



Pacific College of
Oriental Medicine

CATALOG

FALL 2017 - 2018

All Programs



Pacific College of Oriental Medicine Catalog

Fall 2017 – 2018

Mission

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

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 traditional medicine and integrative health science education to practitioners and the public.

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

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

Publication Dates July 1, 2017 – December 31, 2018

This catalog is available on the college's website at <http://www.pacificcollege.edu>.

It is provided to students in printed form upon request.

Prospective students are encouraged to visit Pacific's campuses and to discuss their educational, professional, and personal goals with college representatives prior to enrollment.

We are happy to answer any question at length.

San Diego Campus

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

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Message from the President

Americans have discovered the value of the healing system known to many as acupuncture or 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. Holistic nursing focuses on promoting and optimizing health and wellness, 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 holistic 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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THE COLLEGE AND PROFESSION

THE SPIRIT OF A HEALER

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

The "superior man," a phrase from the I-Ching (Book of Change), would be a master of the Five Excellences. In China, the Five Excellences were martial arts, medicine, painting, poetry, and calligraphy. There are few words to describe the depth of commitment these masters exhibited. The beauty and achievements they have left behind are a testament to man's highest aspirations. At Pacific, we have tried to honor this tradition. We expect that healers from all Pacific College programs will be "superior men and women." They will teach by example. They will prevent, not just cure, disease. We expect that this is a lifetime's challenge. With that in mind, we introduce you to the Pacific College of Oriental Medicine.

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 admissions representative at Pacific for the specific legal reference in a particular state.

Holistic Nursing

Holistic nursing embraces all nursing that has enhancing the health of the whole person across the lifespan as its goal.

Massage Practitioner

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

Integrative Medicine

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

Evidence-Informed Practice (EIP)

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

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 and post-graduate level courses.

APPROVAL AND ACCREDITATION

Accreditation and approval documents may be obtained for review by contacting the Campus Director.

Institutional Accreditation

Pacific College of Oriental Medicine is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001.

Pacific College’s WSCUC approval to offer the transitional doctorate allows those who enter the program with a master’s degree in acupuncture or equivalent to earn the Doctor of Acupuncture (DAc) and students who enter with a master’s degree in acupuncture and Oriental medicine or

equivalent to earn the Doctor of Acupuncture and Chinese Medicine (DACM). The doctoral curriculum is the same for either student. The Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM) currently has no standards related to the transitional degree curriculum or degree title.

San Diego Campus

Pacific College of Oriental Medicine (San Diego), founded in 1986, is a private institution approved by the California Bureau of Private Postsecondary Education.

It offers the following degrees and certificates: Doctor of Acupuncture and Oriental Medicine, Doctor of Acupuncture and Chinese Medicine, Doctor of Acupuncture, Master of Science (Traditional Oriental Medicine), Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Holistic Health Science) and the Massage Therapist (Asian Bodywork) Certificate.

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. The Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Holistic Health Science) and the Massage Therapist (Asian Bodywork) Certificate programs at the San Diego campus are approved by the California Massage Therapy Council (Approval Code #SCH0099). Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC. Applicants for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq. A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 320, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5336, or fax (916) 669-5337

New York Campus

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

Chicago Campus

Pacific College of Oriental Medicine (Chicago) was founded in 2000 and is authorized for operation by the Illinois Board of Higher Education (IBHE) to award the Doctor of Acupuncture and Chinese Medicine, Doctor of Acupuncture, Master of Science (Traditional Oriental Medicine), Master of Science (Acupuncture), Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Massage Therapies) (not currently offered), the Massage Therapist (Asian Bodywork) Certificate and the Advanced Certificate in Chinese Herbology.

Programmatic Accreditation

The master's degree programs in acupuncture and Oriental medicine at each campus and the post-graduate doctoral degree at the San Diego campus are programmatically accredited by the

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952-212-2434; fax 301-313-0912.

Disclaimer

The DACM and DAC programs are not accredited or pre-accredited (candidacy) by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Graduates of these programs are not considered to have graduated from an ACAOM accredited or candidate program and may not rely on ACAOM accreditation or candidacy for professional licensure or other purposes. Graduates of the DACM concurrently earn the MSTOM degree, and graduates of the DAC concurrently earn the MSAC degree, ensuring eligibility for exams administered by agencies that do not yet recognize the DACM. This is simply an issue of educational programs at times progressing faster than regulators and should be resolved shortly.

These programs are eligible for ACAOM accreditation and Pacific College of Oriental Medicine is currently in the process of seeking ACAOM candidacy/accreditation for these programs. However, Pacific College of Oriental Medicine can provide no assurance that candidacy or accreditation will be granted by ACAOM.

ACEN Accreditation

Pacific College of Oriental Medicine's Bachelor of Science in Nursing (RN to BSN completion) program is accredited by the Accreditation Commission for Education in Nursing (ACEN). ACEN is a specialized accrediting agency for nursing recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). ACEN contact information: 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326, www.acenursing.org.

AHNCC Endorsement

Pacific College of Oriental Medicine's Bachelor of Science in Nursing (RN to BSN completion) program is endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC). AHNCC contact information: 811 Linden Loop, Cedar Park, TX, 78613, 512-528-9210, ahncc@flash.net.

Veterans Information

Pacific College is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code. Contact the bursar and/or financial aid representative for specific program eligibility. To honor our veterans, Pacific College of Oriental Medicine waives the application fee for all U.S. veterans.

International Students

Pacific College is authorized under federal law to enroll nonimmigrant, alien students in some of its programs. Check with the registrar or your admissions representative for more information.

