chart of Courses. In addition, MS students must have the following GPAs (Grade Point Average) to be eligible for the comprehensive exams:

First comprehensive exam: 2.0

Second comprehensive exam: 2.75

Third comprehensive exam: 3.0

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.

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 Level 5 or Level 9 classes without sitting for the first or second comprehensive exams, respectively. Retakes for failed exams will take place during the 15th week of the probationary term. Failure to retake and/or pass a comprehensive exam could result in the student being dropped from any Associate Internship or Internship clinic shifts, or any other courses at the discretion of the Academic Dean. Failure to retake any failed section within the time frame established by the Student Advisement 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 a member of the Student Advisement Committee and/or Academic Dean or Student Advisor, and may require the student to take remedial, non-credit coursework and/or receive tutoring prior to additional attempts at the exam. It is the student's responsibility to make this appointment. Students failing to meet with the appropriate administrator may be 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 in consultation with the office of the

Academic Dean. The RCP will include, in preparation for the fourth attempt at the comprehensive exam section(s), mandated remediation of coursework, tutoring and testing, and advisement with the intent of evaluating the student's prospect of advancing further in the program. Failing any section of the first or second comprehensive exam four times results in dismissal from the program.

Students under the supervision of the RCP cannot advance in any area of the program until essential competencies have been established and are not able to register for the subsequent term until satisfactory completion has been accomplished. Failure of the final (fourth) comprehensive examination attempt results in a bar to graduation.

There is no penalty for failure of the third comprehensive exam.

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 class may be scheduled at the discretion of the Academic Dean.

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. They also 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!

CHANGES IN STUDENT STATUS, COURSE ENROLLMENT

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 15th day of the term (the "Drop/Add Period"). Students who are enrolled in classes that start the second week of the term, have until the end of the 3rd week to drop the course and receive a full refund, rather than 15 days from the start of the term.

For classes starting after the second week of the term, the student has three business days from the start of the class to drop the course with no fees or tuition charges, except courses that meet for only one or two classes. Tuition for these courses is non-refundable after the start of class.

Courses dropped after the drop/add 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.

Withdrawals

Students who discontinue their training must notify the Office of the Registrar immediately as outlined under the college refund policy and, if they intend to return, should apply for a leave of absence. See 'Refund Policy' and 'Leave of Absence'. 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.

Unofficial Withdrawal

Students withdrawing unofficially from class or from the College will receive failing grades in all courses that they stop attending. An Unofficial Withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines.

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"*).

Leave of Absence

No leave will be granted without an appointment with the Student Advisor. Leaves of absence are granted for one term at a time. A leave of absence period may not exceed 180 days within any 12-month period. A student may be granted more than one leave of absence in the event unforeseen circumstances arise, 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 180 days within the 12-month period. The college requires a leave of absence request to be signed by the student on leave. If the student does not return following the leave of absence period, the school will apply its refund policy in accordance with the applicable and published requirements.

Leaves of absence (LOA) will be granted only to students who have completed a minimum of one term at Pacific and are not in good financial standing. Leaves will not be granted to students who, have unpaid financial obligations to the college or are subject to any disciplinary action. Students requesting a leave are first subject to the College Withdrawal policy. Normally, a student may only be granted one leave during their course of study. The student may be granted a LOA with a tuition balance as long as:

- The student creates a written re- payment plan guided by the Bursar and signed by both the student and the Bursar from the time of LOA to the time of their re-enrollment.
- If a balance remains at the start of the term of re-enrollment, the student may begin the term if the FA Dept. can verify that the student will have a balance after disbursement that will be enough to cover the balance due to the college.

- The student's refund check will be held by the Bursar until the student comes to pay the back balance due to the college.

If a balance remains after disbursement, the student will be dropped from all classes, after being given one more chance to pay in full.

Please refer to the Financial Aid Bulletin for the serious effects of a Leave of Absence on federal loan repayment. A leave of absence has the same effect as withdrawing from the program with regard to financial aid. That is, the student must get exit loan counseling online at www.pacificcollege.edu. The lender is notified that the student has withdrawn and the grace period for loan repayment begins.

Readmission from Leave of Absence

An eligible student may stay out of the program on an approved leave of absence for one term without reapplication. Students will retain their original catalog status if they are absent for no more than one term. Students absent without an approved leave of absence must apply for readmission and be admitted through the normal admissions process before being allowed to register. Students accepted for readmission are subject to the same curriculum and conditions applicable to a first-time applicant as stated in the catalog, which is current at the time of reapplication. Pacific College students returning to the program after a hiatus of longer than one year may be required to repeat courses as remedial work.

Re-entering a Program After Withdrawal

Students who have withdrawn from a master degree program and decide to return are subject to the following matriculation procedure:

1. Most classes taken within the last three years prior to enrollment are acceptable for credit. The academic team will review the student's prior work and academic standing to advise the student regarding what is the best for successful re-entry into the program.
2. Classes taken over three years from the term of re-enrollment, depending on content, may need to be challenged, or if qualified, the student must sit for the appropriate Comprehensive exam to make sure the student's knowledge is current enough. The exam(s) serve as placement exams. The Dean and/or Student Advisor would then determine coursework requirements.
3. Financial credit is available for courses taken previously, which must be repeated.
4. Tai Ji and Qi Gong do not need to be repeated.

ACADEMIC PROBATION, DISQUALIFICATION, AND STUDENT CONDUCT ISSUES

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).
2. The student receives a grade of "F" or "WF."
3. A Master degree student fails to qualify for a comprehensive exam due to low GPA.
4. The student fails all or part of any comprehensive examination. 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 shifts and will be disqualified from the program. No refund will be granted in such cases. (The third comprehensive exam is an optional licensing board preparation exam. Master's students are not required to sit for the third-year comprehensive exam and do not have to pass the exam to graduate.)

Academic probation is program specific and will not carry over if a student transfers to a different program the following term.

During probation, students may continue permitted coursework and receive financial aid.

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).
2. The term on probation resulted in a GPA less than "C" (2.0)
3. An "F" or "WF" grade was earned during the term on probation.
4. 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 class twice. However, if a student fails more than one class two terms in a row, even if the two are remediated the following term, this is grounds for disqualification.
5. The student failed to adhere to a schedule of remedial work and examination determined by the Academic Dean. In the case of failing a comprehensive exam, it is the student's responsibility to ascertain, by meeting with the Academic Dean or Student Advisor, the conditions under which he/she may attempt re-examination or undertake remedial work.
6. The student failed all or part of the first or second comprehensive examination for the fourth time.

Probation and disqualification are documented in the student's academic file and transcript.

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 are required to retake only the section failed unless they have not attended class for two or more semesters. If so, they would have to redo the failed comprehensive exam in its entirety.

Disciplinary Actions

A student may be expelled, suspended, placed on probation, disqualified, warned, or fined (for safety violations) for any of the following campus-related causes. Any of these violations may be documented on the student's transcripts:

1. Cheating, plagiarism, or forgery in coursework or on college documents. The use of cellphones and any recording devices is prohibited during any exam. Students are expected to follow the college Honor Code at all times.
2. Obstruction, disruption, physical abuse, theft, misuse, unauthorized entry, sexual harassment, engaging in lewd, obscene or abusive behavior, or threat of same in relation to campus property, processes, or members of the campus community.
3. The sale, possession, or use of illegal drugs or narcotics except when lawfully prescribed for medical care or research. Attending class or clinic under the influence of drugs or alcohol.
4. Possession or use of explosives, dangerous chemicals, or deadly weapons.
5. Practicing acupuncture or Oriental medicine without a license valid in the State where practicing, unless under formal clinical college supervision.
6. Willful disregard of college policy.
7. Soliciting or assisting another in acts mentioned above.

