Doctoral Degree Program 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 – December 31, 2015

*For San Diego, New York, or Chicago undergraduate, Master’s, and nursing catalogs, please contact the campus below or visit our website: www.pacificcollege.edu

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7445 Mission Valley Road
   Suite 105
San Diego, CA 92108
   619-574-6909
   800-729-0941

New York Campus
110 William Street
   19th Floor
New York, NY 10038
   212-982-3456
   800-729-3468

Chicago Campus
65 East Wacker Place
   21st Floor
Chicago, IL 60601
   773-477-4822
   888-729-4811
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.

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.

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.
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, has a Consortium Agreement with the San Diego Campus, as “host” with the Chicago Campus, or “home” campus, for online courses. At the point of this publication, the on-ground courses must all be taken on the San Diego campus.

Pacific College of Oriental Medicine (Chicago) is approved to award the Doctorate of Acupuncture and Oriental Medicine by the Illinois Board of Higher Education.

New York Campus

Pacific College of Oriental Medicine (New York) is approved to award the Doctorate of Acupuncture and Oriental Medicine by the New York Board of Regents and is registered with the New York State Education Department.

Programmatic Accreditation

ACAOM

The professional master's and doctoral degree programs of Pacific College of Oriental Medicine are accredited by the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of 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

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.

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.

**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 doctoral program is about 50% online.

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.

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.
THE CAMPUSES

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 College enjoys a cooperative relationship with Project Vida and Chicago Women's Health Center.

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 internet download speed of at least 10 Mbps and an 802.11g or n wireless device
• The following browser features:
  o Java
  o JavaScript
  o Cookies
  o Adobe Flash & Adobe Acrobat Reader
  o 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 7 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 Winter 2015, 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**

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The three Libraries and Information Centers currently serve a combined student population of over 1,400, a faculty population of approximately 140, and support staff of 70, in addition to alumni, health care professionals and local community residents. Each campus has its own unique library with collections to meet the needs of students, faculty and researchers. The Libraries/Information Centers provide both print and non-print resources (audio-visual and digital formats, including computer software, CDs, DVDs and Web-based databases) to meet the instructional, educational and research needs of faculty, students and staff. The Library webpage provides access to all campus libraries with access to online databases, full text journals, E-books, media and tutorials. The web-based online catalog information system provides convenient searching of the tri-campus collection of textbooks and journals.

The online resources are a critical component for the Doctoral program and essential for the students traveling for this degree. Today, a digital collection of over 2,000 online full text journals are available to users via web access. The Library subscribes to the Academic Complete Collection of Ebrary (E-Books) that provides over 50,000 online full-textbooks in bioscience, health, allied health occupations, holistic nursing, and medicine. The Ebrary collection is user-friendly and provides research tools including a virtual bookshelf, highlighter, bibliographic referencing and web links to further information. OVID Ebooks

Currently, there are 221 database links to online bibliographic and health information databases on the Webpage with over 4,500 electronic journals. Major electronic resources include the National Library of Medicine and NIH’s MedlinePlus, PubMed, MyNCBI and proprietary systems including the EBSCO Host system with AltHealth Watch, Medline full text, and EJS online journals. Added recently are ProQuest Nursing & Allied Health, Cochrane Library of full text articles in evidenced-based and integrative medicine.

In addition to the Health Information Literacy classes conducted by the three librarians each semester for clinical research and design, massage therapy and doctoral research methods classes, the library Webpage provides Online Tutorials. The SD Library developed 10 Online Tutorials for student self-instruction and refresher purposes. The NLM Quick Tour tutorials are available on the Webpage as well as the Ebrary instructional video.

The Library is a member of the National Network of Libraries of Medicine (NN/LM) and participates in the Document Delivery program to share interlibrary loans and provides full text documents to our users.

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 College’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. In addition, the college offers a wide range of live and recorded online continuing education courses and short certificate programs via the Pacific Center for Lifelong Learning.
PROGRAM PURPOSE AND LEARNING OUTCOMES

Program Purpose

The purpose of the Doctorate of Acupuncture and Oriental Medicine (DAOM) is:

“To foster self-directed learning and critical thinking within the framework of traditional Chinese medicine until it becomes an unshakable habit and a defining characteristic of the graduate's professionalism.”

The overarching purpose, the program learning outcomes, and the individual course learning outcomes must be taken as a whole when defining the raison d'être of Pacific College's DAOM. What we have called the overarching purpose states the primary cognitive skill of doctoral graduates. Our logic for it is as follows: The doctorate is the terminal degree in our field. Thus, following graduation we believe that there is, at least figuratively, nowhere else to turn but to one's self and one's peers for the knowledge that one will require to continue to develop professionally. Therefore, doctoral graduates must possess a much more advanced level of self-directed learning than the initial levels exhibited by graduates of a master's level program. Additionally, when considering outside sources of information available for synthesis into new knowledge, it is essential that doctoral graduates are able to assess its validity, thus requiring greater levels of critical thinking skills. With the explosion of information today, it has never been more important that professionals have this ability. Of course, these cognitive skills would have no foundation were it not for the specific content of each course. Similarly, the doctoral degree outcomes would have little practical clinical application if we ignored the affective and psychomotor skills required of an advanced practitioner.

Program Learning Outcomes

Our doctoral program's purpose statement is manifested in the following program learning outcomes. While each course within the curriculum has highly specific course outcomes, the program learning outcomes guide as well as summarize the specific course objectives.

The graduate of Pacific College's Doctorate of Acupuncture and Oriental Medicine (DAOM) will be able to:

2. Apply principles of self-directed learning to medical inquiry.
3. Apply an integrative understanding of the nature and cause of disease to the prevention, diagnosis and treatment of disease.
4. Apply advanced Oriental medicine modalities, i.e., clinical skills, including acupuncture, herbal medicine, qi cultivation and energetics, diet and nutrition and manual therapy to the prevention, diagnosis and treatment of disease.
5. Apply biomedical knowledge within the scope of practice of Chinese medicine to facilitate:
   a. Consultation and collaboration with other health care personnel;
   b. Communication with patients;
   c. Recognition of ominous signs and emergency conditions;
   d. Proper referral procedures to appropriate health care providers; and
   e. The increased efficacy of TCM diagnosis and treatment.
6. Apply an understanding of the unique philosophy in each of the major classical Chinese medical texts to:
   a. Prevent, diagnose, and treat disease;
   b. Evaluate translations of classical texts, as well as modern texts purported to be based on the Classics;
   c. Engage in original thought on the source of TCM theories and their development; and
   d. Facilitate critical thinking about the application of classical theories in today's modern culture.
7. Apply Chinese medical Chinese language skills to:
   a. Clarify essential TCM concepts by observing the relationship between language from the modern and classical periods;
   b. Acquire basic translation ability in order to contribute to the knowledge base of the profession;
c. Enhance the understanding of Chinese medicine by gaining direct access to Chinese language source texts discussed in the classics tract;  
d. Learn to utilize the available translation tools (electronic and otherwise), in order to access Chinese language sources.

8. Apply their specialization training:  
   a. In the diagnosis and treatment of patients; particularly demonstrating their ability to integrate biomedical, classical TCM, and research information when working within the specialty of family medicine;  
   b. In consultation and collaboration with allied health providers;  
   c. By completing a related clinical capstone project that will add to the knowledge base of the profession.

9. Apply principles of scientific research to:  
   a. Engage in self-directed learning;  
   b. Engage in scientific and scholarly inquiry;  
   c. Demonstrate sound clinical reasoning; problem-solving methodology, and organized presentation skills;  
   d. Synthesize knowledge; and  
   e. Demonstrate critical thinking and creativity through a clinical capstone project that will add to the knowledge base of the profession.

10. Apply clinical supervision and teaching skills to the education of Master’s of Traditional Oriental Medicine degree students.  
11. Demonstrate leadership skills needed in the profession  
12. Apply the habits acquired in Case Review and Mentorship and other courses to maintain a life-long dialog with mentors in order to create an expanding community of learners that transcends the barriers of the institution and the doctoral program.
PROGRAM OF STUDY

Pacific College’s Doctorate of Acupuncture and Oriental Medicine offers a six term, 1282.5-hour, 63.5 credit program of study. It is composed of a series of courses in five tracks in which doctoral students complete didactic and clinic courses online and in residence.

Didactic Courses

**Track 1: Family Medicine**

- Pediatrics (2.0 units)
- Neurology (2.0 units)
- Mental Health (2.0 units)
- Orthopedics (2.0 units)
- Geriatrics (2.0 units)
- Women’s Health (2.0 units)
- Preventive Medicine (1.5 units)

The Family Medicine series includes seven medical concentrations. Each of the above courses focuses on the realistic and relevant integration of biomedical diagnosis and treatment with differentiation and treatment from the traditional Oriental medical perspective. Current and classic literature is reviewed in the Chinese Classics courses. So, while studying biomedical and modern TCM approaches to disease, the student is challenged to consider the ways in which the classical texts are still relevant today.

**Track 2: Chinese Classics**

- Nei Jing (1.5 units)
- Nan Jing (1.5 units)
- Shang Han Lun (1.5 units)
- Jin Gui Yao Lue (1.5 units)
- Wen Bing (1.5 units)

This series of courses enables the doctoral fellow to understand and apply the principles, theories and techniques in the Nei Jing, Nan Jing, Shang Han Lun, Jin Gui Yao Lue, and Wen Bing. Doctoral fellows compare and contrast classical Chinese medicine with modern treatment techniques, and critically examine both. Doctoral fellows are also able to discriminate among various translations of classical texts and texts purported to be based on classical theory. Lastly, they come to understand the foundations of the medicine represented by classical texts, and the maturation of those theories into their modern form, so as to achieve original thought regarding the evolution of Oriental medicine theory.

**Track 3: Chinese Medical Language 1-6**

This series of courses enable the doctoral student to understand the basic features of the literary language of Chinese medicine and its relationship to the language of various classical periods and the modern vernacular of China. Doctoral fellows develop a broader intellectual perspective in Chinese medicine through exposure to the philosophical and cultural foundations of the medicine in its source language. They translate excerpts from source texts of Chinese medicine to expand their knowledge base and enhance their research abilities. They also access contemporary Chinese medical literature using multiple resources and assistance from faculty and other experts in the field. Graduates are able to continue self-directed learning and contribute to the profession by way of translation and commentary.