LICENSING EXAMINATIONS AND REQUIREMENTS

Licensure and Certification Disclosure

Licensing and certifying agencies or employers may perform background checks to determine eligibility to become licensed or employed. Applicants who have a conviction should check the regulations of the states in which they want to become licensed to consider their eligibility.

Therefore, it is impossible for any institution to guarantee admission to, eligibility for, or passage of any licensing exam required by any state or national licensing or testing board.

The date of graduation may affect a student's eligibility date to sit for required exams.

Acupuncture Licensure

Qualified graduates of the MSTOM programs at all three campuses may apply to take the California Acupuncture Licensing Examination (CALE). Only graduates from schools approved by the California Acupuncture Board are allowed to sit for this exam. As of January 2017, only graduates of colleges that have applied for ACAOM accreditation will be eligible to sit for the CALE.

During the internship year of their program, eligible Pacific College DACM, DAC, MSTOM and MSAc students may apply to take the following exams of the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM): Acupuncture, Foundations of Oriental Medicine, Point Location and Biomedicine. Additionally, DACM and MSTOM students are eligible to take the Chinese Herbology section of the NCCAOM exam and are eligible for Oriental Medicine and Chinese Herbology certification upon graduation.

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

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

Massage Certification

Qualified graduates of Pacific's Massage Therapy/Asian Bodywork certificate and associates' degrees are eligible to take the massage exam administered by the Federation of State Massage Board (Mblex Exam).

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

Qualified graduates of the New York campus associate's degree program are eligible to take the New York State Massage Licensure Exam. They are eligible to take the NCBTMB and Mblex exams, used by some other states in lieu of their own licensing exams.

Qualified graduates of Pacific's associates' massage degrees, depending on course selection, are eligible to be certified by the American Organization for Bodywork Therapies of Asia (AOBTA).

Massage certification in the state of California is awarded by the California Massage Therapy Council (CAMTC). A Certified Massage Therapist (CMT) is required to have the equivalent of 500 or more hours (or the credit unit equivalent) of formal education and training in massage therapy. Applicants for CAMTC certification shall have attended 500 supervised hours total with 100 of those hours satisfying CAMTC specified subjects.

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

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

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

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 facility, which houses classrooms, the Campus Information Center, most administrative offices, a student lounge, library and the Pacific College of Oriental Medicine Clinic. Main Building 2 houses classrooms, a quiet student study lounge with private study spaces, a kitchen/break room, a meditation and massage practice room and offices. Annex 1, located at 7540 Metropolitan Avenue, houses classrooms and offices. The school has several parking options available, easy freeway access, and is minutes from shopping centers, beaches and affordable housing.

The busy Pacific College of Oriental Medicine Clinic offers acupuncture, herbal medicine and massage therapy to the San Diego community. Licensed acupuncturists, interns, assistants and massage practitioners work as a holistic team. Their use of the herbal pharmacy, massage and Oriental physical therapies demonstrates that holistic healers have many tools at their fingertips. The library provides a large physical collection and vast electronic resources in a facility conducive to study and research. A portion of Drs. Ted Kaptchuk and Richard Yeh's collection of Chinese medical classics resides here. The libraries may be open to interested health professionals, patients, researchers and alumni by special arrangement. Pacific College was recognized 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 regularly recognized by the National Library of Medicine for its services to support community health information in San Diego.

The central location of the school and clinic makes 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 but assists students in finding housing through identifying neighborhoods close to the college. Many homes and apartments in San Diego are built on canyons and offer spectacular views and a feeling of country living within the city.

New York Campus

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

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

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

One of New York's best-kept secrets is its natural world. Whether walking among 20,000 tulips in Central Park's Conservatory Gardens, enjoying the High Line or kayaking on the Hudson River, New York City is a pleasant surprise to any nature lover. For a longer break from the hustle and bustle, upstate New York or the beaches of Long Island are readily accessible by public transportation. The college is located in an area that is lively at all times during the day and evening. Even the most innocent out-of-towner will feel safe and comfortable exploring this area.

Pacific College does not have dormitory facilities under its control, but assists students in finding housing through identifying neighborhoods close to the college.

Chicago Campus

On August 24, 1999, the Illinois Board of Higher Education approved Pacific College to offer the first graduate program in Oriental medicine in the state. 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 two floors of a landmark building in the North Bridge area of downtown Chicago. Its bright and colorful facilities house classrooms, offices, a library with tutoring rooms, a meditation room and three comfortable student lounges and common area. The college also provides an acupuncture and massage clinic and an herbal dispensary for student training.

The college is located at 65 East Wacker Place, between Michigan and Wabash, in the northeast section of the "Loop" near Millennium Park. The campus is accessible by all 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 its theater district. This area of Chicago is part of the Educational Corridor, home to several colleges, bookstores, coffee shops and entertainment venues.

Pacific College-Chicago is fortunate to be the only acupuncture and massage institution to offer the CTA (Chicago Transit Authority) U-Pass. Available to our full-time students, the U-Pass gives the student discounted passage on public transportation (CTA buses and trains) throughout Chicago. Pacific College does not have dormitory facilities under its control but assists students in finding housing through identifying neighborhoods close to the college.

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.

OUR FACULTY

The history of Oriental medicine and massage spans 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 holistic nursing and an understanding of the problems that affect patients in today's modern culture. The Pacific faculty has the ability to understand the students' questions, answer them, and lead the students to greater understanding and even more profound questioning.

Pacific College's faculty members recognize their responsibility as role models and mentors. From acupuncturists to medical doctors to Taoist priests, Pacific's faculty will be an important, continuing resource during your education and beyond into private practice. Pacific employs nearly 200 faculty members at three campuses. Therefore, it is impossible to describe their interesting backgrounds in detail here. However, visit our website (<http://www.pacificcollege.edu/about/faculty>) for faculty biographies. Because the faculty is our most valuable resource, we hope you visit at least one of our campuses and sit in some classes to experience them firsthand.