Students should recognize that the above violations reflect willful disregard for professional conduct and that, in most cases, first offenses will result in a minimum of one term suspension from the program and that any such incident may be indicated on the student's transcript.

8. Academic deficiency, including grades, grade point average, unit load, or excessive absences.
9. Failure to meet the standards for safety, behavior, or dress and appearance set forth in the Clinic Manuals.
10. Conducting any business enterprise on or around the institution's premises without the expressed, written approval of the institution.
11. Attending advanced courses without the necessary prerequisites.
12. Soliciting or assisting another in acts mentioned above.
13. If, at any time, in the judgment of the Student Advisement Committee, a student presents a risk to him/herself, the reputation of the college, fellow students, or patients of the college, that student may be suspended or disqualified from the institution.

Readmission from Disciplinary Disqualification

Students are typically not readmitted to the college following disciplinary disqualification.

Professional Conduct

Students must maintain appropriate professional standards of conduct and appearance at the school. Specific regulations related to the clinic are found in the Clinic Manual. The use of cellphones is prohibited both during classes and while on clinical shifts.

Appropriate Classroom Electronic Device Use

Acceptable in-class uses of laptops and other electronic devices include:

1. Taking notes
2. Following along with the instructor 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. During examinations

*Pacific College Faculty considers inappropriate in-class uses of laptops and electronic devices equivalent to non-participation in class and reserve the right to lower student grades accordingly.

Alcohol and Drug Use Policy

Pacific College 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 has issued regulations implementing the provisions of the Drug-Free Schools and Communities Act Amendments of 1989. These regulations require that a college distribute information annually about the possession, use, and distribution of alcohol and illicit drugs at that college. Members of the Pacific College community are bound by federal, state, and municipal laws as well as by the regulations of the Board of Trustees of Pacific College of Oriental Medicine.

The unlawful manufacture, distribution, possession, or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by students on campus and by college employees at work is prohibited.

Student clubs and organizations may petition the Campus Director in advance of a planned event for the use of beer or wine at "duly authorized functions." Organizations must adhere to stringent guidelines that comply with state alcoholic beverage control laws prohibiting the sale, delivery, or providing of alcoholic beverages to people under the age of 21. In addition, organizations granted permission to serve alcoholic beverages must provide adequate supervision for distribution and consumption.

Any person found to have violated the college policy on alcohol and drug use is subject to discipline by Pacific College officials and may be cause for disqualification from Federal student aid. As stated earlier, it is also against the law in New York to sell or give away alcohol to anyone under the age of 21.

The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on College property will be dealt with severely and may be suspended from the College, in addition to facing criminal charges and arrest.

Pacific College Policy on Discrimination and Sexual Harassment

1. Policy Statements:

General Philosophy:

Pacific College has created a policy to foster equitable treatment of all members of the College community and to create an environment conducive to learning.

- A student should feel safe and comfortable at his or her school. It is first and foremost a supportive place for learning and growing.
- Staff and faculty members should also expect to have a safe work environment where all may function effectively.

Discrimination, including sexual harassment, stops these processes.

Statement of Non-Discrimination:

The College prohibits harassment 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, marital status, and sexual orientation.

Title IX and Sexual Harassment:

Title IX and college policy protect students from unlawful sexual harassment in all of the school's programs or activities, whether they take place in the facilities of the school, at a class or training program sponsored by the school at another location, or elsewhere. Title IX protects both male and female students

from sexual harassment by faculty, staff or other students as well as faculty and staff from harassment by students.

Title VII and Sexual Harassment:

Title VII protects employees from sexual harassment of one employee by another employee, supervisor or third party.

College Policy on Consensual and Therapeutic Relationships:

Pacific College strongly discourages faculty/students, staff/faculty, or students, entering into a romantic/sexual relationship while an instructional or professional relationship exists. Faculty members are strongly encouraged to disclose to the Administration if a dating relationship does develop between themselves and a student. Doing so will not only help the Administration protect the student(s), but the faculty member(s), as well.

Additionally, the college discourages students and faculty from having a therapeutic relationship anywhere other than in a professional, medical office setting.

The college expects its faculty members to, at all times and in all places, conduct themselves in a professional manner and as role models to future acupuncturists and body workers.

2. Definitions

Harassment - While it is not easy to define precisely what harassment is, it includes: slurs, epithets, threats, derogatory comments, visual depictions, unwelcome jokes, and teasing.

Sexual Harassment - While it is not easy to define precisely what sexual harassment is, it includes: unwelcome sexual advances, requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sexually-related drawings, pictures, jokes, teasing, uninvited touching, or other sexually-related comments.

Further Clarification of Sexual Harassment of Students - Sexual harassment can take two forms: *quid pro quo* and *hostile environment*.

Quid pro quo harassment occurs when a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity. 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.

Hostile environment harassment occurs when unwelcome conduct of a sexual nature is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

3. Retaliation

Pacific College encourages reporting of all incidents of harassment regardless of who the offender may be, or the offender's relationship to the college.

It is extremely important to note that Pacific College will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting incidents of harassment including sexual harassment. The school will take steps to prevent any retaliation by the alleged harasser or anyone else at the school. Titles IX and VII prohibit retaliation and students and staff members can be sure that the school will take strong responsive actions, should any occur.

4. Malicious or Frivolous Allegations

Pacific recognizes that allegations of harassment can cause serious damage to the accused's personal reputation and career. If it is determined that a harassment allegation is malicious or frivolous in nature, the complainant may be subject to disciplinary action.

5. Confidentiality

The College recognizes that confidentiality is important. Anyone who suspects that he or she has been a victim of harassment is encouraged to report the matter. The college will make every effort to respect the confidentiality and privacy of all parties involved. When looking into the matter, particularly when a grievance is filed, the school will pay attention to any due process or other rights the accused student or teacher might have. However, the school will make sure that doing so does not interfere with the protections provided to the complainant by Title IX.

Sometimes, a student complaining of harassment may ask that the school, in its investigation, not use his or her name. Similarly, a student may even ask that the school take no action. In these situations, the school's ability to deal with the alleged harassment may be limited. However, the school may still be able to take some steps to address the matter. For example, the school will, at its minimum, report a sexual assault or other possible criminal activities to the police, even without a complaint from the student. In less severe cases, the school will at least keep track of the incident so that it can identify and take action against repeat offenders. However, when faced with a request for confidentiality or to take no action, the school must consider whether the alleged harassment may affect other students. If so, the school may need to take action to prevent those students from being harassed.

6. Sanctions

If the school discovers an incident of harassment, it has an obligation to stop it and make sure 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.

7. Complaint Procedure: Sexual Harassment/Discrimination

Any student, staff member, faculty member, or other person who believes he or she has been unlawfully harassed should immediately report it to a responsible school official. These include the Campus Director, Academic Deans, or Directors of Clinical Services, or in the case of an employee, his or her immediate supervisor. Generally an incident should be reported within 180 days (within six months) from the date of occurrence. The school will move quickly to determine what happened. When a student reports sexual harassment, the school will explain how its grievance and investigation procedures work and offer the student the opportunity to use them.