**Track 4: Clinical Research**

- Clinical Research Methods 1 (1.5 units)
- Clinical Research Methods 2 (1.5 units)
- Clinical Research Methods 3 (1.5 units)
- Capstone Proposal (1.5 unit)
• Capstone Project 1 (2 unit)
• Capstone Project 2 (2 unit)
• Capstone Presentation (.5 unit)

This series of courses presents clinical research methodology, design and biostatistics along with problem-solving methodologies to expand clinical reasoning and research abilities. These courses enable doctoral students to validate their individual clinical conclusions, as well as the general principles of Chinese medicine, and to complete a clinical capstone project worthy of addition to the profession's knowledge base.

*Projects must incorporate the use of current literature and appropriate methodology that is suitable for peer-reviewed publications and conferences.

**Leadership and Teaching Skills**

- Leadership Development (1 unit)
- Teaching Skills (1 unit)

In addition to the four tracks of study doctoral fellows will be trained to become leaders in their profession by development of their teaching and leadership skills. Doctoral fellows will present public lectures or teach in the Pacific College master's level program under the supervision of experienced teachers.

**Clinical Courses**

**Track 5: Clinical Training**

- Family Medicine Clinic 1-6 (1.5 units each)
- Case Review and Mentorship 1-6 (4.5 units)
- Grand Rounds 1-6 (.5 units each)
- Supervision Skills 1 (1.5 credits)
- Integrative Medicine Practicum (3 units)

**Family Medicine Clinic**

Pacific College's Family Medicine Clinic (1-6) training includes a team approach to patient treatment. The Supervisory Team at Pacific College’s on-site doctoral integrative outpatient clinic is composed of at least one licensed acupuncturist recognized as an expert in integrative medicine and/or recognized as an expert in the Chinese classical texts, and a biomedical health care provider, typically a medical doctor, as a specialist in Family Medicine.

Postgraduate fellows continue to focus on topics within the Family Medicine specialization, i.e., mental health, geriatrics, neuromuscular medicine, pediatrics, women’s health, orthopedics, and preventive medicine. They work at Pacific College's on-site clinic and may work at off-site facilities under the supervision of a licensed acupuncturist and medical specialist (e.g., MD, DC, PhD) who are skilled in the related medical areas.

**Case Review and Mentorship**

The Case Review and Mentorship 1-5 experience encourages practitioners to establish and maintain a lifelong dialog with mentors in order to create an expanding community of learners that transcends the barriers of the institution and the doctoral program. It focuses on a dialog between student and mentor about representative cases from the student’s own clinic. Pacific College’s doctoral faculty believes that this is a key feature to advancing a practitioner’s clinical competence. Through Clinical Rationale reports, the doctoral students present to their mentors an extensive background on the case, rationale for the direction of diagnostic inquiry, alternatives to such direction, rationale for treatment plan, alternate treatment plans, etc. In short, it makes the doctoral fellow’s clinical reasoning, i.e., critical thinking, transparent and accessible for guidance and critique. This Case Review and Mentorship experience creates a supportive relationship between student and teacher that may last a lifetime.
Grand Rounds

In Grand Rounds 1-6, doctoral fellows or faculty present patients that represent the Family Medicine or Classics topic being studied that term. The doctoral cohort receives clinical instruction and participates in case discussion related to these patients.

Supervision

The Supervision and Teaching Skills experience presents training in the knowledge and skills required to become a supervisor and/or teacher for the Master's level student. In addition to receiving instruction in basic clinic administration and management, postgraduate doctoral fellows perform the functions of a supervisor for both interns and assistants at the Master's level, while under the supervision of a doctoral supervisor.

Integrative Medicine Practicum

Students observe treatment by medical professionals at a variety of clinical settings, as part of the integration of eastern and western modalities and treatment in the Integrative Medicine Practicum. In addition, students will develop their own clinical and mentorship skills.

Clinical Practicum Sites, San Diego

In addition to its own clinical facilities, Pacific College has agreements with the following organizations to provide facilities for observation, treatment, and/or collaboration:

- University of California, San Diego (UCSD) Center for Integrative Medicine
- UCSD Senior's Clinic
- UCSD Sports Medicine Clinic
- UCSD Owen HIV Clinic
- Rady's Children's Hospital
- San Diego Cancer Center
- UCSD Moore's Cancer Center

Clinical Practicum Sites, Chicago

- Chicago Women's Health Center
- Project Vida

Clinical Practicum Sites, New York

- Beth Israel Continuum Cancer Center (BICCC)
- Grand Meridian Clinic
- St. John’s Riverside Hospital (Yonkers)
- Initiative for Women with Disabilities, Hospital for Joint Diseases
- Veteran's Administration Hospital/Pain Management Center
- Housing Works - www.housingworks.org
- Lutheran Medical Center Labor and Delivery
- Lutheran Medical Neurology Department
- Columbia University Student Health Center

Doctoral Students’ Private Clinical Resources

Students will be required to report extensively on patients from their own practices in the Case Review and Mentorship clinical courses. This resource and experience is an important one for achieving the transference of knowledge between the program’s classroom and clinical training and the student's private practice. Special arrangements may be made for students who do not have private practices.
Critical Thinking and Self-Directed Learning

Doctoral graduates who will be considered leaders in the field must demonstrate self-directed learning. Doctoral students demonstrate problem-solving in with case studies, which evidence their critical-thinking and self-directed learning with clinical cases and research activities. Pacific College’s doctoral program emphasizes cases and minimizes exams. The college believes that doctoral training is a time to demonstrate originality and productivity, not simply to memorize and repeat what has been presented in class.

Pacific College infuses the teaching and learning with technology-based solutions to bring our community of learners together. The use of web-based forums, discussion boards, along with live synchronous and asynchronous learning further supports opportunities for critical thinking and collaboration.

Research Activities

The Clinical Research track supports the goal of self-directed learning and critical thinking (Clinical Capstone Research). Research is the formalized application of critical-thinking. The college’s clinical research courses provide the technical skills that underlie modern scientific inquiry, i.e., the inductive-deductive method. The most fundamental aspect of critical thinking is having a method by which one can ascertain that one’s thinking is correct. This is the fundamental role of the clinical research series. It culminates in the Capstone Project. The Capstone Project is designed to promote and assess the student’s understanding of problem solving, research methods, and the standards of modern, scientific publication. It allows the doctoral fellow to explore his or her area of interest within the Family Medicine specialization and to create a product that contributes to the knowledge base of the profession.

Specialization (Didactic and Clinic)

Even within the holistic framework of Chinese medicine, specialization has been a tradition and one that is of critical importance to the continued development of the field. Pacific College has selected the specialization area of Family Medicine from which the future leaders and teachers of this medicine will focus on the following areas of integrative medicine: Neuromuscular Medicine, Geriatrics, Mental Health, Orthopedics, Pediatrics, and Women’s Health. While the college has an interest and resources in many areas of integrative medicine topics, it chose the broad area of Family Medicine because the faculty felt this was an area currently relevant to a majority of an acupuncturist’s practice.

A doctoral student may focus on an area within the Family Medicine specialization that best fits his or her professional and personal goals. The Family Medicine specialty series must be completed in its entirety, i.e., all integrative medicine courses, family medicine clinic, and a related capstone project in terms 4 through 6.

Doctoral fellows participate in over 800 hours of didactic, clinical and research activities in the Family Medicine specialization. The college believes this significant level of specialization will create leaders who will raise the level of teaching, authorship, and research in their area of specialization.

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.
COURSE DESCRIPTIONS

FAMILY MEDICINE TRACK

FM701 Mental Health (2.0 Units)
This course focuses on jing shen ke, psychiatry, and is an introduction to mental health. It emphasizes assessment of mental health disorders from both a biomedical perspective (using the DSM-IV) and an Oriental medical perspective. Diseases such as depression, schizophrenia, bipolar disorder, personality disorders, anxiety, and others are explored in a collaborative, case-based class. This course emphasizes the interaction between physical and psycho-emotional disharmonies as well as the role of the family. Therapeutic and clinical approaches to counseling are discussed in the treatment of mental health disorders in addition to use of acupuncture and herbs.

FM702 Geriatrics (2.0 Units)
This course introduces geriatrics. Geriatrics examines diseases and disorders of the elderly variously defined as post-menopausal women to men and women from their fifties on. While many common diseases have different manifestations in this population, many unique diseases are also seen. Diseases explored in this class include dementias, malignancies, diabetes, cardiovascular diseases, trauma, and arthritis, among others. Classes use an interactive methodology that emphasizes both the biomedical and Oriental medical approaches to these conditions along with the interactive role of the family.

FM703 Orthopedics (2.0 Units)
Along with FM804 Neurology, this course is an introduction to neuromuscular medicine or shang ke, trauma medicine. It emphasizes the treatment of bones, tendons, ligaments and joints primarily in traumas and accidents, but also touches on other diseases such as rheumatoid and osteo-arthritis and congenital defects. Emphasis is placed on diagnosis from both a biomedical perspective, using various radiographic imaging such as X-rays, MRI’s, and CT scans, and an Oriental medical perspective employing such aspects of the Four Pillars as looking and feeling. Various treatment options are explored including gua sha, tui na, trigger point work, and external poultices, liniments, and plasters, in addition to use of acupuncture and internal herbs. Anatomy and ortho-neurological testing are emphasized throughout this course as are community and family resources.

FM804 Neurology (2.0 Units)
This course, in addition to FM703 Orthopedics, is an introduction to neuromuscular medicine or shang ke, trauma medicine. It explores various diseases of the neurological system including cardiovascular accidents (stroke), transient ischemic attacks, trauma, vertigo and dizziness, upper and lower motor neuron deficits, dementias, tremors, infections, migraines and headaches, and other neurological disorders. These diseases are explored from both a biomedical and Oriental medical perspective as well as with a humanistic view that allows the doctoral candidate to not only understand them in multiple medical perspectives but to understand how these deficits can impact quality of life. Scalp acupuncture, in addition to common Oriental medical methodologies, is emphasized in the treatment of neurological diseases.

FM805 Women’s Health (2.0 Units)
This course focuses on fu ke (gynecology) and nu ke (obstetrics), Women’s Health. By facilitating professional interaction, integration of Oriental and biomedicine in the treatment of obstetrics and gynecology is emphasized. Additionally, this course addresses other physical and social effects on women’s health including pregnancy, maternity and marriage.