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

ELEARNING COURSEWORK

Taking courses or programs online allows students to engage in academic activity at convenient times and helps create the flexibility needed to balance school and other aspects of daily life. The college offers web-enhanced courses in all of its programs. The massage programs in San Diego also include the option of hybrid or fully online courses. The post-graduate doctoral program is almost 50% online. The transitional doctorate, Bachelor of Science in Nursing (Holistic Nursing) programs and Certificate in Holistic Nursing are entirely online.

The college offers three variations of online learning:

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

- Fully online courses: Students spend 100% of their time in an online setting, with instruction, support and advice from a regularly scheduled faculty member. There is little to no on-site classroom instruction.
- Web-enhanced courses: Courses that use online resources to enhance instruction but not to replace any seat time.

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

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

- For help with course material, assessments, assignments or course logistics, contact the faculty member.
- For technical help with MyPCOM, go to <http://support.pacificcollege.edu>

INTEGRATIVE MEDICINE COLLABORATIONS

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

- Rady Children's Hospital San Diego
- First Lutheran Church Senior Clinic
- First Lutheran Church Free Clinic
- Pacific Beach United Methodist Church Free Clinic
- UCSD RIMAC Sports Training Facility
- Owen Clinic at UCSD Medical Center
- Integrative Health Nights: Community Clinics
- San Diego Cancer Research Institute
- Veterans Clinic
- Grand Meridian Clinic, Chinatown
- Project VIDA, Inc.
- Chicago Women's Health Center
- Heartland Health Center: Devon Chronic Pain & Community Clinic
- St. John's Riverside Hospital, Yonkers
- New York University Medical Center
- Visiting Nurse Service of New York
- Initiative for Women with Disabilities/ Hospital for Joint Diseases
- Institute for Family Health
- Housing Works
- Veteran's Affairs Hospital
- Lutheran Hospital for Labor and Delivery
- Lurie Children's Hospital Ronald McDonald House
- The Fortune Society
- Columbia Health at Columbia University
- Lutheran Hospital - Neurology and Post-Stroke
- Lutheran Hospital - Abdominal Acupuncture
- Joffrey Ballet School (*massage*)

- Veteran’s Administration Hospital – Pain Management Center
- Mount Sinai-Beth Israel – Continuum Cancer Center
- Bronx Lebanon – Dept. of Family Medicine Inpatient Services

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

PACIFIC COLLEGE LIBRARIES

Digital Library

The Pacific College digital libraries contain extensive electronic resources, databases, e-books and online journals. The library provides classes on locating materials in all formats and databases. The College’s e-resources are accessible through the online catalog at <http://www.pacificcollege.edu/current/library>. Each campus has its own designated section. Online tutorials cover accessing catalogs, print and non-print resources, e-resources of e-books and databases including PubMed, MedlinePlus, My NCBI, Alt Healthwatch, Medline with Full Text and EJS online journals.

There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, Senior Health and more. These are located at:

<http://www.pacificcollege.edu/current/library/e-resources/databases>

Students can request special assistance and tutorials at the library.

Holdings

There are many resources available in the Pacific College libraries, including Eastern and biomedical books, journals, multi-media resources, and anatomical models. The three campuses’ collections total over 120,000 items, including 108,700 e-resources (databases and e-books), over 43,978 printed volumes, over 133 journals and over 4,580 educational software items, i.e., CDs, DVDs, videos and audiotapes. In addition the library has 241 database links. The library has a unique collection of Chinese language monographs, a variety of articles and research papers written by master’s and doctoral students. Post-graduate doctoral capstone dissertations are available for reference use in the library. Required and recommended texts are available at the library’s circulation desk.

Equipment & Resources

Each campus has a computer media labs equipped with Macintosh and/or PC computers and iPads.

Borrowing Privileges

A PCOM ID is required to check out library materials. Books may be checked out for two weeks. Materials may be renewed once, through the circulation desk, in person or by phone. Audio, videotapes and CD/DVDs may be checked out for one week. Materials may be returned to the circulation desk assistant or placed in the library return box.

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 24/7, confidential support services, including immediate access to counselors, online self-help tools and assistance in identifying community-based agencies

to facilitate childcare, transportation and other daily living needs. Common reasons why students reach out to WellConnect 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.

To contact WellConnect:

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 their immediate family members:

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

Students Succeed with Academic Tutors

Pacific's community provides support for success. Student advisors encourage students to form study groups. Study groups are normally formed among students enrolled in a given course. Please contact the faculty member or teaching assistant of any course for which you feel the need for a study group.

Students having difficulty are advised to seek tutoring from an advanced student employed in the college's tutorial program. A list of eligible tutors can be obtained from the Student Services Department or Academic advisors. Students who experience minor difficulty with a specific subject can seek assistance from the faculty member of the course during office hours or by appointment.

Undergraduate Success Education (USE) Class (Chicago campus)

Study Skills Class (San Diego campus)

Pacific College's study skills programs help each student to be successful. While the programs are available to all students, some students may be required to take a program as a condition of their admission. These include: 1) students entering the masters' or doctoral degrees without a bachelor's degree or an equivalent number of units, and 2) students entering undergraduate programs without an associate's degree or an equivalent number of units. There is no fee. During your time at Pacific College, if it is determined by advising staff that you could benefit from the program, you may be enrolled at a later date. We are dedicated to your success!