New York Campus: Campus Director, Malcolm Youngren, myoungren@pacificcollege.edu

Levels of Resolution

Consultation

A student or staff member may consult with the Campus Director, Academic Dean, or Director of Clinical Services to discuss issues related to sexual or other harassment, whether or not "harassment" actually occurred, and whether the person seeking information is a complainant, a person who believes his or her own actions may be the subject of criticism (even if unwarranted), or a third party. Often there is a desire that a consultation be confidential or "off the record." This can usually be achieved when individuals discuss concerns about harassment without identifying the other person(s) involved, and sometimes even without identifying themselves. The level of confidentiality depends on what legal protections are necessary for the safety of the campus community.

Direct

If the student or staff member feels comfortable doing so, he or she should confront the harasser directly and communicate to him or her that the conduct is unwelcome and must stop.

Informal Resolution

- A “Complaint of Discrimination/Harassment” form will be completed by the school official first hearing the complaint.
- The complaint form will then be submitted to the Campus Director who will act as facilitator to attempt to mediate and resolve complaints.
- Activities undertaken toward this end include fact gathering through fact-finding interviews and discussions with the complainant and respondent as well as with other school officials.
- Informal resolution may be attained through mutual consent, clarification of perceptions, insuring both parties are comfortable with future interaction, and may include remedial measures or disciplinary sanctions.
- Complaints following the Informal Resolution format will be attempted to be resolved within a two-week period.

Formal Resolution

- A “Complaint of Discrimination/Harassment” form will be completed by the school official first hearing the complaint.
- The complaint form will then be submitted to the Campus Director who will assign an impartial investigator to assist in investigating the complaint.
- The parties involved will have the opportunity to present witnesses and other evidence.
- The investigators may independently seek out witnesses or other information.
- The investigation will be treated seriously, afforded high priority and will be completed in a timely fashion. Involved parties will be apprised of the ongoing process.
- Upon completion, all parties will be given notification of the outcome of the complaint including determinations of credibility and findings of facts based on credible evidence.
- Information will be released to any other parties on a “need to know” basis only.
- If harassment has been deemed as such, the school will take steps to prevent its recurrence and will correct its discriminatory effects on the complainant and others, where and when appropriate.
- Any party dissatisfied with the process or decisions resulting from the investigation will have an opportunity to appeal the findings.
- Formal Resolution will be attempted to be completed within a four-week period.

8. Additional Enforcement Information

In addition to PCOM’s internal complaint procedure, the U.S. Equal Employment Opportunity Commission (EEOC), the Office for Civil Rights, U.S. Department of Education and the California Department of Fair Employment and Housing (DFEH) and the Illinois Department of Human Rights (IDHR) investigate and Prosecute complaints of sexual harassment.

9. Prevention of Harassment

Prevention is the best tool to eliminate harassment on campus. Clear communication that harassment will not be tolerated and providing anti-harassment training is essential. Pacific’s goal and commitment is to provide campus-wide awareness of the complaint procedure, to ensure that the college takes immediate and appropriate action, and that each student/staff member feels comfortable bringing any issue to the school’s attention when necessary.

Consumer Information

The Campus Security Report and the School Performance Fact Sheet are available online at <http://www.pacificcollege.edu>.

DISCIPLINARY PROCEDURES

Any person may file a written complaint with the Campus Director or other Administrator regarding the actions of a specific student, faculty, or staff member. The Campus Director is informed of all complaints and works with the Academic Dean or Dean of Students to determine course of action and resolution. In some cases a Grievance Committee may be convened. In such cases the Grievance Committee, may reject the complaint or it may expel, disqualify, suspend, place on probation, or warn the student, faculty, or staff for any of the causes listed above or others that it deems reasonable.

The individual in question will be notified in writing by the Campus Director, Deans or the Grievance Committee regarding disciplinary procedures and the length, amount, or conditions of any disciplinary action.

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 his 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.

Fees and disciplinary actions: For any of the above disciplinary actions, no fees or tuition paid by a student for the term in which they are suspended, expelled, or disqualified shall be refunded, unless required by statute, regulation, or financial aid policy.

Grievance Committee

Members of the institution with legitimate grievances should attempt to resolve them by meeting with involved parties and appropriate academic or administration employees. If a member of the institution is unable to resolve a grievance through such channels, the involved parties may request that the Campus Director convene a Grievance Committee. The Campus Director shall notify the President of the complaint. If the complaint involved the Campus Director, the President will decide if convening a Grievance Committee is appropriate. If the complaint involves the President, the Board of Directors will decide by majority vote. To request a hearing by a Grievance Committee, a written request must be submitted to the office of the Campus Director and/or the President. Grievance Committee members typically include student, faculty, and administrative representatives uninvolved in the related issue. The Grievance Committee examines associated documents and may conduct interviews with involved parties. The Committee will report its findings and recommendations to the Campus Director and President. They will make a decision and notification of a final decision to the involved parties will be made within a reasonable period.

The existence of the grievance policy and procedure does not require the institution to convene a Grievance Committee prior to any disciplinary or academic decision unless it is requested and the cause for the request is determined to be reasonable by the President.

It is extremely important to note that Pacific will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting any grievance.

If a complaint is still unresolved after the Grievance Committee's decision a student or any member of the public may file a complaint about this institution with the State Education Department, Office of Professions, Albany, NY 12230, Phone Number: (518) 474-3817; Fax Number: (518) 474-1449, www.op.nysed.gov, or the student may contact the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM) 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 301/313-0912. ACAOM addresses issues that involve students in the master degree programs only.

In addition, per our ACCSC accreditation:

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written forms, with permission from the

complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard., Suite 302
Arlington, VA 22201
703-247-4212

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Campus Director.

Emergency Procedures

During periods of campus emergency, as determined by the Campus Director of the school, the Campus Director may, after consultation with the President and such members of the Board of Directors 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 Instructor 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

Shoes must be worn on campus at all times, except during practical classes where it is required/ appropriate to remove them.

Classrooms at Pacific 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."

Minor Children on Campus

Minor children must not be brought by students to classrooms or to the clinic, nor left attended or unattended in any part of the college during periods when the student is engaged in classroom or clinical activities. In an emergency situation, permission may be granted by the Academic Dean for academic courses only; such permission must be received for each emergency occurrence.

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 Disabled Student Services steps for accommodation approval.

STUDENT SERVICES

“WellConnect” by Student Resource Services

Pacific College has partnered with WellConnect by Student Resource Services to provide students and their immediate family members with 24 hours a day, 7 days a week, confidential support services to help them work through any personal challenges that may be interfering with their academic success. Support services include immediate access to Master degree level counselors, a nationwide network of licensed providers for one-on-one counseling, online self-help tools, and individualized assistance identifying up-to-date community-based agencies and organizations to facilitate access to childcare, transportation and other daily living needs. A specialist can be reached by telephone at any time of day, including weekends and holidays, so that students have access to round-the-clock support, whether at school or at home. One-on-one counseling is available on an as needed basis. Common reasons why students reach out to WellConnect by Student Resource Services 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/or financial troubles. The contact information to utilize this service is the following:

Phone Number: 866-640-4777

Website: <http://www.studentlifetools.com>

School Access Code:

San Diego L357

New York M662

Chicago T172

In addition to covering all PCOM students, WellConnect by Student Resource Services provides free and confidential services to all immediate family members:

- Siblings
- Parents
- Children by blood, adoption or marriage
- Spouses/partners
- Grandparents
- Grandchildren

Students Succeed with Academic Tutors

Pacific provides a rich education that challenges students to succeed. Student Services encourages students to form study groups and proactively work with tutors to strengthen areas that can be improved, especially to prepare for comprehensive exams, where applicable.