FM806 Pediatrics (2.0 Units)
Pediatric medicine, in both biomedical and Oriental medical perspectives, is quite different from adult medicine. This course explores these differences. While many childhood diseases are examined from both a biomedical and Oriental perspective, this course emphasizes the different natures of pediatric and adult
patients, and focuses on the general constitution of children at various stages of their growth as well as the effects of the family on a child’s health. Unique treatment modalities such as shoni shin, pediatric massage, hand treatment, and pediatric acupuncture are explored. Various diagnostic methods are also employed including finger diagnosis and biomedical techniques such as otoscopy and the use of the stethoscope. Red flags are emphasized during this course.

**FM807 Preventive Medicine (1.5 Units)**

The study of preventive medicine is studied from two aspects: clinical preventive medicine and epidemiological or public health preventive medicine. The clinical preventive medicine focus in this class explores supplementation, diet, exercise, including qi gong, tai ji, meditation, and other adjunctive therapies and the role of family in promoting longer, healthier life. The epidemiological focus of preventive medicine reviews populations, evidence-based medicine, and social works and constructs to see how preventive medicine relates to large populations rather than individual patients. This class is unique in that it integrates the strengths of Oriental medicine, especially its emphasis on discovering and preventing disease in its earliest stages, with some of the strengths of biomedicine including its ability to apply the scientific method to determine effective treatments and preventive measures. In addition, this class explores the interface between Oriental medicine and society and populations at large, a topic that is rarely examined.

**CHINESE CLASSICS TRACK**

**CF731 Nei Jing (1.5 Units)**

This course presents the Huang Di Nei Jing or Yellow Emperor’s Classic of Internal Medicine. This class uses didactic teaching as well as interactive discussion to explore key concepts from this ancient text. More importantly, this course and all others in the classic track provides the historical and clinical context to explore the book and its relevance to modern Oriental medicine practice.

**CF732 Nan Jing (1.5 Units)**

This course examines the Nan Jing or Difficult Classic. Pulse diagnosis is emphasized and is presented in a different context than modern Oriental medical textbooks in English. Many other topics are discussed including the impact of the seasons on health.

**CF733 Shang Han Lun (1.5 Units)**

This course explores the Shang Han Lun, On Cold Damage, written around 200 B.C. This classic, along with the Jin Gui Yao Lue, is the basis for modern Chinese herbal theory and practice. This course examines external attacks through the liu jing or six divisions theory, and explores classic herbal prescriptions and clinical and diagnostic applications.

**CF834 Jin Gui Yao Lue (1.5 Units)**

Together with the Shang Han Lun, the Jin Gui Yao Lue, the Essentials from the Golden Cabinet, make up Zhang Zhong Jing’s Shang Han Za Bing Lun. While the former emphasizes external diseases, the Jin Gui Yao Lue emphasizes internal medicine. These two courses form the basis of modern Chinese herbal theory and practice.

**CF835 Wen Bing (1.5 Units)**

This course introduces the school of Wen Bing or Warm Disease, an adjunct/opposite to the school of the Shang Han Lun, which emphasizes damage from cold. A more modern school with an emphasis on epidemics as well as other disease states, this is arguably among the more relevant schools of thought for treating patients in the modern Oriental medical clinic. The use of relevant herbs is emphasized in this class.
CHINESE MEDICAL LANGUAGE TRACK

CL741 Chinese Medical Chinese 1 (1.5 Units)
This course series explores the fundamentals of Chinese language and grammar, basic medical Chinese, and elementary conversational Chinese. In a friendly, interactive environment, the doctoral students explore these aspects of the Chinese language.

CL742 Chinese Medical Chinese 2 (1.5 Units)
This course expands upon the first class by examining acupuncture point names and meanings, and furthering the doctoral student’s understanding of conversational Chinese. The use of the Chinese dictionary is introduced.

CL743 Chinese Medical Chinese 3 (1.5 Units)
This course continues from the second course but adds herb names in addition to finishing acupuncture point names. An emphasis on translating basic medical texts persists throughout this term.

CL744 Chinese Medical Chinese 4 (1.5 Units)
This course continues the exploration of herb names, general medical terms, and Chinese grammar. Translations are still emphasized but become more substantial.

CL745 Chinese Medical Chinese 5 (1.5 Units)
This course continues the areas emphasized in previous Chinese courses.

CL746 Chinese Medical Chinese 6 (1.5 Units)
This course completes the language series and provides, at a deeper level, the areas emphasized in previous Chinese courses.

CLINICAL RESEARCH TRACK

CR751 Clinical Research Methods 1 (1.5 Units)
This course introduces basic research methods and concepts and begins the development of the capstone project. An emphasis is placed on discussing the common biases and errors researchers must confront. Interactive discussion of capstone projects allows the doctoral candidate to formulate his or her capstone idea and develop methods for completing it.

CR752 Clinical Research Methods 2 (1.5 Units)
This course builds on the previous course and encompasses further development of the capstone project. Research methodology is emphasized, especially assessment and application of the STRICTA protocols of acupuncture research. Research statistics are introduced in this course and include means and standard deviations, and concepts such as normal distribution and central tendencies. The second chapter of the capstone project, literature review, should be substantially completed by the end of this course.

CR753 Clinical Research Methods 3 (1.5 Units)
This course deals with two main areas: completing the research proposal for presentation to a capstone committee and delving much deeper into research statistics. This class uses enjoyable, interactive exercises to demonstrate more advanced statistics. Review of relevant literature is still emphasized. The third chapter of the capstone project, research methods, should be substantially completed by the end of this course. When the first three chapters of the capstone project are completed, the doctoral student may apply for candidacy.

CR754 Capstone Proposal (1.5 Units)
This class continues the work of the previous three with an emphasis on establishing a capstone committee to review the research proposal. Less class time is necessary as the doctoral candidate is doing much more
outside work and beginning the actual research process. This work is done mostly with the guidance of the capstone project chair and committee members.

**CR853 Capstone Project 1 (2 Units)**

This course emphasizes completion of the research project and writing the final capstone project. This work is done with the guidance of the capstone project chair and committee members.

**CR856 Capstone Project 2 (1 Unit)**

This course emphasizes what to do to complete capstone project including the final writing of the capstone project report.

**CR852 Capstone Review (1 Unit)**

This course emphasizes on reviewing the final capstone project report with the guidance of the capstone project chair and committee members.

**CR857 Capstone Presentation (.5 Unit)**

This course is taken in the same semester as the previous course and emphasizes the final presentation of the capstone project report.

**LEADERSHIP AND TEACHING SKILLS**

**MB884 Leadership Development (1 Unit)**

This course is designed to prepare doctoral candidates for leadership roles in both academic, clinical, and professional settings through training in several collaborative models of teaching and leadership.

**MB886 Teaching Skills (1 Unit)**

This course will provide research-based models of teaching and learning. This class will present student-centered, active teaching techniques and serves to improve presentation skills. Students will develop skills that can be applied in the classroom, public lectures or leadership opportunities.

**CLINICAL STUDIES**

**FP701-703 and FP804-806 Integrative Medicine Practicum: 1-6 (.5 Clinical Units each)**

The Integrative Practicum course series is designed to expose the doctoral students to a variety of clinical settings.

**FC761-763 and FP864-866 Family Medicine Clinic 1-6 (1.5 Clinical Units each)**

The Family Medicine Clinic series is designed to allow doctoral students to integrate biomedical and Oriental medical knowledge in a patient care setting. This track utilizes at least two professionals as supervisors: one an expert in Oriental medicine, and another a medical doctor, an expert in biomedicine. Interaction and teamwork between doctoral students is emphasized and provides for an enjoyable work environment where collegiality provides for the best possible care for patients. Teams work on new patients to provide a strong basis for a treatment plan. The patient then goes with one member of the team for implementation of the plan. Tutorials are given regularly on biomedical assessment along with Chinese medicine.

**CA761-763 and CA864-866 Case Review and Mentorship 1-6 (4.5 Total Units)**

This course series is designed to deepen the doctoral student’s knowledge and ability to think critically. Clinical case reports are the main tool to accomplish these goals. Narrative reports emphasize succinct communication with other practitioners and with the biomedical community. Clinical rationales emphasize depth of thought by delving into a patient’s history, the student’s diagnosis and treatment plan, the biomedical background and diagnosis, differential diagnosis, and the rationale for decisions made in the case.
In addition, basic communication skills are encouraged. These reports are supervised and mentored by a doctoral faculty member.

**FG771-773 and FG874-876 Grand Rounds 1-6 (.5 Clinical Units each)**

In this course series, patient cases are discussed in an open, collegial, and supportive environment. The interaction between doctoral students helps flesh out cases and leads to many different clinical perspectives and ideas. Similarly, having the guidance of both the Oriental medical and biomedical clinic supervisors encourages open-minded discourse. Discussion and recognition of red flags is emphasized. These courses are taken in conjunction with the Family Medicine clinic courses.

**MS884 Supervision Skills**

*(1.5 Clinical Units)*

This course is designed to develop clinical supervision skills of doctoral fellows. This is achieved through hands-on practice supervision in the clinic.

**SCHEDULE OF CLASSES**

Pacific College’s doctoral program is designed for practitioners maintaining a fulltime private practice or other significant commitments. The program is 24 months long and meets once per month, on weekends.

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. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation from course to course, term to term and in final scheduling of classes.
## DAOM Chart of Courses

### Term 1

<table>
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<th>Course #</th>
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**Advancement to Candidacy**
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| Didactic Total Credits/Hours: | 41.5 | 622.5 |
| Clinic Total Credits/Hours   | 22   | 660   |
| Grand Total                  | 63.5 | 1282.5|

### CHART CODES DEFINITION/DESCRIPTION

**Academic Hour**

An academic hour is defined as 54 minutes of instruction.

**Units**

Term units or credits equal 15 hours of instruction per unit for DAOM students. Clinical credits or units equal 30 hours of instruction per unit.

**Prerequisite**

Prerequisite to indicated course
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. 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.

All Pacific College faculty members also meet the educational and experiential requirements required by state regulation and our accrediting agencies. From acupuncturists to medical doctors to Taoist priests, Pacific College’s faculty will be an important, continuing resource during your education and beyond into private practice.