Academic Advising

Students often need assistance with course selection and scheduling. Student advisors are available to help. In cases where a student is not making satisfactory progress in a course, or in the program as a whole, advisement is usually required with the academic dean, program director and/or director of student services. Student advisors or the registrar will meet with or review the file of each graduate student prior to the student taking the first or second comprehensive exam to ascertain that the student is making appropriate progress.

Academic Advising in the Post-Graduate Doctorate of Acupuncture and Oriental Medicine (DAOM) Program

The director of doctoral studies advises post-graduate 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 classes. Please plan ahead to avoid these busy times whenever possible.

The director of doctoral studies can help students:

- Understand graduation requirements
- Develop an academic plan
- Evaluate transfer credit
- Choose or change capstone topics
- Plan the next semester's schedule
- Satisfy writing competencies by finding a quality editor
- Remove probationary status to avoid disqualification
- Advancement to doctoral candidacy
- File for graduation

Career and Alumni Services

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

- Business courses as part of the curriculum
- Job placement assistance
- Assistance developing a private practice and other career matters
- Alumni newsletter
- Patient referrals to Pacific College graduates
- "Practice Success" webinars and classes
- Outreach, public speaking, networking and promotional opportunities
- Pamphlets and PowerPoint presentations to use in career building
- Alumni Google group for sharing case studies, practice building queries and more
- Continuing education online and onsite
- Press releases and public relations campaigns to bring awareness to the field of integrative medicine
- Develop and maintain relationships with employers, governing bodies, professional organizations and community agencies for the benefit of alumni
- An alumni network of thousands in over 37 states and a dozen foreign countries

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

Information Technology (IT) Support Services

All students are assigned a Pacific College email account that is vital to being informed. Students also have access to MyPCOM, (<http://mypcom.pacificcollege.edu>), the main online information center.

Wireless internet access is provided on each campus. The library contains a computer lab for research and use by students.

Student accounts will be discontinued approximately six months after the student's graduation date or immediately upon discontinuation of the program.

Housing

The college has no dormitory facilities or other housing options on campus or under its control and assumes no responsibility for finding housing for students. However, a wide range of housing is

available near the Pacific College facilities. An admissions representative can provide information about neighborhoods, pricing or rental resources.

Licensure Exam Preparation

The college offers a licensure exam preparatory course to doctoral and master's students and to associate's students (New York campus). Students are encouraged to meet with the registrar or registrar's assistant for information regarding requirements for licensing exam applications and to review student files for completeness.

Licensing Examinations

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

To obtain the California acupuncture licensing exam application write to

California Acupuncture Board
1747 N. Market Blvd, Suite 180
Sacramento, CA 95834
Phone: 916-515-5200

<http://www.acupuncture.ca.gov>

To obtain New York state acupuncture and massage licensure applications contact:

NY State Education Department, Office of the Professions, Division of Professional Licensing
Services:

Acupuncture Unit
89 Washington Avenue
Albany, New York 12234-1000
Phone: 518-474-3817, ext. 260
Fax: 518-402-2323
E-mail: opunit2@mail.nysed.gov

or

Massage Therapy Unit
89 Washington Avenue
Albany, New York 12234-1000
Phone 518-474-3817, ext. 270
Fax: 518-402-5354
E-mail: opunit3@mail.nysed.gov

To obtain Illinois acupuncture and massage license information contact:

Illinois Department of Financial and Professional Regulation
Division of Professional Regulation
320 West Washington Street, 3rd Floor
Springfield, IL 62786
<http://www.idfpr.com>

To obtain the NCCAOM application contact:

National Commission for the Certification of Acupuncture and Oriental Medicine

2025 M Street NW, Suite 800
Washington DC, 20036

[\(888\) 381-1140](tel:8883811140) (toll-free phone number)
[\(202\) 381-1140](tel:2023811140) (direct phone number)
[\(202\) 381-1141](tel:2023811141) (main fax)
<http://www.nccaom.org>

For a NCBTMB application, contact:

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

For an MBLEx examination application, contact:

The Federation of State Massage Therapy Boards
<http://www.fsmtb.org>
Massage & Bodywork Licensing Exam Office
150 4th Avenue North, Suite 800
Nashville, TN, 37219
Phone: 866-962-3926

Complete an online application for exam registration.

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

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

Please see Licensure and Certification Disclosure on page 9. Pacific College can only guarantee that its acupuncture and Oriental medicine curricula meet the relevant requirements of California, New York and Illinois. Pacific College can only guarantee its massage curricula meet the standards of the NCCAOM and NCBTMB exams, and the states of Illinois, New York and California. It is likely that students will be eligible in other locales. Please check with a college representative.

Student Financial Assistance

Eligible United States citizens or permanent residents in the massage and nursing certificate programs, associate's, bachelor's, master's, entry-level, transitional and post-graduate doctoral degree programs may participate in federal and state student aid programs. For further eligibility information or for more details on Federal Pell Grants, Federal Direct Loan, Federal Supplemental Education Opportunity Grants and Federal Work Study Programs, please visit the U.S. Department of Education website: <http://www.studentaid.ed.gov>. Your rights and responsibilities as a borrower are included. Students should read this information before applying for a student loan. Additional important information is detailed in Pacific's Financial Aid Policy and Procedure Bulletin available on Pacific's website: <http://www.pacificcollege.edu/prospective/financial-aid>. Deadlines may

apply, so contact Pacific's Financial Aid Office early. For information about state financial aid programs, please contact the Financial Aid Office.

Financial Assistance for Students Not Eligible for Federal or State Student Aid Programs

Students may apply for private educational loans. See the Financial Aid Office for details.