Additionally, students who experience minor difficulty with a specific subject should seek assistance from the instructor of the course outside of normal classroom hours, normally at no charge. Students who experience more significant difficulty with a specific subject are advised to seek tutoring from an advanced student employed in the college’s tutorial program. The college provides tutoring at a reduced rate to its students. A list of eligible tutors can be obtained from the Student Services Department or Academic Advisors.

Academic Advising

Students often need assistance with academic planning and course selection. Staff members from the offices of the Academic Dean, Student Services, of the Registrar are available for academic and schedule advisement. In cases where a student is not making satisfactory progress in a course or in the program as a whole, discussion is required with an Academic Advisor and/or the Academic Dean. Each student will receive a personal consultation prior to taking the first and second Comprehensive exams, where applicable, to ascertain that the student is making appropriate progress.

Career and Alumni Services

Students at Pacific College receive general career planning from the Admissions Representative, a Career Services Representative, or Admissions Committee member prior to entrance. Additional guidance and support is provided by Career Service Advisors and is encouraged whenever the student feels the need during their program of study. Specific career planning also takes place in the programs' respective business courses, where the opportunities and challenges of each student's upcoming professional career are examined. The college may also host free "success" seminars several times a term for student and alumni benefit. (See also "Placement Assistance" on the following page.)

Placement Assistance

The college offers the following services to support graduates in obtaining employment and/or establishing a private practice:

Career Services Advising Staff

The Career Services Advisors are available for one-on-one consulting, group trainings, and to answer graduates questions related to career development and employment options.

Graduate Career Support Packet

The Career Services Department has developed a packet for our graduates which includes:

- Pamphlets about acupuncture and massage, and the education the practitioner received at Pacific College.
- Information cards about the benefits of Oriental Medicine and Massage Therapy
- A Power Point Presentation for public speaking to promote graduate practice (download from the Alumni page of the website)
- An Alumni Newsletter, emailed to graduates with support and ideas 3 times a year.
- Several online business resources that walk our graduates through the first steps of starting their practice.

PCOM Website: Alumni Referral List

Massage and Acupuncture graduates may add themselves to a searchable referral list on the Pacific College website. Graduates may also link their own websites to their referral listing.

Alumni Email Group List

Graduates have access to the tri-campus alumni email group list for posting job listings, office rentals, and other employment and networking opportunities.

Alumni Website Classifieds page

Job postings, opportunities, office space, and practices for sale are posted to this listing, which is updated weekly. Graduates can also post items to this listing at no charge.

The Pacific College MyPCOM

Many articles, graduate and faculty testimonials, information, and advice on starting and building a practice are available on the college MyPCOM site (<http://mypcom.pacificcollege.edu>).

Practice Building Classes and Seminars

- The college offers free or low cost seminars for graduates at least once each year.
- The college supports a mentorship program started by one of its graduates called "Creating Your Ideal Practice." The students and mentor meet on or off campus.

Success After Graduation Free Lecture Series

The college continually develops free lectures to support the student while in school and after graduation. Some topics offered or to be offered are the following:

- Business Plan Importance and Resources
- Time Management and Organization Skills
- Interview Skills
- Resume Writing
- Public Speaking

Additional Services that Support Graduate Success

- The college leads and organizes many outreach initiatives for students and alumni to serve and make connections in the local community.
- Job development is accomplished by the college's cultivation and maintenance of relationships with existing health clinics, sports medicine facilities, hospitals, addiction centers, doctors, chiropractors, and other acupuncturists who currently hire acupuncturists and massage therapists or have interest in expanding their services.
- Career Services Advisors or faculty members are available to coach graduates on marketing, practice building and promotion ideas.
- The college facilitates nationwide press releases and public relations campaigns to bring awareness to the fields of Oriental medicine and massage therapy.

Though the college supports graduates in the ways listed above, it makes no guarantee of employment or referral.

Study Groups

The College encourages the formation of study groups for learning purposes. Study groups are normally formed among students enrolled in any given course. Please contact the instructor or teaching assistant of any course in which you feel the need for group study.

Information Technology (IT) Support Services

All students are assigned a Pacific College email account that is vital to keeping informed while on campus. Students also have access to MyPCOM (<http://mypcom.pacificcollege.edu>) the main online information center. Pacific College alumni student accounts will be discontinued approximately 6 months after the student's graduation date.

- Wireless Internet access is provided at no charge to all students on each campus.
- The library contains a computer lab for research and use by students at no charge.

Pacific College eLearning/Learning Management System Support Services

- The college offers an introduction to Pacific College eLearning at the onsite orientation for all new PCOM students.
- The class is an hour and is given during the first week of school, and there are options for a makeup class during the first week of the term for those unable to attend.
- It is designed to create a smooth startup and provides training and an instructional base in our eLearning program and other classes that use this platform.

Additional Help in Navigating Pacific College eLearning/College Learning Management System Oriented Classes

- For help with username and password, and general support information, go to the following link: <http://support.pacificcollege.edu/portal/page/6 knowledgebase>
- For help with course, course material, assessments, assignments, or course mechanics, contact your instructor.
- For technical help with MyPCOM, click Support in the upper right of the MyPCOM page or e-mail onlineservices@pacificcollege.edu for assistance.

Housing

The college has no dormitory facilities or other housing options on campus or under its control and assumes no responsibility for finding housing for students. However, a wide range of housing is available near the Pacific College facilities and the approximate cost is \$1500 for a one-bedroom and \$2000 for a two-bedroom apartment. An Admissions Representative can be of assistance by providing information about neighborhoods, pricing, or rent location resources.

Licensing Examinations

Students must obtain and submit their own applications to sit for any state or national exam and request in writing that Pacific College send academic documentation to the relevant agency.

To obtain the California acupuncture licensing exam application write to: California Acupuncture Board, 1747 N. Market Blvd, Suite 180 Sacramento, CA 95834, Phone: 916-515-5200. Website: <http://www.acupuncture.ca.gov>.

To obtain New York state applications contact: NY State Education Department, Office of the Professions, Division of Professional Licensing Services, Acupuncture Unit, 89 Washington Avenue, Albany, New York 12234-1000. Phone: 518-474-3817, ext. 260, Fax: 518-402-2323, E-mail: opunit2@mail.nysed.gov

To obtain Illinois acupuncture and massage license information contact: Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, 320 West Washington Street, 3rd Floor, Springfield, IL 62786. Website: <http://www.idfpr.com>

To obtain the NCCAOM application contact: National Commission for the Certification of Acupuncture and Oriental Medicine, 76 South Laura Street, Suite 1290 Jacksonville, FL 32202, Phone: 904-598-1005, Fax 904-598-5001. Website: <http://www.nccaom.org>.

For a NCBTMB application, contact National Certification Board for Therapeutic Massage and Bodywork (NCBTMB), 1901 S. Meyers Road Suite 240, Oakbrook Terrace, IL 60181-5243, Phone: 800-296-0664. <http://www.ncbtmb.com>.

For an MBLEx examination application, contact the Federation of State Massage therapy Boards at <http://www.fsmtb.org>. Massage & Bodywork Licensing Exam Office, 150 4th Avenue North, Suite 800, Nashville, TN. 37219, phone: 866-962-3926. Complete an online application for exam registration.

All required supporting documentation from Pacific College will be sent to the appropriate agency upon written request of the test applicant and payment of documentation fee providing all other obligations to the college have been met. However, it is the test applicant's responsibility to ascertain that all documentation has been sent prior to the appropriate deadline.

For any course(s) for which Pacific has granted transfer credit, the student must request from the original institution that official transcripts be forwarded to the California Acupuncture board at the time of application for the licensure.