Jennifer Campbell, MD, is a 1980 graduate of the University of Pittsburgh School of Medicine and Board Certified in both Family Practice and Holistic Medicine. She practiced and taught clinical medicine for twenty-five years before moving to San Diego this year. She is a graduate of the UCLA Medical School Acupuncture for Physicians Course and has practiced acupuncture for the last six years. Integrating acupuncture with Western Medicine is her current focus, so joining the integrative doctoral faculty at PCOM is a perfect fit. Dr. Campbell provides biomedical supervision in the Family medicine doctoral clinic.

Phil Garrison, MTCM, DAOM, teaches classics in the doctoral program. He received his master's degree in traditional Chinese medicine from Five Branches University in 2009, and his doctorate in acupuncture and Oriental medicine from PCOM in 2014. As a master’s student, he served as teaching assistant for the Huang Di Nei Jing class, participated in the first American class dedicated to the Si Sheng Xin Yuan (a Qing dynasty text on the classics), and was the recipient of the 2008 nuHerbs “Herbal Times” scholarship. Doctor Garrison is a former Herbal Consultant at K’an Herb Company and a former Instructor at Five Branches University, where he taught TCM Herbology-1 in the master's program from 2011-2013. In 2011 and 2012, he served as Staff Acupuncturist at the O’Neill Coldwater Classic, a surfing event that draws the top professional surfers from around the world. He has a deep respect for the classics of Chinese medicine, and his doctoral research, Development of a Practical Curriculum for Ancient Chinese Literature: A Modified Delphi Approach to the Huang Di Nei Jing, was a pedagogical study of the foundational classic of Chinese medicine. In mid-2014, Dr. Garrison moved to San Diego County, where he currently serves as the Chief Science Officer at Immortality Alchemy, a Certified Organic supplement company.

Stacy Gomes, MEd, EdD, is Vice President of Academic Affairs for Pacific College. She received her master's degree in education technology at San Diego State University in 1997 and her doctorate in educational leadership at the University of La Verne in 2006. In addition to her work at Pacific, Dr. Gomes serves on the Accreditation Committee for Acupuncture and Oriental Medicine First Professional Doctorate Task Force, UCSD Center for Integrative Medicine Research Committee, UC Irvine Susan Samueli Center for Integrative Medicine Clinical & Professional Advisory Committee, is the Co-Chair of Council of Colleges of Acupuncture & Oriental Medicine First Professional Doctorate committee, is a member of the Western Association of Schools and Colleges Academic Leadership Academy and the ACCAHC Education Working Group. Her expertise is in higher education accreditation, assessment and program evaluation. She writes, consults and trains on accreditation, instructional and curriculum design, faculty development, program evaluation and student learning. Dr. Gomes teaches Clinical Research Design in the master's program in addition to Teaching and Leadership Skills in the doctorate.

Dong Ji, PhD (China), LAc, received his Chinese medicine degree from Beijing University of Chinese Medicine in 1996 and his master’s in physiology in 1999. He earned his Ph.D. in neuroscience in 2003 from Peking University. He completed a post doctoral fellowship at the Institute of Psychiatric Research at Indiana University School of Medicine and the SALK Institute in La Jolla. He is also a Visiting Investigator For the Committee on the Neurobiology of Addictive Disorders at The Scripps Research Institute, La Jolla, California. His research focuses on the neurobiological related diseases. He is an item writer for the NCCAOM biomedicine
exam and a reviewer for Pharmacology, Biochemistry and Behavior. He is also an executive director for the Specialty Committee of Natural Therapy of World Federation of Chinese Medicine Societies (WFCMS).

**Mark Kastner, LAc**, an Acupuncturist and Herbalist licensed by the California State Board, has been in Private Practice since 1987. Mark began studying Traditional Chinese Medicine in Beijing, China and completed his degree at California Acupuncture College in San Diego, California. He is the author of Alternative Healing (Henry Holt Publishing, New York, 1996), a complete A-Z guide to more than 150 complimentary therapies. Also, he recently published a healing novel of love, entitled Closing the Circle (Lotus Publishing, San Diego, 2008). As a pioneer and specialist in the field of Holistic Health, Mark has actively been involved in the local promotion of integrative medicine. He started a revolutionary radio talk show, The Alternative Medical Hour, which was a weekly informational forum for complementary medicine. Mark has made monthly guest appearances on KNSD news (local affiliate of NBC) as the Holistic Medical Advisor responding to viewer’s questions. He has also been written up in several articles in the San Diego Union-Tribune to date. Understanding the need to educate the public, Mark's goal is to bring holistic medicine to the forefront and integrate it with Western therapies. He currently lectures on “Integration of Complimentary Medicine in Today's Healthcare” and related topics. Mark teaches Orthopedics in the doctoral program.

**Brian Kuo, DAOM, LAc**, (also serves as DAOM Program Director) earned his Masters degree in Acupuncture and Oriental Medicine from Samra University in Los Angeles, CA, and his Doctoral degree in Oriental medicine (DAOM) from Pacific College of Oriental Medicine, specializing in Geriatrics, in 2005. His doctorate included studies in Chengdu, Beijing and Shanghai, China. He has taught acupuncture and Oriental medicine since 2003 in California and New York. Dr. Kuo has dual acupuncture licensure in New York State and California. He is also a board committee member of American TCM Society. Dr. Kuo was featured in the 2010 Wall Street Journal Health and Wellness cover story, The Science of Acupuncture, in his capacity as PCOM-NY Clinic Supervisor. In clinical practice, he specializes in Traditional Acupuncture and Chinese herbal medicine in sports medicine/pain management, Geriatrics, emotional disorders, Oncology, and wellness support. Dr. Kuo joined the faculty at Pacific College of Oriental Medicine (PCOM-NY) in 2006 teaching Oriental Medicine, Acupuncture technique and Chinese herbology, and supervising in the clinic, including the off-site clinic at St. Vincent’s Comprehensive Cancer Center. He joined the PCOM-SD Faculty in Fall 2013 and currently teaches Oriental Medicine and Acupuncture techniques.

**Giovanni Maciocia, LAc**, is one of the most highly respected practitioners of acupuncture and Chinese herbal medicine in Europe. Originally from a medical family in Italy, he graduated from the International College of Oriental Medicine in England in 1974 and from the National Institute of Medical Herbalists in 1977.

In 1980, 1982, and 1987 he attended three post-graduate courses in acupuncture at Nanjing University. He reads Chinese medical textbooks, old and modern, published in China. In 1996, Giovanni Maciocia was appointed Visiting Professor of the Nanjing University of Traditional Chinese Medicine, the foremost teaching institution in China.

Giovanni is the author of several books that have become textbooks in many colleges all over the world. These include Tongue Diagnosis in Chinese Medicine, Gynecology in Chinese Medicine, Diagnosis in Chinese Medicine, The Channels of Acupuncture, and The Psyche in Chinese Medicine. In addition, he is the author of many articles published in professional journals and has been published in a Chinese medical journal, an honor rarely bestowed on foreign writers. Giovanni has been teaching for over 30 years at several schools all over the world.

**Robin Markus, DAOM, LAc**, received her master’s and her doctorate from Pacific College of Oriental Medicine in 1995 and 2006. As founder and Clinical Director of Nourishing Life Clinic, her work is focused on gynecology, reproductive medicine, and obstetrics with Chinese medicine. Her clinical research was in the area of menopausal syndrome and she has discovered new ways to manage menopausal transition. Dr. Markus has been practicing and teaching in the U.S. and abroad for the last 17 years and teaches Women’s Health in the doctoral program.

**Ruth McCarty, MSTOM, LAc**, received her Masters Degree of Science at Pacific College of Oriental Medicine (PCOM) in San Diego. She then went on to complete fellowship in pediatrics in China. She is currently on staff, with allied health care privileges at Children’s Hospital of Orange County (CHOC) and CHOC at Mission and provides traditional Chinese medicine (TCM) therapies in conjunction with the staff physicians, to comfort
critically ill patients while in the hospital, as well as treating an active outpatient population in her private practice, Open Mind Modalities located in Aliso Viejo, California. Ruth McCarty, MS, LAc, is a co-founder, with Dr. William Loudon, of Orange County’s only hospital-based and pediatric-focused complementary and alternative medicine program. Ms. McCarty teaches pediatrics in the doctoral program.

**Leslie McCoy, DAOM, LAc**
Dr. McCoy received her DAOM from Pacific College in 2006 and has worked in integrative settings with M.D.s, R.N.s, D.C.s, nutritionists, and midwives. Currently Dr. McCoy teaches Case Review and Mentorship.

**Sonya Pritzker, LAc, MS, MA, PhD,** is a medical anthropologist and a licensed practitioner of Chinese medicine. She is a clinician and researcher at the UCLA Center for East-West Medicine and a lecturer in the UCLA Department of Anthropology. Her research focuses on the global translation and dissemination of Chinese medical knowledge, including the linguistic choices of specific translators as well as the transfer of research findings into clinical practice, the interpretation of textbooks by teachers, and the explanation of Chinese medical concepts to patients. She is also currently involved in several research studies pertaining to the development and practice of integrative medicine in the U.S., and has previously researched the treatment of anxiety and depression with Chinese medicine in China. She is fluent in Chinese and has extensive experience studying Chinese medicine and researching both Chinese medicine and psychology in Beijing, China. Dr. Pritzker is a faculty member for Clinical Capstones.

**Laura Redwine, PhD,** is a project scientist in the Department of Medicine at the University of California, San Diego. Dr. Redwine has over 15 years of laboratory experience examining psychosocial factors and cellular immune assays. Her research interest include the effects of chronic stress, depression, lifestyle factors, and psychosocial/behavioral interventions on functional measures of immunity and subclinical measures of heart disease and prostate cancer. She also researches the efficacy and mechanisms of action for tai chi, meditation and acupuncture on health and immune function. She is a member of the Institutional Review Board and an adjunct faculty member for Capstone research projects.

**Barry (Baoyu) Xin, PhD (China), LAc,** received his bachelor’s degree from Hebei Medical School in 1993, his Master’s in Chinese Medicine from Tianjin University of Chinese Medicine in 1997, and his PhD. From Beijing University in 2000. Dr Xin was the Director of the Chinese Medicine Department at Beijing Chao Yang Diabetes Hospital. He was also an advanced instructor at the International Acupuncture Training Center (WHO Collaborated Organization) and a consultant and research associate for the Institute of Chinese Medicine. Dr. Xin has taught in the doctorate and master’s programs since May 2008 and is a faculty member for Clinical Capstones. Dr. Xin has contributed to TCM textbooks, including *A Comprehensive Book on Chinese Medicine*. In addition, his articles have been published in the Journal of Shanghai Acupuncture and Moxibustion.