Private Sector Financial Aid Programs

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

PACIFIC SYMPOSIUM

Pacific Symposium provides the international community of holistic healers access to the authors, researchers and exceptional practitioners of Oriental and holistic medicine. The finest speakers from around the world join students, faculty, alumni and hundreds of acupuncturists for an entire week of learning, sharing and community building. Past guests have included Michio Kushi, Dr. Deepak Chopra, Dr. Ted Kaptchuk, Ravi Shankar, Dr. Andrew Weil, 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, Alex Tiberi, Dr. Richard Gold and others, along with many 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. More information can be found at:

<http://pacificsymposium.org/>

CONTINUING EDUCATION

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

<http://pacificcenterforlifelonglearning.com>

Alumni may take eligible courses for which they qualify, for credit, at any Pacific College campus on a space-available basis. Alumni receive a 10% discount for any class not taken while enrolled in a program. Alumni may retake any course previously taken for a nominal fee (\$100).

PHILOSOPHY, MISSION, GOALS, AND METHODS

Educational Philosophy

Pacific College offers an innovative learning environment that blends East Asian and integrative medicine to prepare students to work collaboratively with patients and health care providers. The college is committed to educating the whole person within a mindful learning community. Goals are achieved through hands-on training, critical thinking and clinical application, while offering online learning when appropriate. Opportunities to strengthen scholarship and leadership extend beyond

the classroom through interaction with health care teams and scholar clinicians. Students learn to provide evidence-informed care through extensive case-based instruction.

Students apply the broad range of theories and techniques within Chinese medicine and Holistic Nursing. They acquire the ability to explain our medicine to patients and health care providers. Successful acupuncturists help Pacific College students learn to build a private practice or work within an integrative clinic or hospital.

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

The Mission of Pacific College of Oriental Medicine

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

The Goals of Pacific College of Oriental Medicine

1. To train qualified practitioners of Oriental medicine. In 1986, the founders of Pacific College made a commitment that the college would anticipate the evolving needs of Oriental medicine patients in this culture and stay at the forefront of presenting a curriculum to meet those needs. In the 1980s, acupuncture was used most commonly for pain relief. Today, Oriental medicine is used as a primary or complementary therapy for cancer, HIV/AIDS, substance abuse and most internal disorders, as well as pain and many other complaints. It is evident that today's student would not succeed with yesterday's curriculum. Most of the college's founders and its faculty are working practitioners of Oriental medicine, so the college's state-of-the-art curriculum is the result of direct clinical experience. Pacific's academic leaders, who possess advanced degrees in Oriental medicine and educational theory, translate that experience into effective coursework designed specifically for adult learners.
2. To enable graduates of its master's and doctoral degree programs to function as primary healthcare providers, to apply the principles of Oriental and natural healing and to become an integral part of the modern healthcare system.
3. To provide graduates of the college's body therapy and holistic nursing programs with the skills necessary to deliver safe and effective Asian bodywork therapy and nursing care, to apply the principles of Oriental and natural healing, and to become an integral part of the modern healthcare system. Pacific College graduates are increasingly participating in multi-disciplinary biomedical settings. See examples on page 13 of the catalog.
4. To inspire, through the presentation of Oriental and natural healing, a deep and lasting respect for the integrity of the human body, mind and spirit. It is the college's observation that exposure to the principles of Oriental medicine does indeed lead to an appreciation for the integrity of the human body, mind and spirit. Observation of advanced students and graduates reveals a maturation process and a synthesis of knowledge, skills and personal growth that enhances their abilities as healers and their development as human beings.
5. To provide continuing education and post-graduate programs for graduates and other practitioners of Oriental medicine, holistic nursing and body therapy.
6. To provide a supportive, educational environment conducive to personal growth and academic advancement. The college offers a host of free or low-cost personal development courses for its

students; e.g. yoga, push hands, tai ji, conversational Chinese language, student council activities and more, in addition to its for-credit courses. The college's overall curriculum, and particularly its counseling courses as well as access to a 24-hour counseling service, reflects an institutional commitment to the personal development of both our practitioners and their patients. The institution's administrative staff strives to make the daily business of running an institution supportive of the students' educational goals.

7. To further the understanding of the professions of Oriental medicine, massage therapy and holistic nursing through dialogue with other members of the healthcare community and the public at large.
8. To participate in state and national Oriental medicine, massage therapy and nursing issues, and convey the essence of professionalism to its students.
9. To engage in complementary and integrated healthcare research. The college is currently funded (2013-2018) by the National Institutes of Health (NIH) Center for Complementary and Alternative Medicine to develop a curriculum and faculty training in evidence-informed practice.
10. To provide Oriental medical, body therapy and holistic nursing services to the community. The Pacific College San Diego Library's NLM community outreach awards help support public workshops on access to health information. Pacific provides over 50,000 low- and no-cost treatments annually at its onsite, offsite and community clinics.

EDUCATIONAL METHODS

1. To admit students with the educational preparation necessary to undertake and appreciate the unique program and information provided in the study of acupuncture, massage therapy, holistic nursing and Oriental medicine.
2. To present Oriental medical theory in a sequential format in such a way that students achieve a firm theoretical foundation, which enables continued learning of the practical skills necessary to work in the college clinic, private practice and integrative medical facilities.
3. To present the wide variety of theoretical patterns as well as diagnostic and treatment procedures that have arisen throughout Oriental medicine's long history, for example, zang-fu, five phases, Japanese and Korean acupuncture theories and more. This will enable students to make informed choices as to their own practice preferences and the treatment needs of their patients. Within the individual programs, appropriate attention is paid to knowledge and skills relevant to the California, New York, Illinois and national Oriental medical and/or body therapy licensing or certification examinations.
4. To utilize technological and theoretical advances in instructional design to increase the quality of, and access to, the college's educational resources. The top academic roles at Pacific are filled with individuals with graduate degrees in education and extensive experience applying adult education theory, educational technology, distance education, and curriculum development.
5. To present courses in a schedule accessible to working adults, as well as part-time and full-time students.
6. To provide a clinical experience that follows from and enhances didactic training, ensuring both clinical competence and confidence on the part of the graduate and effective healthcare for patients. Pacific students begin to participate in the clinical experience very early in their training.