Please note that given the student has no holds that would prevent licensure from required background checks, Pacific College can only guarantee acupuncture and Oriental medicine eligibility for the relevant NCCAOM exams, and state licensure in California, New York, and Illinois. Pacific College can only guarantee massage eligibility for relevant NCCAOM and NCBTBM exams, and licensure in Illinois, New York, and California. It is likely that students will be eligible in other locales. Please check with a college representative.

Financial Aid Advising

Federal financial aid is available to eligible students in the master degree and Massage programs at each campus. Financial aid information and counseling are available from the Pacific College Financial Aid Office.

Student Financial Assistance

Eligible United States citizens or permanent residents in the associate, bachelor, and master degree programs and the Massage Certificate program at Pacific College of Oriental Medicine may participate in federal and state student aid programs. For further information on your eligibility, 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 <http://www.studentaid.ed.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's Financial Aid Policy and Procedure Bulletin available on Pacific's website <http://www.pacificcollege.edu>. Deadlines may apply, so contact Pacific's Financial Aid Office early in your research of colleges. 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.

Private Sector Financial Aid Programs

From time to time, Pacific College becomes aware of private financial assistance programs or scholarships. Please check with the branch financial aid office for the latest details.

STUDENT'S RIGHT TO CANCEL, WITHDRAWALS, REFUNDS (CANCELLATION & REFUND POLICY AND PROCEDURE)

Informing the Administration of Cancellation or Withdrawal

- Cancellation or withdrawal from Pacific College will occur when the student or applicant gives notice with reason for cancellation or withdrawal to the Registrar's office or when the college has reasonably determined that the student is no longer attending classes, including classes the student is auditing. (DOD – Date of Determination).
- A "Petition to Withdraw from Program" may be obtained from the Registrar, Dean, or Student Advisor for this purpose or in an area where student forms are kept for student use.

Withdrawal – Refund Policy

Up until the 15th day of the term start date:

1. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation or following a tour of the school facilities and inspection of equipment where training and services are provided. (Reg: BPPE)
2. All monies paid by an applicant will be refunded if requested within three days after signing an enrollment agreement and making an initial payment. (Reg: BPPE)
3. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus the application and registration fee (Total \$80). (Reg: BPPE)
4. A student or applicant may cancel the enrollment agreement for a program at any time until the close of business on the fifteenth day of the term. (For classes starting after the first 15 days of the term, the student has 3 business days from the start of the class to drop the course with no fees or tuition charges. For classes starting in week 2 of the term, the college allows until the end of week 3 for the student to drop the class with no fees or tuition charges, including classes the student may be auditing.)
 - A full refund of tuition will be made if the student cancels or the DOD is within the first 15 days of the term either to the Federal Direct Loan Program or to the non-financial aid student. The refund will be issued within 60 days after the date of cancellation or 60 days after the LDA (Last Date of Attendance). Certain fees in addition to the Application and Registration Fee may be nonrefundable. (See "Fees and Charges")

For example only: A student who pays \$2000 in tuition and \$80 in fees (non-refundable resident application and term registration fee), \$2080 total, in advance for the term, and then cancels before the close of business on the fifteenth day of the term receives \$2000 as a refund. (Payable to the Federal Direct Loan Program, if a financial aid student.)
 - In addition, if a student has received federal student financial aid funds, s/he is entitled to a refund of refundable monies not paid from Federal Direct Loan Program. (Reg: BPPE)

After the 15th day of the term start date:

1. If the college is notified that a student drops all courses after fifteen days from the start of the term, a refund will be made for the unused portion of tuition paid, *based upon the last date of attendance (LDA) in the last class attended for all courses not dropped at the time of withdrawal, including classes the student is auditing. This policy parallels return to Title IV funds policy, and is effective with the Fall 2013 term.*
2. A "Petition to Withdraw from Program" is necessary for a student to *officially withdraw* from a program at Pacific College. These forms may be obtained from the Registrar, Dean, or Student Advisor or in an area where student forms are kept for student use.

3. If no "Petition to Withdrawal from Program" is submitted and the Registrar's department determines that a student has stopped attending classes, the Registrar's department will determine the student's last date of attendance (LDA) for purpose of determining a refund by reviewing his or her courses' attendance records, including classes the student is auditing.
4. The refund will be made within 60 days of the last date of attendance (LDA).
5. The student will be coded as an unofficial withdrawal and he or she will receive a Withdrawal Failure (WF) in any course not completed by the last date of attendance.
6. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/Failure) grade.
7. Financial Aid Student: Credit balances greater than the amount indicated by the "Return to Title IV" (R2T4) calculation may result from classes dropped earlier in the term that were subject to the college refund policy or other refunds given in light of extenuating circumstances. These credit balances are returned to the Student Financial Aid Loan Program, in addition to the R2T4 calculated amount.

Dropped Class Refund Policy, Enrolled Student

(Adding and Dropping classes during your term of enrollment)

1. To drop (or add) a class or classes while still enrolled at the college (Note: FA students cannot fall below 6 units to keep FA funds that have been disbursed), the student must complete a Drop/Add form.
2. The class will be dropped and the refund calculated based on the date the form is received by the Administration, including audited classes. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/ Failure) grade.
3. **USE Drop/Add Cards:** The refund amount for a class or classes a student stops attending without notifying the administration (using a Drop/Add form) is calculated based on the DOD (Date of Determination), the date by which the college has determined that the student is no longer attending the class, including audited classes. The following indicates the timing of an administrative drop of a student from a class:
 42 or more classroom hour class: 3 absences, 4th absence: student will be dropped
 28- 35 classroom hour class: 2 absences: 3rd absence: student will be dropped
 14-21 classroom hour class: 1 absence: 2nd absence: student will be dropped.

Refund Calculation:

Refund amounts and amounts due are calculated based on the length of the completed portion of the class relative to its total length in hours. Certain fees in addition to the Application and Registration Fee may be nonrefundable. (See "Fees and Charges")

For example only: [Drop/Add Card submitted prior to the "next class meeting"]

A student pays \$600 in tuition for 3 units/42 classroom hours of instruction, and then withdraws after attending only 14 classroom hours; this leaves 28 hours of non-attended coursework. A tuition refund of \$400 ($\$600 \times 28/42 \sim \400) will be made.

For example only: [Drop/Add Card submitted a week after the student stopped attending class(1), or on the day the Attendance Monitor determines the student has missed the 3rd consecutive class (42 hour class)(2)]

1. A student pays \$600 in tuition for 3 units/42 classroom hours of instruction, then attends 14 classroom hours, but hands in a drop card after the next class meeting (Class meets 3 hours/week); this leaves 25 hours of non-attended coursework. A tuition refund of \$357.14 ($\$600 \times 25/42$) will be made.
2. A student pays \$600 in tuition for 3 units/42 classroom hours of instruction, then attends 14 classroom hours, but does not hand in a drop card and the Attendance Monitor notices 3 consecutive absences (42 hour class) (Class meets 3 hours/week); this leaves 19 hours of non-attended coursework. A tuition refund of \$271.43 ($\$600 \times 19/42$) will be made.

Refund Attribution

For students receiving federal aid, prior to any refund to the student it must first be determined based on federal requirements what portion of the refund, if any, must be returned to federal programs. In the case where all or part of the refund is returned to federal programs, it is returned in the following order:

(1) Unsubsidized Federal Stafford Loans; (2) Subsidized Federal Stafford Loans; (3) Federal Pell Grant Program; and (4) Federal Supplemental Educational Opportunity Grant.