**CAPSTONE COMMITTEE MEMBERS**

**Rael Cahn, MD, PhD,** is Resident Physician and Research Fellow, University of California Irvine, Department of Psychiatry, and Scientific Co-Director of the Meditation Research Institute, Rishikesh, India. Dr. Cahn has personal and professional interest in the clinical application as well as the neurobiological effects of meditative practices. He did his MD/PhD training at UC San Diego and obtained his PhD in the Department of Neurosciences studying the neurophysiological correlates to sensory and cognitive processing in meditative states of consciousness. He taught a meditation class for medical students at UCSD in the early 2000’s and has recently taught UCI medical students mindfulness meditation as part of the Health Catalyst Elective Program. Dr. Cahn has also completed a post-doc with Dr. Dilip Jeste of the UCSD Department of Psychiatry studying the effects of meditative practices as a clinical intervention in older adults. Dr. Cahn is an adjunct faculty member serving on Capstone committees and teaching in the Mental Health Family Medicine and clinical tracks.

**Lisa Conboy, ScD, MA, MS,** is a social epidemiologist whose interests are in the associations between social factors and health. She is currently involved in a number of studies investigating Ayurveda, yoga, traditional Chinese medicine, and placebo mechanisms. Her main interests in placebo studies are: (1) how belief, attitudes and sense of risk are associated with healing and (2) complex and mixed method study designs and their application to health research. An Instructor at Beth Israel Deaconess Medical Center, Harvard Medical School,
Lisa is also the research director at the New England School of Acupuncture where she teaches research methodology. Lisa is a founding member of the Kripalu research collaborative and has been actively involved in many placebo studies.

**Christine Cronin, DAOM, LAc, Dipl OM** Prior to attending Pacific College of Oriental Medicine (PCOM), Dr. Cronin earned degrees in History, Political Science and Psychology as well as served in the Marine Corps. After serving in the Marine Corps, she discovered her passion to help others by treating the whole person, which led to her decision to attend PCOM. Immediately after completing her MSTOM, she began her doctoral work where she evaluated the ability of the NADA protocol to treat Combat Stress Induced Insomnia. Dr. Cronin completed the DAOM in 2012. She currently teaches Acupuncture Channels and Points 2, Clinical Science 1 and 2 in the MSTOM program and serves as the DAOM Practicum Instructor. In addition, she serves as a Clinic Supervisor at Seniors Clinic, Veterans Clinic and Family Recovery Center. Dr. Cronin has served as PCOM’s IRB chair since January 2014.

**Karen Garman, EdD**, is president and senior training consultant for Healthcare Education, Leadership and Performance, Inc. or HELP Inc.

With a doctorate in medical education and a graduate of the newly created Masters in Applied Positive Psychology (MAPP) program from the University of Pennsylvania, she is a specialist in positive psychology in healthcare and is a human performance improvement expert, with over 30 years of experience in the delivery of a variety of professional development programs to public and private healthcare organizations. Dr. Garman trains healthcare providers on how to become better leaders, teachers and researchers at the local, state and national healthcare levels.

As professor of healthcare administration in the School of Health and Human Services at National University, her research is in the development and implementation of positive psychology and strengths-based feedback in administration and training. As assistant clinical professor at UC-San Diego School of Medicine, she coaches healthcare professionals on how to improve their skills in the domains considered critical to their success in medical education: doctor/patient communication; curriculum design; leadership; mentoring; and designing research in behavioral interventions.

Dr. Garman is a Clinical Capstone faculty member.

**Samantha Hurst, PhD**, is an Assistant Project Scientist in the UCSD Department of Family and Preventative Medicine. As a medical anthropologist, her areas of expertise focus within cross-cultural health, ethnocultural assessment of psychological stress and trauma, refugee health, community-based participatory research, and qualitative methodology. Dr. Hurst is a Lead Investigator and Consumer Advisory Board Liaison with the INTRUST Post Traumatic Stress Disorder/Traumatic Brain Injury Clinical Consortium. She is also currently partnering with San Diego Somali community organizations to develop a men’s preventative health program for implementation. Dr. Hurt also works at the VA San Diego as a Research Health Science Specialist for Health Services Research and Development and also with the Center of Excellence in Stress and Mental Health. She is a co-investigator for a study exploring factors that influence and engage veteran’s care study examining the influence of the electronic medical record system in physician-patient communication. Dr. Hurst received her PhD in Biological Anthropology from the University of Tennessee, Knoxville and did her Post-Doctoral Fellowship training as a Medical Anthropologist in the Alcohol Research Center at The Scripps Research Institute in La Jolla. She is an adjunct faculty serving on Capstone committees.

**Martha Menard, PhD, CMT**, is a healthcare research scientist, author, and educator. Much of her clinical work over 25 years has focused on oncology massage, pain management, and massage for trauma survivors; these are her areas of research interest as well. Dr. Menard is the author of Making Sense of Research, a guide to research literacy that is used as an introductory textbook in many integrative health care training programs in North America. She has served as adjunct faculty at Georgetown University and the University of Virginia School of Medicine, and is a member of the editorial board for the International Journal of Therapeutic Massage and Bodywork. In 2008, she started a consulting firm, Sigma Applied Research, specializing in program evaluation, research design, quantitative and qualitative data analysis, and grant-writing. Clients she has worked with include schools and universities, nonprofit organizations, and government. Dr. Menard divides
her time between Kiawah Island, South Carolina and Vancouver, British Columbia, and serves on the board of the Society for Oncology Massage. Dr Menard is an adjunct faculty member serving on Capstone committees.

**Daniel Weber, PhD, MSc,** began his studies in 1969, in Boston with Shizuko Yamamoto and Noburo Murumoto, and then studied with J. R. Worsley and J. D. van Buren in the UK from 1974 before receiving his BAc. In 1976 Daniel went to Japan and studied with Dr. Masahiro Oki. Daniel studied in China from 1984 with an honorary Professorship as well as advisor to Hangzhou TCM Institute in Hangzhou, China. He did his TCM residency at Shu Guang Hospital Shanghai, China in 1988 and has a Master of Health Science (Aust) and is completing his research Doctorate, a DSc in integrative oncology. In addition to his eclectic studies in complementary medicine, Daniel has a postgraduate diploma in Somatic Psychotherapy as well as in Adult Education. Daniel Weber is visiting Professor at Tianjin University, where he lectures post-graduate students and is doing research. Daniel is not just an academic but also a committed clinician, innovator and educator: he has been in practice in Sydney Australia since 1977 and created the first English language database for Chinese herbal medicine in 1992, for which he was awarded his PhD. This database was awarded ‘Innovations in Australian Design’ and put on exhibit in the Powerhouse Museum, Sydney.

Stemming from his work in complementary cancer treatments Daniel recently authored 'Introduction to Integrative Oncology; Herbs, Compounds and supplements in the Cancer Clinic', 'Dui Yao, The Art of Formula Construction' and 'The Seven Stochastic Events of Cancer'. Daniel founded the Association of Integrative Oncology and Chinese Medicine and is currently the president. His site www.complementaryoncology.com has ongoing research and articles of interest on complementary cancer treatments. Daniel is an adjunct faculty member serving on Capstone committees.

**Kimberley Woo, EdD, LAc, Dipl OM** received a doctorate in Education from Columbia University, Teachers College in 1999. She taught teaching and learning classes, and research design classes; supervised numerous student teachers; and served as a chairperson and reader for many Masters theses and doctoral dissertations at the University of Connecticut and California State University San Marcos. Throughout her academic career, she has also served on committees for the Holmes Scholar Alumni Group, the American Educational Research Association, and various other university groups. In 2000, she was granted a research fellowship with the Office of Education Research and Improvement. Her research focused on internet communication among Asian and Pacific Island high school age students throughout the United States.

In 2012, she received a MSTOM from Pacific College and a Dipl. OM (NCCAOM). She has taught doctoral and MA level research design classes at Emperors College. She has also served as a chairperson and committee member for capstone projects at Emperors College and Pacific College of Oriental Medicine, respectively. Currently, Dr. Woo has a private practice in Carlsbad, CA.
Preference will be given to applicants who demonstrate strong clinical reasoning skills, self-directed learning, and motivation to advance their career in the profession of Oriental medicine through specialization, classical studies, translation, research, and leadership. Individuals with a strong academic and professional background and those who have demonstrated evidence of exceptional potential to make a contribution to the field of Acupuncture and Oriental Medicine are encouraged to apply. Pacific College values creativity, scholarship, and an independent spirit in the discovery and application of new knowledge.

The following criteria will be given high importance in evaluating applications:

- Clear statement of purpose
- Ability to write and think critically
- Written and oral proficiency in English
- Ability to utilize academic, professional and community resources to achieve your learning objectives
- Computer literacy, familiarity with electronic databases, and access to e-mail and the Internet
- Ability to function as an independent learner

The following are required for admission to the doctoral program:

- Evidence of satisfactory completion of a Master’s degree or a Master’s level program in Acupuncture or Oriental medicine from an ACAOM-accredited or candidate institution or international equivalent.
- A grade point average of 3.0 or better in previous graduate level work
- Acupuncture license. In some cases, an applicant who is currently scheduled to sit for a license exam will be considered.
- Currently engaged in a clinical practice (preferred)

All doctoral fellows are required to have vaccine/immunization for Hepatitis B or have a signed declination form. For some practicum sites, evidence of the following must be provided:

- Annual tuberculosis screening: Mantoux Tuberculosis test or if positive, Health Department guidelines for follow up.
- Positive titer to rubella and rubeola or vaccination against same or a physician's statement of disease concerning rubella and rubeola
- Varicella immunity
- Immunizations: Tetanus
- CPR /First Aid - Will be required if the area the student is in requires it.
- Vaccine/immunity Hepatitis B or signed declination form.

Special Admissions

Due to the emerging nature of the Doctor of Acupuncture and Oriental Medicine degree program, ACAOM standards allow a special admission policy for experienced practitioners that have been actively engaged in the profession for at least five years, but have not attained the master degree or its equivalent.