ACADEMIC FREEDOM

In 1940, representatives of the American Association of University Professors and the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a set of principles known as the 1940 Statement of Principles on Academic Freedom and Tenure. Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. The principle of academic freedom at 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 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.

POST-GRADUATE PROGRAMS

(Charts of courses can be found in the campus sections at the back of the catalog)

POST-GRADUATE DOCTORATE OF ACUPUNCTURE AND ORIENTAL MEDICINE (DAOM)

(San Diego Campus Only)

Educational Purpose

The purpose of the post-graduate Doctorate of Acupuncture and Oriental Medicine (DAOM) is: *“To foster self-directed learning and critical thinking within the framework of traditional Chinese medicine until they become unshakable habits and the defining characteristics 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 skills of doctoral graduates. Our logic for it is as follows: The post-graduate doctorate is the most advanced degree in Oriental medicine. 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. Post-graduate doctoral students apply their reasoning to their clinical specialty and their capstone topic, along with their study of Chinese medical language, and Chinese classical texts.

Program Learning Outcomes

Our post-graduate 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 synthesize the specific course objectives. The graduate of Pacific College’s Doctorate of Acupuncture and Oriental Medicine (DAOM) will be able to:

1. Apply principles of critical-thinking and clinical reasoning to patient assessment, diagnosis and treatment.
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 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 track;
 - d. Learn to utilize the available translation tools (electronic and otherwise), in order to access Chinese language sources.
 8. Apply specialization training:
 - a. In the diagnosis and treatment of patients; particularly demonstrating the 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 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 lifelong dialogue with mentors in order to create an expanding community of learners that transcends the barriers of the institution and the doctoral program.

Educational Process

Critical Thinking and Self-Directed Learning

DAOM graduates who will be leaders in the field must demonstrate self-directed learning. Post-graduate doctoral students demonstrate problem-solving with case studies, which evidence their critical-thinking and self-directed learning and research activities. The program emphasizes case-based instruction and research and minimizes exams. The college believes that post-graduate doctoral training is a time to demonstrate originality and productivity.

Pacific College infuses the teaching and learning with technology-based solutions to bring the 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 provides the technical skills that underlie 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 doctoral fellows to explore their areas of interest within the family medicine specialization and to create a product that contributes to the knowledge base of the profession.

Specialization (Didactic and Clinical)

Even within the holistic framework of Chinese medicine, specialization has been a tradition and one that is of importance to the continued development of the field. Pacific College has selected the specialization area of family medicine, which includes the following subspecialties: neuromuscular medicine, geriatrics, mental health, orthopedics, pediatrics, and women's health. For their capstone project, doctoral students may focus on any area within the family medicine specialization that best suits their professional and personal goals.

POST-GRADUATE DAOM CURRICULUM

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 post-graduate doctoral students complete didactic and clinical courses online and in residence.

Schedule of Classes

Pacific College's post-graduate doctoral program is designed for practitioners maintaining a full time private practice or other significant commitments. The program is 24 months long and meets once per month, on weekends. The 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 the final scheduling of classes.

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 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 post-graduate 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. Post-graduate 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 (1.5 units/each)

This series of courses enables the post-graduate 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. Post-graduate 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 (1 unit)
- Capstone Review (1 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 post-graduate 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

- Supervision Skills 1 (1.5 units)
- Teaching Skills (1 unit)

In addition to the four tracks of study, post-graduate doctoral fellows will be trained to become leaders in their profession by development of their teaching and leadership skills. Post-graduate fellows may present public lectures or teach in the Pacific College MSTOM or DACM programs 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)
- Leadership Development 1 (1 unit)
- 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 the Chinese classical texts and a biomedical health care provider, typically a medical doctor, as a specialist in family medicine.

Post-graduate 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 dialogue 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 dialogue between student and mentor about representative cases from the student's own clinic. Pacific College's doctoral faculty members believe that this is a key feature to advancing a practitioner's clinical competence. Through Clinical Rationale reports, the post-graduate 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, post-graduate fellows or faculty present patients that represent the family medicine or Chinese classics topics being studied that term. The doctoral cohort receives clinical instruction and participates in case discussion related to these patients.

Leadership and Teaching Skills

The leadership and teaching skills courses present training in the knowledge and skills required for post-graduate doctoral candidates to assume leadership roles in academic, clinical and professional settings through training in collaborative models of teaching and leadership. Students also learn evidence-based models of teaching and learning as well as skills in active teaching methods.

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:

- UCSD Senior Clinic at First Lutheran Church
- UCSD Free Clinics Project
- UCSD RIMAC Sports Medicine Clinic
- UCSD Cancer Research Institute
- UCSD Medical Center Owen HIV Clinic
- Rady Children's Hospital
- Veterans Clinic
- Integrative Health Nights: Community Clinics
- Mental Health Services Inc., sponsoring: Family Recovery Center (FRC)

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.

POST-GRADUATE DAOM COURSE DESCRIPTIONS

Family Health Track

FM701 Mental Health (2.0 units)

This course focuses on jing shen ke, psychiatry, and is an introduction to mental health. It presents assessment and treatment 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.