Students who receive federal student financial aid funds are entitled to a refund of refundable moneys not paid from federal student financial aid program funds.

Books and Supplies Refund Policy

If a student or applicant cancels enrollment within the cancellation period (the first 15 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.

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 the student, the college will notify the student of the decision and advise the student of his/her right 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 the student is notified of his/her right 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 another college official in performing his or her tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her 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:

Jack Miller, President
Pacific College of Oriental Medicine
7455 Missions Valley Road, Suite 105
San Diego, CA 92018

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 are:

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 “directory information” concerning current and former students 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, 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’s Office, 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.

DISABLED STUDENT 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 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 the academic requirements, and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College. 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, 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 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 taping classes.

Persons seeking accommodations are required to schedule an initial in-person appointment with, and to provide current documentation to, as described below, the following Disabled Student Support Services officers:

For Undergraduate Programs

Academic Services Assistant, Kellie Knight
kknight@pacificcollege.edu

For Graduate Programs

Academic Advisor, Joe Oppedisano
joppedisano@pacificcollege.edu

For All Programs

Campus Director, Malcolm Youngren
myoungren@pacificcollege.edu
and
Section 504 Coordinator, Jaime Rabin,
Campus Director, San Diego Campus
619-574-6909 ext. 142
jrabin@pacificcollege.edu

Confidentiality is subject to the Family Educational Rights and Privacy Act of 1974 (FERPA).

Complaint-Resolution Procedures

The purpose of the Complaint-Resolution Procedures are to 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 Disabled Students' Services officers. Students have options to express their concerns, an "Informal Resolution Procedure," a "Mid-level Informal Complaint Resolution Procedure," or a "Formal Grievance Process."

The College's Section 504 Coordinator, for which to bring any concerns or complaints related to Section 504:

Jaime Rabin
Campus Director
7445 Mission Valley Rd., Suite 109
San Diego, CA 92108
619-574-6909 ext. 142

Disabled Student Services - Informal Complaint-Resolution Procedures

A student has the choice to pursue an informal resolution of any complaint of disability discrimination alleged to have occurred in any College program or activity by scheduling a meeting with the Campus Director to discuss the complaint and possible avenues of resolution. This step should take no more than 5 – 7 business days. However, an Informal Complaint-Resolution Procedure is not mandatory and need not precede the Formal Grievance Procedure. If an informal resolution is not successful, the Campus Director will provide written notice to the student of the right to file a formal complaint within 10 business days of the notice and/or the option to request a Mid-Level Resolution Procedure, if appropriate.

Mid-level Informal Complaint Resolution Procedure

This optional process is available for disputes about accommodations including disputes about the adequacy of verification of a disability and limitations, the denial of an accommodation, and/or a determination that a requested accommodation would alter the essential nature or constitute a fundamental alteration of the College program. If an informal resolution is not possible, the Campus Director will convene a panel within 5 business days of notice to the student that informal resolution was not successful or a request for mid-level review by the student. The panel will consist of the Campus Director, the Academic Dean of the program of which the student is enrolled, the Student Advisor of which the student is enrolled, one faculty or professional staff member who has knowledge of the student's disability, one faculty or professional staff member who has knowledge of relevant disability law, and depending on the issues, other academic or administrative personnel. During the Informal Complaint-Resolution Procedure other experts may be called in as needed in order to come to an appropriate resolution.

For disputes involving a claim that a requested accommodation is a fundamental alteration, the panel will implement the following process:

- The panel will identify the objective of the requirement, taking into consideration the information provided by the instructor, program or department concerning essential requirements, including curriculum approval or course creation documents.
- The committee will consider information provided by the student relevant to determining whether notice of the essential requirement in question has been provided to the student, and whether the accommodation requested by the student would invalidate the objective of the requirement.
- The committee will determine whether the accommodation requested by the student would invalidate the objective of the requirement. If not, the accommodation will be implemented.
- If the requested accommodation would invalidate the objective of the requirement, the committee (or designated members) will promptly and diligently search for alternate accommodations in consultation with the faculty member, Disabled Student Support Services officer, and the student. The committee will address the following:
 - a) Are there alternate ways that the student can acquire or demonstrate mastery of the skill that would meet the same fundamental objectives of the course or program?
 - b) Have we diligently searched for potential alternatives?
 - c) Have we included all the necessary people in this search?
 - d) Have we identified whether other postsecondary institutions have identified alternatives that achieve the objectives of the College without fundamentally altering requirements?
- The Campus Director will ensure that the student is provided the opportunity to give information to the committee and that the student has his/her interim accommodations, and is given prompt written notice of committee decisions. However, the student is not to be considered one of the

decision-makers on the committee. The duty to explore this issue diligently, in a well-reasoned manner, without resort to a pretext for discrimination rests with the college.

- The Campus Director or Disabled Student Support Services officer will take all steps necessary to ensure that the final approved accommodation is implemented fully and promptly by the college, including by any faculty member who previously may have objected to the accommodation.

The panel will review claims brought under this Mid-level Resolution Procedure, make a determination, and provide written notification of the outcome to the complainant within 20 business days of a student's pursuance of the Mid-level Informal Complaint-Resolution Procedure.

These timelines may be extended for good cause shown by the Campus Director in writing to the complainant. In all cases, current services authorized by the Campus Director will continue during the complaint resolution process.

If a satisfactory solution cannot be reached, the student may initiate a formal resolution by following the Grievance Process below. Furthermore, a student has the right to appeal any decisions made during the Informal Complaint-Resolution Procedure through the Formal Grievance Procedure.

Disabled Student Services - Formal Grievance Procedure

The Disabled Student Services- Formal Grievance Procedure may be used for complaints of disability discrimination, including discrimination, regarding the provision of accommodations alleged to have occurred in any College program or activity. A student may pursue a formal resolution by submitting a "Concern or Complaint Form" to the Campus Director (**Jaime Rabin, jrabin@pacificcollege.edu, 619-574-6909 ext. 142**) within 90 calendar days from the time the student knew or could reasonably be expected to have known of the action(s) or lack of action(s) that is/are the subject(s) of the complaint.

The Campus Director should complete her review and notify the student of the complaint outcome within 90 business days of the date it was received. Upon receipt of a written complaint, the Campus Director will review the complaint and make an initial determination regarding whether the complaint states a claim that is appropriate for review. If the Director makes a determination to dismiss the complaint because it does not state a claim that is appropriate for review, the District shall notify the student in writing within 10 business days of receipt of the complaint. The notice will provide an explanation of why the complaint did not state a claim that was appropriate for review. The notice will also provide the complaint 10 business days to request an appeal of the dismissal to the College President. The President will respond to the appeal within 10 business days of receipt of the appeal. If the dismissal is upheld, that decision is final. If the decision to dismiss is overturned by the President, the case shall be sent back to the Director for investigation in accordance with the procedures below.

Investigation

The Campus Director will make all provisions necessary to ensure a prompt and equitable resolution procedure that includes a thorough, impartial, and reliable fact-finding process. At a minimum, this investigation will include an interview with the complainant, a right to representation, a review of any relevant written materials, and a review of information from relevant individuals (interviews, written statements, or documents). The Campus Director or her designee shall notify the student in writing of the outcome of the complaint and document the outcome on the "Concern of Complaint Form," including the determination of whether discrimination occurred, and the steps that have been or will be taken to resolve the complaint.

The Campus Director will ensure that any individual making the decision as to whether discrimination has occurred are trained in the legal standards and appropriate methods for resolution including the scope of remedies that should be provided to a student who experienced discrimination.