Experienced Practitioners

The program may admit applicants who are experienced practitioners that do not otherwise meet the criteria for standard admissions but who:

1. Complete an entrance evaluation to establish a foundation of knowledge, skills, and abilities that are appropriate for admission to a clinical doctorate;
2. Document at least five years of full-time clinical practice in acupuncture or Oriental medicine;
3. Complete any of the prerequisite Master’s courses indicated below that were not completed in previous acupuncture/Oriental medicine training. The following chart indicates the courses from Pacific College’s Master’s catalog for course descriptions.
Credit for these courses may be earned through the completion of specified courses, or by demonstrating achievement of the specific course objectives through successful completion of challenge examinations. Please note that the completion of the core Master’s curriculum and doctoral program does not necessarily, and most likely will not, result in the award of a Master's degree or eligibility to sit for the California Acupuncture Licensing Examination (CALE). At this time, only the actual completion of the entire Master’s degree curriculum enables a student to take the CALE and earn Pacific College’s Master's degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Biochemistry</td>
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<td>3</td>
</tr>
<tr>
<td>Clinical Counseling 1</td>
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<td>Clinical Counseling 2</td>
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<td>Clinical Counseling 3</td>
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<tr>
<td>Anatomy 1</td>
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<td>3</td>
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<td>Anatomy 2</td>
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<td>3</td>
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<td>Anatomy 3</td>
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<tr>
<td>Pathophysiology 1</td>
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<tr>
<td>Human Physiology</td>
<td></td>
<td>3</td>
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<tr>
<td>Pathophysiology 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ortho-Neuromuscular Eval 1</td>
<td></td>
<td>3</td>
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<tr>
<td>Ortho-Neuromuscular Eval 2</td>
<td></td>
<td>3</td>
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<tr>
<td>Clinical Science 1</td>
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<td>3</td>
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<tr>
<td>Clinical Science 2</td>
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<tr>
<td>Physical Exam</td>
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<tr>
<td>Clinical Research and Statistics</td>
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<td>Medical-Legal Report Writing</td>
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<tr>
<td>Pharmacology</td>
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<tr>
<td>CPR</td>
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<tr>
<td>Fundamentals of Oriental Medicine 1-4</td>
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<tr>
<td>Diagnosis &amp; Treatment of Disease 1-7</td>
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<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>Acupuncture Points 1</td>
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<td>Acupuncture Points 4</td>
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<tr>
<td>Acupuncture Points 5</td>
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<tr>
<td>Treatment of Orthopedic Disorders</td>
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<td>3</td>
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<tr>
<td>Auricular Acupuncture</td>
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<td>2</td>
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<tr>
<td>Intro to Acupuncture Techniques</td>
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<td>3</td>
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<tr>
<td>Needle Techniques</td>
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<td>3</td>
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<tr>
<td>Advanced Needle Technique</td>
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<tr>
<td>Herbology 1</td>
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<tr>
<td>Herbology 2</td>
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<td>Herbology 5</td>
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<td>Herbology 6</td>
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<tr>
<td>Clinical Herbs &amp; Internal Medicine 1</td>
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<td>Clinical Herbs &amp; Internal Medicine 2</td>
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<td>3</td>
</tr>
<tr>
<td>Clinical Herbs &amp; Internal Medicine 3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Clinical Internship or License</td>
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<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 140

**Total Hours (minimum):** 2800

**Admissions with Deficiencies**

The program may admit applicants with particular educational deficiencies of a limited nature who possess an ACAOM-accredited or candidate degree or master’s level diploma or international equivalent provided that such persons complete any course work deficiencies prior to taking relevant doctoral program courses for which such course work is a prerequisite.

**Non-Matriculated Students**

Non-matriculated students may enroll in doctoral level coursework if the student meets all entry requirements and course prerequisites for participation in particular courses. Such students must successfully petition the Director of Doctoral Studies for approval prior to registration. The Director will consult with the appropriate faculty member(s) to determine if allowing any non-matriculated student to take a given course would adversely affect the quality of instruction.

Non-matriculated students may take up to 16.5 units in the “Classics” and “Language” tracks:

- 5 “Classics” classes @ 1.5 units = 7.5 units
- 6 “Language” classes @ 1.5 units = 9 units
- TOTAL 16.5 units

Non-matriculated students are not eligible to enroll in clinic.
Transfer Credit

The program may accept limited transfer credit (no more than 20 credits) for prior coursework toward the clinical doctoral program that the Admissions Committee judges to be equivalent to the requirements for graduation from the doctoral program. Transfer credit may only be awarded for didactic course work that is equivalent to the doctoral level, supports the program’s objectives and meets the credits for completion of the program. These credits must come from an accredited institution or its international equivalent. The applicant must demonstrate that they meet the objectives of the courses being transferred by way of an examination or interview with the relevant faculty member.

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

Sexual Harassment Prevention

The college is strongly opposed to sexual harassment and such behavior is prohibited both by law and by Pacific College 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 Master/Massage 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, download the Disabled Student Services Policies and Procedures document from the Pacific College website, and/or contact a Disabled Student Support Services officer:

San Diego Campus Director, Jaime Rabin
Suite 109
619-574-6909 ext. 142
jrabin@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 on the paper 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 score of 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.

Admission Procedure

Application to the Pacific College DAOM degree program is self-managed, that is, following the submission of the application form, we request that the student obtain Master's transcript and letter of recommendation and complete personal statement and case study and then submit the portfolio to your Pacific College campus, Admissions Office. Please include a note if you are aware that some materials will be arriving under separate cover, i.e., transcript or recommendation letter. The Admissions Office will acknowledge receipt of your Admissions Portfolio and notify you of any missing documents, or that the material is complete and ready for review.

1. Send a completed Application Request Form.
2. Non-refundable Application Fee payable to Pacific College in the amount of $100 (check/money order).
3. Admissions Portfolio. A completed portfolio contains the following:
   a) One recommendation from a professional colleague, supervisor or former teacher.
   b) Official Transcript - Obtain official transcripts in sealed, stamped envelopes from all previous colleges and universities you have attended, regardless of whether or not you completed a degree. Send them unopened with your application.
   c) Personal Statement - This statement (1 - 2 pages) should encompass your scholarly and professional interests and goals and link them with the academic and research components of Pacific College's doctoral program.
   d) An updated resume - Include a current resume that lists the following:
      • Education (both academic and continuing education)
      • Work history (include description of all clinical practice experience)
      • Experience in teaching and/or research
      • Publications and formal conference presentations
      • Membership in professional organizations
      • Honors and awards.
   e) Evidence of licensure status.
f) One passport size photo

4. Case Study - Once a completed application and fee are received, the applicant will be sent three case studies. The applicant is required to select one of the cases and submit no more than three typed pages of detailed diagnosis and treatment information in response to the case study selected. This writing sample should represent the level of training and expertise the applicant currently has in the given context.

5. International students for whom English is a second language must provide evidence of a Test of English as a Foreign Language (TOEFL) iBT (internet Based Test) of both written and spoken English. All applicants must achieve a TOEFL/iBT score of at least 79-80.

Admissions Interview

Admissions portfolios will be reviewed by the Doctoral Admissions Committee. Applicants whose portfolio indicate likely success in the doctoral program will be invited to an interview with one or more members of the Doctoral Admissions Committee, following which a final admissions decision will be made. If you are invited for an Admissions interview but cannot make the appointment, you can request to have your interview conducted over the phone.

Full Acceptance

Full acceptance indicates that the applicant has fulfilled all admission requirements at the time of acceptance into a degree or certificate program.

Notification of Decision

The Admissions Committee makes 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:

- Initialed and signed “Fact Sheet” (please complete before the Enrollment Agreement)
- An Enrollment Agreement (only after your file is complete and you are accepted to the college)
- Honor Code
- Classroom/Clinic Arbitration Agreement
- Parking Notice

Deferred Acceptance

If you are accepted into the program, but cannot matriculate with the cohort for which you were interviewed, you can request to have your application deferred for up to one year. Upon reapplication, your file will need to be updated prior to starting the program. There is no guarantee of acceptance; however, if your personal or professional circumstances have changed.

Orientation

If accepted, you will receive an information packet, which will include your enrollment agreement, registration forms, and orientation information. Attendance at orientation is required. During the orientation, admitted students will be administered a pre-assessment inventory to determine present knowledge and skills in the basic master’s level core competencies. Any identified deficiencies must be remediated before the doctoral student can be advanced to candidacy the fourth term of the doctoral program.
TUITION AND FEES (SAN DIEGO CAMPUS RATES)

Academic unit $330
Clinical unit $660
Independent Study (max 12 units) $660
Incomplete Capstone Project (beginning one term after completion of course work. The doctoral program must be completed within 4 calendar years from the date of matriculation.) $500 per term
Application fee $100
Doctorate tuition refundable deposit $500
The entire course of training at current rates. $26,720
(Monthly payments may be arranged and financial assistance is available. Prices are subject to change.)
Approximate cost of books and supplies $4000
Late tuition fee $25 plus $25 after 14 days if still late.