FM702 Geriatrics (2.0 units)

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 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)

This course presents neuromuscular medicine with an emphasis on orthopedics. It covers the treatment of neuromuscular trauma, as well as non-traumatic injuries such as rheumatoid and osteoarthritis and congenital defects. The course covers diagnosis from both the Oriental medical perspective and biomedical perspective, including radiographic imaging such as X-rays, MRIs and CT scans. Treatment options are explored, including gua sha, tui na, trigger point therapy, external poultices, liniments and plasters, in addition to acupuncture and internal herbs. Anatomy and ortho-neurological testing are reviewed. Community and family resources are presented.

FM804 Neurology (2.0 units)

FM804 presents neuromuscular medicine with an emphasis on neurology. It explores 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. The impact on quality of life is explored. Scalp acupuncture, along with more 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) along with other physical and social effects on women's health including pregnancy, maternity and marriage.

FM806 Pediatrics (2.0 units)

While many childhood diseases are examined from both a biomedical and Oriental perspective, this course emphasizes the different nature of pediatric and adult patients, while presenting a child's stages of growth and the impact of the family. Unique diagnostic and treatment modalities such as shoni shin, pediatric massage, hand treatment and pediatric acupuncture are explored. Ominous signs necessitating biomedical referral are emphasized.

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. Clinical preventive medicine explores supplementation, diet, exercise, including qi gong, tai ji, meditation and other adjunctive therapies and the role of family in promoting longer, healthier life. Public health presents the effect of preventive medicine on large populations. This class explores the relative strengths of Oriental medicine and biomedicine as well as their interaction in preventing disease.

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 course and all others in the classics track provide 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 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 Chinese herbal medicine 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.

CF836 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.

Chinese Medical Language Track

CL741 Chinese Medical Chinese 1 (1.5 units)

This course series presents the fundamentals of Chinese language and grammar, basic medical Chinese and elementary conversational Chinese.

CL742 Chinese Medical Chinese 2 (1.5 units)

This course expands upon the first class by examining acupuncture point names and their meanings, and furthering the doctoral student's understanding of conversational Chinese.

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. Translation of medical texts is introduced.

CL844 Chinese Medical Chinese 4 (1.5 units)

This course continues the translation of herb names, general medical terms and Chinese grammar. Translation of texts continues.

CL845 Chinese Medical Chinese 5 (1.5 units)

This course is a continuation of CL844.

CL846 Chinese Medical Chinese 6 (1.5 units)

This course completes the language series.

Clinical Research Track

CR751 Clinical Research Methods 1 (1.5 units)

This course introduces 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 candidates to formulate their capstone ideas and develop methods for completion.

CR752 Clinical Research Methods 2 (1.5 units)

Research methodology is emphasized, especially assessment and application of the STRICTA protocols of acupuncture research. Research statistics are introduced in this course. The second chapter of the capstone project, the literature review, will be substantially completed by the end of this course.

CR753 Clinical Research Methods 3 (1.5 units)

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, will 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.

CR854 Capstone Proposal (1.5 units)

The student works under the guidance of a capstone project chairperson and committee members to finalize a capstone proposal.

CR853 Capstone Project 1 (2 units)

The student works under the guidance of a capstone project chairperson and committee members to finalize the capstone project.

CR862 Capstone Project 2 (1 unit)

The student works under the guidance of a capstone project chairperson and committee members to finalize the capstone project.

CR852 Capstone Review (1 unit)

The student works under the guidance of a capstone project chairperson and committee members to review the final version of the capstone project.

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 & Teaching Skills

MS884 Supervision Skills (1.5 clinical units)

This course prepares doctoral candidates for leadership roles in academic, clinical and professional settings through training in collaborative models of teaching and leadership.

MB886 Teaching Skills (1 unit)

This course provides evidence-based models of teaching and learning. It presents student-centered, active teaching techniques and serves to improve presentation skills.

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 FC864-866 Family Medicine Clinic 1-6 (1.5 clinical units each)

The Family Medicine Clinic series enables doctoral students to integrate biomedicine and Oriental medicine. An expert in Oriental medicine and a medical doctor create a supervisory team that oversees an integrative medical treatment plan.

CA761-763 and CA864-866 Case Review and Mentorship 1-6 (4.5 total units)

Clinical case reports deepen the doctoral student's knowledge and ability to think critically. They require serious consideration of a patient's history, diagnosis and rationale for the proposed treatment plan. These reports are supervised and mentored by a doctoral faculty member.

FG771-773 and FG874-876 Grand Rounds 1-6 (.5 clinical units each)

Cases are discussed in an open, collegial and supportive environment. The interaction between doctoral students provides different clinical perspectives. Similarly, the guidance of the Oriental medical and biomedical clinic supervisors encourages discourse. These courses are taken in conjunction with the Family Medicine clinic courses.

MB884 Leadership Development (1 unit)

GRADUATE PROGRAMS (ACUPUNCTURE AND CHINESE MEDICINE)

DOCTOR OF ACUPUNCTURE AND CHINESE MEDICINE (DACM) AND DOCTOR OF ACUPUNCTURE (DAC)

Educational Purpose

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

Program Learning Outcomes

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

Educational Process

The DACM and DAC programs comprise the core MSTOM and MSAC curricula plus the subjects of evidence-informed practice, systems-based medicine, collaborative care, advanced integrative diagnosis, interprofessional communication and practice-based learning to meet the advanced doctoral competencies.

DACM and DAC course descriptions shared with MSTOM and MSAC programs begin on page 34.