In California, complaints that are still unresolved after the Formal Complaint Resolution Process has completed may be directed to the Bureau for Private Postsecondary Education, 2535, Capitol Oaks Drive, Suite 400, Sacramento, California 95833. The mailing address is P.O. Box 980818, West Sacramento, CA 95798-0818 and/or the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM)-

Maryland Trade Center 3, 7501 Greenway Center Drive, Suite 760, Greenbelt, MD 20770. Phone 301/313-0855. ACAOM addresses issues that involve students in the Master degree program only.

Prohibition Against Retaliation

College policy and federal law prohibits retaliation against an individual who has filed a complaint alleging unlawful discrimination, who participates in an investigation, or who engages in any other activity protected under this policy, Section 504, or the ADAAA. Complaints alleging retaliation for engaging in these protected rights may be filed under the above formal grievance procedure.

STUDENT RIGHTS

Student Right-to-Know Information

Under the Student Right-to-Know and Campus Security Act (Public Law 101-542), colleges and universities must publish retention and graduation rates for full-time undergraduate students admitted to degree programs beginning July 1, 1991. Information is available from the website and the information tree in the student lounge. In addition, retention and graduation rates for student athletes must be published if the institution provides athletically related student aid. Pacific College does not provide athletically related student aid.

Student Rights and Responsibilities

The rights and responsibilities of students have been adopted by the Board of Directors of Pacific College of Oriental Medicine and follow:

Pacific College of Oriental Medicine provides students with broad, comprehensive programs of in massage, acupuncture, and Oriental 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.

A student's registration obligates him/her to comply with the policies and regulations of the College. Pacific will restrict a student's admission to or registration with the College and will withhold degrees and academic transcripts as prescribed by the College and/or state guidelines if a student fails to meet financial obligations to the College or other legal reasons.

Pacific College is granted the right by law to adopt such rules as are deemed necessary to govern its operations.

Student Rights

PCOM students retain certain rights while engaged in their training programs:

- The right to complain express concerns and complaints without retaliation.
- The rights to review their student file.
- 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 tutoring.

Disclaimers

Pacific disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of practice of Oriental medical or massage techniques 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 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.

Please note that Pacific College can only guarantee acupuncture and Oriental medicine eligibility for the relevant NCCAOM exams, and state licensure in California, New York, and Illinois. The Office of the Registrar will assist in completing paperwork for licensure in other states for an hourly fee, and as time allows. All costs incurred for becoming licensed in states other than New York, Illinois, and California are the responsibility of the graduate. Pacific College can only guarantee massage eligibility for relevant NCCAOM and NCBTBM exams, and licensure in Illinois, New York, and California. It is likely that students will be eligible in other locales. Please check with a college representative.



Pacific College of
Oriental Medicine

Application for Admission

☐ **San Diego Campus**

Pacific College of Oriental Medicine
7445 Mission Valley Road, Suite 105
San Diego, CA 92108
(619) 574-6909, (800) 729-0941

☐ **New York Campus**

Pacific College of Oriental Medicine
110 William Street, 19th Floor
New York, NY 10038
(212) 982-3456, (800) 729-3468

☐ **Chicago Campus**

Pacific College of Oriental Medicine
65 East Wacker Place, 21st Floor
Chicago, IL 60601
(773) 477-4822, (888) 729-4811

All application information is confidential. All application materials, once submitted, are the property of Pacific College of Oriental Medicine and cannot be returned to the applicant. Please print throughout and use additional pages, if necessary.

1. Applying for Program:

- ☐ Master of Science Traditional Oriental Medicine
 ☐ Associate of Science (San Diego/Chicago)
 ☐ Herbology Certification (New York)
☐ Master of Science Acupuncture (New York)
 ☐ Associate of Applied Science (San Diego/Chicago)
 ☐ Public Education
☐ Bachelor of Health Science (San Diego)*
 ☐ Associate of Occupational Studies (New York)
 ☐ Non-Matriculated Student
☐ BSN Nursing (Holistic Nursing) (New York)
 ☐ Massage Therapy/Asian Bodywork (San Diego/Chicago)
 *Programs currently inactive
☐ Bachelor of Science (Chicago)*

Beginning: Year _____ Term ☐ Fall ☐ Winter ☐ Spring

2. Personal Information:

Social Security Number - -

Legal Name

Other Names Used

Present Address

City (NY residents) County State Zip

Home Phone () Business Phone ()

Email Address Fax, if available ()

Permanent Address

City State Zip

Home Phone () Business Phone ()

Date of Birth / / Age Country of Birth

Male ☐ Female ☐ T-shirt size: _____

I own a laptop computer. ☐ Yes ☐ No I own a desktop computer. ☐ Yes ☐ No

3. If you are not a U.S. citizen, what is your country of citizenship? _____

Do you have or will you apply for a student (F-1 or M-1) Visa? ☐ Yes ☐ No

If yes, please fill in the following information:

a) The I-20 should be sent to (check one): ☐ Permanent address ☐ Present address

b) My financial sponsor is (include name and relationship) _____

c) Will you be bringing your spouse and/or children? ☐ Yes ☐ No

If yes, please write the first and last name, date of birth, country of birth, and relationship of each dependent on a separate sheet of paper.

d) Were you enrolled in another U.S. college/school within 5 months of enrollment at Pacific College? ☐ Yes ☐ No

If not, please check the appropriate box: permanent resident____, refugee____, other non-immigrant status (please identify)____, other____.

4. Have you applied previously to Pacific College? ☐ Yes ☐ No If yes, what year?_____

5. Prior Education: Highest level of education completed: ☐ GED ☐ HS ☐ HS+ ☐ 60+ Credits ☐ AS ☐ AAS ☐ AOS ☐ 90+ Credits
☐ BA ☐ BS ☐ BFA ☐ MA ☐ MS ☐ Prof. Doc.

Please chronologically list your high school and all colleges and universities attended:

	Name of Institution	From	To	Major	Degree/Diploma or # of Units*	GPA
High School						
College						
(Attach additional sheet if necessary)						

* Please indicate whether quarter units, trimester units, or semester units

Office Use Only

Date received:

Application Fee: \$50 (US)/\$100 (International)

Date Paid:

Receipt #:

6. Personal statement**Master and Bachelor Degree Applicants:** (1-2 pages)

Please type your statement on 8.5" x 11" paper, double-spaced, and submit with this application form. Please save in PDF format if emailed.

TOPIC: The nature and demands of the Oriental medical/holistic health profession require personal attributes and motivation, which complement intellectual abilities. Please address the following topics:

1. Describe what you think makes you a good candidate to become an Oriental medicine practitioner.
2. Discuss experiences you have had, and how these experiences and your values could make a contribution to your own and your patients' healthcare.
3. As this education is also a process of self-exploration, identify some ways you hope to develop personally on your journey to becoming a healer and how you envision that process.

Associate and Massage Therapy Applicants: In the space below, please write 2-3 sentences describing your reason(s) for pursuing this program:

7. In case of emergency, notify:

Name

Phone: ()

Address

City

State

Zip

8. Plans to finance education:

Are you able to completely finance your own education (tuition, fees, living expenses, transportation, etc.)? ☐ Yes ☐ No

If no, please estimate the amount of supplementary funds you will need from grants, loans, scholarships, or other personal sources during your enrollment at Pacific College: \$ _____

What resource(s) will you use to fund your education?: ☐ Financial Aid ☐ VA Benefits ☐ Cash ☐ Other _____

9. Employment and volunteer service: Please list all paid employment (full and part-time) and/or voluntary service for at least the last three years, beginning with your most recent position (attach extra sheet if necessary):

From Month/Year	From Month/Year	Total Months	Hours Per Week	Position	Organization	City and State

10. References: Email, fax, or mail letters of reference directly to the college. (Master and Bachelor degree applicants only.)