Per Term Fees
Registration fee $20
Student council fee $10
Malpractice $70 per term

Exam Fees
Make up of final or midterm exams:
Written $35
Practical $75
Challenge exam $150

Miscellaneous Fees
Student ID card $15
Tuition payment plan fee $25
Late registration fee $25
Returned check $25, plus any applicable late fees
Graduation $100
Add/drop fee (no charge, first weekend only) $10
Copy of documents $15
Duplicate diploma $25
Transcripts $5

*Cash is not accepted for tuition and fees.
ACADEMIC CALENDAR

(Refer to detailed campus Academic Calendar on the website for more dates)

*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: NY (Sept. 16), CH (Oct. 10), SD (Nov. 18-21)

<table>
<thead>
<tr>
<th>SEPT 2 – DEC 13</th>
<th>FALL 2014 SEMESTER</th>
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<tbody>
<tr>
<td>Sept 8</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>1st Fall Tuition Payment Due</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Tues</td>
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<tr>
<td></td>
<td>Financial Aid Disbursement begins</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Sat</td>
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<tr>
<td></td>
<td>Last day to clear Spring ’14 I’s &amp; IP’s, and not retake course</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Tues</td>
</tr>
<tr>
<td></td>
<td>Last day to Drop classes (without tuition charges) and $10 fee</td>
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<tr>
<td></td>
<td>Last day to Add classes (unless they begin later in semester)</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Fri</td>
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<tr>
<td></td>
<td>SD: Winter 2015 Schedule Due Out/Early Registration begins</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Sat</td>
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<tr>
<td></td>
<td>Last day to petition for December ‘14 Year End Exams with no late fee</td>
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<tr>
<td>Oct 19</td>
<td>Sun</td>
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<tr>
<td></td>
<td>Last day to drop and not receive a failure (most classes)</td>
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<tr>
<td>Nov 2</td>
<td>Sun</td>
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<tr>
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<td>Daylight Savings Time Ends (Turn clocks 1 hour back)</td>
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<tr>
<td>Nov 4 – 11</td>
<td>Tues – Tues</td>
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<td></td>
<td>26th Pacific Symposium 2014</td>
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<tr>
<td>Nov 7</td>
<td>Fri</td>
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<tr>
<td></td>
<td>Financial Aid Priority Deadline (Winter 2015)</td>
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<tr>
<td>Nov 11</td>
<td>Tues</td>
</tr>
<tr>
<td></td>
<td>Honor Our Vets Today: Veteran’s Day: College and Clinic are open (Attendance for US Veterans optional/excused if communicated ahead of time with faculty/ clinic)</td>
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<tr>
<td>Nov 26</td>
<td>Wed</td>
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<tr>
<td></td>
<td>Thanksgiving “Eve” (College Closes at 2pm)</td>
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<tr>
<td>Nov 27 – 30</td>
<td>Thurs – Sun</td>
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<tr>
<td></td>
<td>Thanksgiving Observed (College Closed)</td>
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<tr>
<td>Nov 28</td>
<td>Fri</td>
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<td></td>
<td>Winter 2015 Application Deadline</td>
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<tr>
<td>Dec 13</td>
<td>Sat</td>
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<tr>
<td></td>
<td>Coursework and Clinical Shifts must be completed. Grades must be submitted to ensure eligibility for February 2015 CALE exam.</td>
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<tr>
<td>Dec 13 &amp; 14</td>
<td>Sat &amp; Sun</td>
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<td></td>
<td>Year End Comprehensive Exams</td>
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<tr>
<td>Dec 15</td>
<td>Mon</td>
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<td>Course Evaluation Deadline</td>
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<td><strong>Dec 15 – Jan 4</strong></td>
<td>Winter Break</td>
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<td>Dec 24 - 25</td>
<td>Tues – Wed</td>
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<td>College Closed for Holidays</td>
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<tr>
<td>Dec 26</td>
<td>Fri</td>
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<tr>
<td></td>
<td>Grades mailed to students who have completed class/clinic evaluations as of Monday, Week 16</td>
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<td>Deadline for Exit Loan Counseling: Fall 2014 Grads</td>
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<tr>
<td>Dec 29</td>
<td>Mon</td>
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<tr>
<td></td>
<td>New MSTOM Student Orientation, 9am – 12:30pm</td>
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<tr>
<td>Dec 30</td>
<td>Tues</td>
</tr>
<tr>
<td></td>
<td>New Massage Student Orientation, 9am – 12:30pm</td>
</tr>
<tr>
<td>Dec 31</td>
<td>Wed</td>
</tr>
<tr>
<td></td>
<td>New Year’s Eve – College Closes at 2pm</td>
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</table>

2015

<table>
<thead>
<tr>
<th>2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jan 1</td>
<td>Thurs</td>
</tr>
<tr>
<td></td>
<td>New Year’s Day (College Closed)</td>
</tr>
<tr>
<td><strong>JAN 5 – APR 18</strong></td>
<td>WINTER 2015 SEMESTER</td>
</tr>
<tr>
<td>Jan 5</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>Winter 2015 Term Begins</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Sat</td>
</tr>
<tr>
<td></td>
<td>Last day to clear Fall ‘14 I’s and IP’s, and not retake course</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td>Last day to Drop classes (without tuition charges) and $10</td>
</tr>
<tr>
<td></td>
<td>Last day to Add classes (unless they begin later in semester)</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Thurs</td>
</tr>
<tr>
<td></td>
<td>Chinese New Year (Year of the Sheep)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td>Feb 2015</td>
<td></td>
</tr>
<tr>
<td>Feb 6</td>
<td>Fri</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Sat</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Sun</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Fri</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Sun</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Fri</td>
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<tr>
<td>Apr 16 &amp; 17</td>
<td>Thurs &amp; Fri</td>
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<tr>
<td>Apr 20</td>
<td>Mon</td>
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<tr>
<td>Apr 20 – May 3</td>
<td></td>
</tr>
<tr>
<td>Apr 27</td>
<td>Mon</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Wed</td>
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<tr>
<td>Apr 30</td>
<td>Thurs</td>
</tr>
<tr>
<td>May 2015</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Fri</td>
</tr>
<tr>
<td>May 16</td>
<td>Sat</td>
</tr>
<tr>
<td>May 18</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>May 25</td>
<td>Mon</td>
</tr>
<tr>
<td>June 5</td>
<td>Fri</td>
</tr>
<tr>
<td>June 20</td>
<td>Sat</td>
</tr>
<tr>
<td>June 21</td>
<td>Sun</td>
</tr>
<tr>
<td>June 26</td>
<td>Fri</td>
</tr>
<tr>
<td>July 3 &amp; 4</td>
<td>Fri/Sat</td>
</tr>
<tr>
<td>July 31</td>
<td>Fri</td>
</tr>
<tr>
<td>Aug 2015</td>
<td></td>
</tr>
<tr>
<td>Aug 13 &amp; 14</td>
<td>Thurs &amp; Fri</td>
</tr>
<tr>
<td>Aug 17</td>
<td>Mon</td>
</tr>
<tr>
<td>Aug 17 - 26</td>
<td>Mon - Wed</td>
</tr>
<tr>
<td>Aug 17 – Sept 7</td>
<td></td>
</tr>
<tr>
<td>Aug 25</td>
<td>Tues</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 2</td>
<td>Wed</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Thurs</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Mon</td>
</tr>
<tr>
<td>SEPT 8 – DEC 12</td>
<td></td>
</tr>
<tr>
<td>Sept 15</td>
<td>Tues</td>
</tr>
<tr>
<td>Sept 19</td>
<td>Sat</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Tues</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 9</td>
<td>Fri</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Sat</td>
</tr>
<tr>
<td>Oct 25</td>
<td>Sun</td>
</tr>
<tr>
<td>Date Range</td>
<td>Day(s)</td>
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<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Sun</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Wed</td>
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<td>Nov 13</td>
<td>Fri</td>
</tr>
<tr>
<td>Nov 25</td>
<td>Wed</td>
</tr>
<tr>
<td>Nov 26 – 29</td>
<td>Thurs – Sun</td>
</tr>
<tr>
<td>Dec 4</td>
<td>Fri</td>
</tr>
<tr>
<td>Dec 17 – 18</td>
<td>Sat – Sun</td>
</tr>
<tr>
<td>Dec 19</td>
<td>Sat</td>
</tr>
<tr>
<td>Dec 21</td>
<td>Mon</td>
</tr>
<tr>
<td><strong>Dec 21 – Jan 3</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 24 &amp; 25</td>
<td>Thurs &amp; Fri</td>
</tr>
<tr>
<td>Dec 29</td>
<td>Tues</td>
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<td>Dec 30</td>
<td>Wed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 31</td>
<td>Thurs</td>
</tr>
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**2016**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Day(s)</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Jan 1</td>
<td>Fri</td>
<td>New Year’s Day (College Closed)</td>
</tr>
<tr>
<td><strong>JAN 4 – APR 16</strong></td>
<td></td>
<td><strong>WINTER 2016 SEMESTER</strong></td>
</tr>
<tr>
<td>Jan 4</td>
<td>Mon</td>
<td>Winter 2016 Term Begins</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Fri</td>
<td>F2016 – F2017 Academic Calendar Released</td>
</tr>
<tr>
<td><strong>MAY 2 – AUG 13</strong></td>
<td></td>
<td><strong>SPRING 2016 SEMESTER</strong></td>
</tr>
<tr>
<td>May 2</td>
<td>Mon</td>
<td>Spring 2016 Term Begins</td>
</tr>
<tr>
<td><strong>SEPT 6 – DEC 17</strong></td>
<td></td>
<td><strong>FALL 2016 SEMESTER</strong></td>
</tr>
<tr>
<td>Sept 6</td>
<td>Tues</td>
<td>Fall 2016 Term Begins</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Tues</td>
<td>Financial Aid Disbursement begins</td>
</tr>
</tbody>
</table>
## Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Miller, LAc, MA</td>
<td></td>
</tr>
<tr>
<td>Robert Baizer, MBA</td>
<td></td>
</tr>
<tr>
<td>Daniel Neuwirth, MBA</td>
<td></td>
</tr>
<tr>
<td>Brian D. Lawenda, MD</td>
<td></td>
</tr>
<tr>
<td>Terry Blatnick, BA</td>
<td></td>
</tr>
<tr>
<td>Clarisse Croteau-Chonka, PhD</td>
<td></td>
</tr>
<tr>
<td>Benjamin Kligler, MD</td>
<td></td>
</tr>
<tr>
<td>Tara Cotes, PhD, RN, FAAN</td>
<td></td>
</tr>
</tbody>
</table>

## College Administration

### Institutional Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Miller, LAc, MA</td>
<td>President</td>
</tr>
<tr>
<td>Elaine Gates-Miliner, BA</td>
<td>Chief Compliance Officer</td>
</tr>
<tr>
<td>Malcolm Youngren, MA, Med</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>Stacy Gomes, EdD</td>
<td>Vice President of Academic Affairs</td>
</tr>
<tr>
<td>Kyle Poston</td>
<td>Vice President of Financial Aid</td>
</tr>
<tr>
<td>Roland Zakaria</td>
<td>Vice President of Information Technology</td>
</tr>
<tr>
<td>Todd Luger, MS, MAcOM</td>
<td>Vice President of eLearning</td>
</tr>
<tr>
<td>Gail Vogt, BA</td>
<td>Vice President of Marketing</td>
</tr>
<tr>
<td>Teri Powers, DAOM, LAc</td>
<td>Vice President of Program Development</td>
</tr>
<tr>
<td>Kurt Folkendt, MSM, MBA</td>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td>Karen Siddall, MBA</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Brian Kuo, DAOM, LAc</td>
<td>Director of Doctoral Studies</td>
</tr>
</tbody>
</table>

### Campus Administration

#### San Diego

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaime Rabin, DAOM, LAc</td>
<td>Campus Director</td>
</tr>
<tr>
<td>Stacy Gomes, EdD</td>
<td>Director of Education</td>
</tr>
<tr>
<td>Teri Powers, LAc</td>
<td>Academic Dean, Master Degree Program</td>
</tr>
<tr>
<td>Deborah Reuss, MA, HHP, NCBTMB</td>
<td>Dean of Asian Holistic Health and Massage</td>
</tr>
<tr>
<td>Gregory Lane, LAc</td>
<td>Director of Clinical Services</td>
</tr>
<tr>
<td>Nayeli Corona, AA</td>
<td>Registrar</td>
</tr>
<tr>
<td>Brian Kuo, DAOM, LAc</td>
<td>Director of Doctoral Studies</td>
</tr>
</tbody>
</table>

#### Chicago

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Gates-Miliner, BA</td>
<td>Campus Director</td>
</tr>
<tr>
<td>Brendan Mattson, LAc</td>
<td>Graduate Program Dean</td>
</tr>
<tr>
<td>Lynn Sheldon</td>
<td>Manager of Clinical Services</td>
</tr>
<tr>
<td>Christopher Swenor</td>
<td>Registrar</td>
</tr>
<tr>
<td>David Sol</td>
<td>Dean of Holistic Health and Massage</td>
</tr>
</tbody>
</table>

#### New York

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malcolm Youngren, MA, MEd</td>
<td>Campus Director</td>
</tr>
<tr>
<td>Belinda Anderson, LAc, PhD</td>
<td>Academic Dean and Research Director</td>
</tr>
<tr>
<td>Kiera Nagle, MA, LMT</td>
<td>Assistant Dean</td>
</tr>
<tr>
<td>Kwesi Douglas</td>
<td>Director of Clinical Services</td>
</tr>
<tr>
<td>Shana Garwood</td>
<td>Registrar</td>
</tr>
<tr>
<td>Lynn Temenski, PhD[c], LMT</td>
<td>Massage Program Director</td>
</tr>
</tbody>
</table>

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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.

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 oblige 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.

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.
GENERAL GRADUATION REQUIREMENTS

1. Satisfactory completion, transfer, or challenge of all required courses.
2. Satisfaction of all financial obligations to the institution.
3. Administrative recognition of complete academic, clinical, and financial files.
4. Exit Interview with a member of the Career Services Department or Director of Doctoral Studies.
5. GPA of 3.0 or higher for graduate students.
6. Completion of the oral defense, capstone binding and submitting the e-version of the capstone to the Director of Doctoral Studies.

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 asked to submit evaluation forms at the completion of each course. Student input is valued to improve the course content and assess teaching and learning at the college. Evaluations are submitted anonymously, and no identifying student information is available to 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 or 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 D 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>I</td>
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</tr>
<tr>
<td>B-</td>
<td>2.66</td>
<td>P</td>
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Administrative Grading System

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Explanation</th>
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<tbody>
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<td>n/a</td>
<td>In Progress (Satisfactory)</td>
</tr>
<tr>
<td>W</td>
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<td>Official Withdrawal</td>
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<tr>
<td>WF</td>
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<td>Unofficial or Late Withdrawal Failure</td>
</tr>
<tr>
<td>RD</td>
<td>n/a</td>
<td>Report Delayed</td>
</tr>
<tr>
<td>Au</td>
<td>n/a</td>
<td>Audit (No Credit)</td>
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<td>T</td>
<td>n/a</td>
<td>Credit by Transfer</td>
</tr>
<tr>
<td>CH</td>
<td>n/a</td>
<td>Credit by Challenge</td>
</tr>
<tr>
<td>RF</td>
<td>n/a</td>
<td>Failure grade replaced</td>
</tr>
<tr>
<td>RC</td>
<td>n/a</td>
<td>C grade replaced</td>
</tr>
</tbody>
</table>

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).

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.

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 must participate satisfactorily in 75% of the interactive online activities (e.g., live webinars, discussion forums, blogs, group assignments), or a grade of “F” may be assigned and the course must be retaken at normal tuition rates. The minimum requirement for satisfactory participation in online forums is to meet all of the posting requirements stated in the assignment description. The minimum requirement for satisfactory participation in live webinars is to be present with webcams active throughout the entire class meeting. In addition, teachers may also require active participation in class activities and discussion during the live webinar sessions. Note: Interactive online activities DO NOT include individual assignments like papers or completion of quizzes. Failure to complete individual assignments will adversely impact one’s grade but has no bearing on attendance requirements.

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, maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame.

Attendence

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):

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: 6.5 units (9 terms)

Appeal of Designation of Unsatisfactory Progress

A student may appeal the designation of unsatisfactory progress, the termination of financial aid, or any other matter pertaining to financial aid to the Student Success Committee based upon extenuating circumstances or to the 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.

Maximum Completion Period

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

Courses may not be added after the drop/add period except by written permission of the Student Advisor or Registrar, unless the class begins later in the term.

Withdrawals

Students who discontinue their training must notify the 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 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., (if FA is available), 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.

**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
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.”

Disqualification
A disqualified student is one who is barred from further attendance at the institution for academic or administrative 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.

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.

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 California Alcoholic Beverage Control Law 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. The legal age for drinking alcohol in California, New York and Illinois is 21, and state laws deal harshly with underage drinking. As stated earlier, it is also against the law in California, New York and Illinois to sell or give away alcohol to anyone under the age of 21.

The possession or use of illegal drugs is a crime in the States of California, New York and Illinois. 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.
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 Bureau for Private Postsecondary Education (California) by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau’s website http://www.bppve.ca.gov, with the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1404. Phone Number: (217) 782-2551, Toll Free: (888) 261-2881, Fax Number: (217) 782-8548, www.ibhe.state.il.us, with the State Education Department (New York), 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 doctoral and master degree programs only.

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.”

**Parking at Pacific College, San Diego**

Due to limited parking spaces in the college main lot, students are not allowed to park there before 5:30pm. Parking is available in designated areas at the Extended Stay America (only on the far left or behind the buildings; never by the buildings themselves), in the Brandman University lot between the hours of 8am and 5:30pm (students may park in any space not immediately in front of any building), in a limited amount of parking spaces in the lot at Annex 1 (not in the spaces directly behind Annex 1), or on the street near campus. Students must get a sticker to park in the Extended Stay America and Brandman University lots from the Campus Information Center.

All businesses in the area have been instructed to tow if it is determined that these requirements are not being followed.

**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 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

Academic Advising

The Director of Doctoral Studies serves as the academic advisor for DAOM students. The best time to see an advisor is before a problem arises. The Director of Doctoral Studies is busiest during registration periods and the first weeks of on-campus classes. Plan ahead to avoid these busy times.

The Director of Doctoral Studies can help students:

- Understand graduation requirements
- Develop an academic plan
- Evaluate transfer credit
- Choose or change capstone topics
- Plan next semester’s schedule
- Satisfy writing competencies with finding a quality editor
- Remove probationary status to avoid disqualification
- Advancement to doctoral Candidacy
- File for graduation
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 DE 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. An admissions representative can be of assistance by providing information about accommodations.
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.

**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, 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 x 28/42 ~ $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, but 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 x 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 x 19/42) will be made.

**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.
The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered students who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary and Education. Students pay a fee, typically $2.50 per $1000 in tuition, which is collected each term by the college and paid into the STRF. When the fund is over funded, the state informs the college not to collect the fee.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, AND
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, OR
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party. For further information or instructions, contact:

   Bureau for Private Postsecondary Education
   2535 Capitol Oaks Drive, Suite 400
   Sacramento, CA 95833

   The mailing address is:

   P.O. Box 980818
   West Sacramento, CA 95798-0818
   Toll-free phone number 888-370-7589
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.
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:

Campus Director and Section 504 Coordinator
Jaime Rabin
Suite 109
619-574-6909 ext. 142
jrabin@pacificcollege.edu

Confidentiality is subject to the Family Educational Rights and Privacy Act of 9174 (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 Road, 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 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 College 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 College 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. Specific sections of this catalog referring to DAOM policy
supercede Pacific College general Policy and Procedure catalog. Some sections pertaining to all programs may have been omitted from this catalog.

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.

**Institutional Financial Status** (BPPE Requirement)

Pacific College of Oriental Medicine does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition for bankruptcy within the preceding five years, nor has a petition in bankruptcy been filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy code.
APPLICATION FOR ADMISSION

Doctor of Acupuncture and Oriental Medicine (DAOM) Program

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

I hereby request to be considered for admission to the Pacific College of Oriental Medicine doctoral program. I understand that the clinical doctoral degree program is accredited by the Accrediting Commission for Acupuncture and Oriental Medicine (ACAOM) but is NOT approved to offer federal financial aid. I hereby state that all of the information given in this request is true and complete to the best of my knowledge. I understand that failure to give true and complete information may lead to denial of Admission, or future dismissal from the program.

APPLICANT’S SIGNATURE: ___________________________ DATE: ______________
The selection process for admitting applicants to the Doctoral program 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 profession.

In addition to having the abilities and motivation essential to being successful as a student and a professional, the candidate should:

- Display professionalism as a practitioner of 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

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)*:

☐ Health Care Professional  ☐ Employer

☐ Faculty Professor, Instructor  ☐ 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

In what capacity have you been associated with the applicant? Please check the appropriate boxes below:

☐ 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:

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<th>Excellent</th>
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<th>Good</th>
<th>Fair</th>
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STUDENT ASSESSMENTS

Please assess the applicant’s cognitive and emotional suitability for professional study or practice in the healthcare field.

______________________________________________________________________________________

______________________________________________________________________________________

How would you assess the applicant’s character and motivation?

______________________________________________________________________________________

______________________________________________________________________________________

Please provide any other comments that will help assess the probability of success of this applicant in professional academic study.

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

SIGNATURE

DATE
TO: Registrar's Office

College: ____________________________  Dates Attended: From ___/___/____ To ___/___/____

Address: ____________________________  □ Transcript Fee Enclosed

☐ Transcript Fee Enclosed  $ ________.00

☐ Please Bill Me

STUDENT: ____________________________  SOC. SEC. NO. _____-____-_______

ADDRESS: ____________________________  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

Student Signature: ____________________________  Date: ______________________