11. Racial/Ethnicity status (optional):

Race (Check Only One):

- ☐ White ☐ Black/African American ☐ American Indian/Alaska Native
☐ Asian ☐ Native Hawaiian/Other Pacific Islander ☐ 2 or more races

Ethnicity (Check Only One):

- ☐ Hispanic or Latino
☐ Race and ethnicity unknown ☐ Nonresident alien

12. Other information: Have you ever been convicted of a felony or a first degree misdemeanor? ☐ Yes ☐ No

I hereby make Application for Admission to Pacific College of Oriental Medicine, and certify that all information given on this application is true. I authorize Pacific College to investigate all statements on my application.

Date

Signature of Applicant

Application Check List

An applicant's file is complete when ALL of the following have been received or completed:

ALL APPLICANTS:

- ☐ A completed Application Form
☐ An application fee (\$50 US/ \$100 International) (*non-refundable*)
☐ Proof of immunization (NY only)
☐ One passport-sized photograph
☐ Admissions interview
☐ TOEFL test of ability to read and write English (If English is 2nd language)

MASTER/BACHELOR APPLICANTS (IN ADDITION):

- ☐ A personal statement
☐ Official transcripts from all colleges attended, mailed directly to the college, e-transcripts accepted
☐ An academic evaluation of transcript (International schools)
☐ Letters of reference

- ☐ Advanced Transfer Assessment Fee (\$100) - students who attended another acupuncture school for at least one year. (Credited to student account, if enroll)

ASSOCIATE/MASSAGE THERAPIST APPLICANTS (IN ADDITION):

- ☐ A completed SmarterMeasure online assessment (SD only)
Applicants will receive written instruction on how to complete this once the application is received.
☐ Official High School Transcript (NY- All applicants; SD/CH: Prior earned degree official transcript ok).

I-20 APPLICANTS (IN ADDITION):

- ☐ An Affidavit of Financial Resources
☐ Other required supportive documentation

Public Education and Non-Matriculated Students: please see your Admissions Representative for application guidelines.

REFERENT INSTRUCTIONS

The selection process for admitting applicants to the master and bachelor degree programs of Pacific College includes an assessment of recommendations provided to the college by referents selected by the candidate.

The information you provide on this form will be carefully reviewed and given considerable weight as part of our selection process. Pacific College is looking for individuals who have the attributes and abilities to contribute to the acupuncture and/or body therapy professions.

In addition to having the abilities and motivation essential to being successful as a student and a professional, the candidate should:

- Have a genuine and well-informed interest in Oriental Medicine.
- Be emotionally mature.

Therefore, we ask that you provide candid responses to our questions and take time to comment at length upon the applicant's character. The personal insights you offer are instrumental to Pacific College in maintaining a well-rounded student population. Should the Admissions and Advancement Committee have questions regarding your comments, we may call you for further information.

If the student has waived his/her right to review this report, all answers will be kept in confidence in accordance with the Buckley Amendment concerning the privacy rights of students.

Please complete the reverse side of this form and return to:

☐ Pacific College of Oriental Medicine
Attention: Admissions Officer
7445 Mission Valley Road
Suite 105
San Diego, CA 92108

☐ Pacific College of Oriental Medicine
Attention: Admissions Officer
110 William Street
19th Floor
New York, NY 10038

☐ Pacific College of Oriental Medicine
Attention: Admissions Officer
65 East Wacker Place
21st Floor
Chicago, IL 60601

TO BE COMPLETED BY STUDENT

Applicant's Name	LAST	FIRST	MIDDLE
Referent's Name	LAST	FIRST	MIDDLE
Address	P.O. BOX/ STREET		
	CITY	STATE	ZIP
	EMAIL		PHONE

Your relationship with the referent (*Recommendations from relatives and family members are not accepted.*)

- | | |
|---|--|
| <input type="checkbox"/> Licensed Acupuncturist | <input type="checkbox"/> Healthcare Professional |
| <input type="checkbox"/> Acupuncture College | <input type="checkbox"/> Faculty Professor, Instructor |
| Name: | <input type="checkbox"/> Employer |
| Year of Graduation: | <input type="checkbox"/> Other |

PRIVACY STATEMENT

Under the *Family Education Rights and Privacy Act of 1974*, you have the right to review any information collected as part of your admissions application, including letters of reference. Most individuals you may ask for character references would prefer that their responses be kept confidential. Furthermore, the Admissions Committee at Pacific College gives greater weight to confidential responses where the prospective student waives the right to review such letters. Please indicate below if you would like to waive the right.

☐ I waive my right to review any information provided by the referent for evaluation in support of my application to Pacific College.

SIGNATURE

DATE

PLEASE FORWARD THIS FORM TO YOUR REFERENT TO COMPLETE.

CHARACTER REFERENCE

Please check the appropriate boxes below:

In what capacity have you been associated with the applicant?

- ☐ Instructor (Specify courses: _____)
☐ Employer (Please specify: _____)
☐ Academic Advisor (Specify institution: _____)
☐ Other (Please specify: _____)

How long have you known the applicant?

- ☐ More than a year
 ☐ Six months to a year
 ☐ Less than six months
 ☐ New acquaintance

How well do you know the applicant?

- ☐ Very well
 ☐ Fairly well
 ☐ Slightly
 ☐ New acquaintance

What would be your attitude toward having this person in a position under your direction?

- ☐ I would definitely want the applicant
 ☐ I would not want the applicant
☐ I would find the applicant satisfactory
 ☐ Uncertain

Please rate the applicant relative to the following categories:

	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Inadequate</i>	<i>Not Observed</i>
Acupuncture/Holistic Healthcare Awareness						
Decision-Making Ability						
Initiative						
Integrity						
Intellectual Potential						
Interpersonal Skills						
Maturity						
Oral Communication Skills						
Personal Appearance						
Poise and Self-Control						
Problem-Solving Skills						
Written Communication Skills						

STUDENT ASSESSMENTS

Please assess the applicant's cognitive and emotional suitability for professional study or practice in the health care field.

How would you assess the applicant's character and motivation?

Please provide any other comments which will help assess the probability of success of this applicant in professional academic study.

SIGNATURE _____

DATE _____

TRANSCRIPT REQUEST FORM

TO: Office of the Registrar

College: _____

Address: _____

Dates Attended:

From ____/____/____ to ____/____/____

☐ Transcript Fee Enclosed

\$_____.00

☐ Please Bill me

STUDENT: _____

ADDRESS: _____

SOC. SEC. NO. _____

PHONE (____) _____

Please forward an official transcript of my grades to:

☐ PACIFIC COLLEGE OF ORIENTAL MEDICINE
ATTN: ADMISSIONS OFFICER
7445 MISSION VALLEY ROAD
SUITE 105
SAN DIEGO, CA 92108

☐ PACIFIC COLLEGE OF ORIENTAL MEDICINE
ATTN: ADMISSIONS OFFICER
110 WILLIAM STREET
19TH FLOOR
NEW YORK, NY 10038

☐ PACIFIC COLLEGE OF ORIENTAL MEDICINE
ATTN: ADMISSIONS OFFICER
65 EAST WACKER PLACE
21ST FLOOR
CHICAGO, IL 60601

STUDENT SIGNATURE

DATE