TRANSITIONAL DOCTOR OF ACUPUNCTURE TRANSITIONAL DOCTOR OF ACUPUNCTURE AND CHINESE MEDICINE

Message from the President

You deserve a doctorate

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

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

This curriculum was developed by doctoral educators, subject matter experts, and experienced distance education designers and is based on the 28 entry-level doctoral competencies identified by CCAOM and ACAOM. Each aspect of the program has been scrutinized and approved by educators at our regional accreditor, WSCUC. The online delivery method has been developed and refined over the last six years in our undergraduate degree programs and post-graduate DAOM. The curriculum has been vetted by PCOM alumni since fall 2015. Nonetheless, education, particularly professional, graduate education is a dynamic endeavor. To maintain its value, it must maintain its relevance. Therefore, the continued development of this program will be a collaborative effort of each administrator, teacher, and student. We look forward to forging the future of our medicine together.

Jack Miller, LAc, MA (Ed)
President

Purpose

The T-DACM/Dac is a post-professional, transitional doctorate curriculum. The program enables graduates of master's programs of acupuncture and Oriental medicine to augment their knowledge, skills, and behaviors to a level consistent with the college's entry-level DAc or DACM standards. The program enables master's graduates to attain degree parity with licensed acupuncturists who hold the professional DAc or DACM by filling in any gaps between their master's degree education and current professional DAc or DACM degree education.

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

The transitional degrees have the same name as their corresponding entry-level degrees. “Transitional” or a “T” is placed in front of the degree title or initials to distinguish the post-professional from the professional degree in this catalog and in various promotional materials.

Graduates of Pacific College’s Doctor of Acupuncture and Chinese Medicine and Doctor of Acupuncture will be able to:

Patient Care Domain

- A. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.
- B. Explain the clinical indications, risks, and benefits for diagnostic procedures.
- C. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.
- D. Assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other health care providers.
- E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.
- F. Communicate effectively with other health care providers regarding the results of diagnostic studies.

System-based Medicine

- A. Guide a patient into health care systems, e.g., homeless care, elder care, and family services.
- B. Identify, describe, and assess possible solutions to healthcare disparities due to socioeconomic factors.
- C. Describe the role of AOM professionals within current health care systems and the impact of that role on patient care.
- D. Employ patient care in the context of relevant health care systems.
- E. Differentiate between models of care and treatment modalities.

Collaborative Care

- A. Recognize the impact that organizational culture and established systems have on patient care.
- B. Interact appropriately and skillfully with other members of the health care team and within that health care system.
- C. Describe the prevailing and emerging organization, structure and responsibilities of the health care team.
- D. Discuss, in the appropriate context, the patient’s condition using vocabulary and concepts common to other members of the health care team.
- E. Articulate the importance of supporting and participating in professional activities and organizations.
- F. Compare and contrast common medical models.

Formulating and Implementing Plans for Individual Professional Development

- A. Identify and remediate areas of professional weakness.
- B. Propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.
- C. Identify sources of ongoing professional development, education, and research, both classical and contemporary.
- D. Describe emerging technology systems for information access and management.
- E. Assess professional development needs, and use available professional development resources to respond to changes in the local, state, regional, and national health care environment.

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

- A. Describe evidence-based medicine and evidence-informed practice, and differentiate between the two.
- B. Describe data collection methods to facilitate information dissemination in the field.
- C. Assess research, including hypothesis, design, and methods, both qualitative and quantitative.
- D. Describe the role and purposes of outcomes research.
- E. Modify treatment plans and protocols using new information from current quantitative and qualitative research.
- F. Use evidence-based medicine and/or evidence-informed practice to improve the patient care process

T-DACM/T-DAC CURRICULUM

| Term 1 | Course | Units | Hours |
|----------------------|--|--------------|--------------|
| WS800 | Evidence-Informed Practice | 3 | 45 |
| BU805 | Inter-Professional Communication | 1 | 15 |
| CL820 | Health Care Systems | 3 | 45 |
| WS820 | Preventive Medicine & Public Health | 2 | 30 |
| WS810 | Advanced Integrative Diagnosis | 3 | 45 |
| Term 1 Total: | | 12 | 180 |
| Term 2 | | | |
| WS850 | Clinical Research Design & Statistics | 2 | 30 |
| OM810 | Integrative Case Management | 3 | 45 |
| OM806 | Practice-Based Learning | 3 | 45 |
| CL830 | Applications of Inter-Professional Communication | 2 | 60 |
| Term 2 Total: | | 10 | 180 |

| | | |
|-----------------------|-----------|------------|
| Program Total: | 22 | 360 |
|-----------------------|-----------|------------|

Instructional Design

Instructional design includes synchronous, online faculty presentations with an emphasis on case based instruction complemented by small group discussions, online forum participation, individual projects and presentations, faculty mentorship, and integrative clinical observation. Classes occur in “real time” and are interactive. Students and teachers can see and hear each other. The program is 100% online and will not involve any on-ground instruction. Classes may be offered seven days a week typically between the hours of 9:00 a.m.-5:30 p.m. Pacific time zone. Schedules vary from term to term. A student must attend at least 75% of the course hours to satisfy course completion requirements. Application of Inter-Professional Communication requires 100% attendance.

Transitional DACM/Dac Course Descriptions

In each of the doctoral courses, you should notice an increased emphasis on application, analysis, synthesis, and evaluation of the course content. The days of passive learning have passed. As practicing professionals, you and your classmates will be expected to enrich each other with your experience, reflection, and wisdom.

Each of the courses below present significant and substantial material. These brief descriptions cannot do them justice. For more comprehensive descriptions, please contact the college admissions department.

WS810 Advanced Integrative Diagnosis (3 units) (offered as WS860 in full, on-ground DACM/Dac program)

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

BU805 Inter-Professional Communication (1 unit) (offered as BU800 in full, on-ground DACM/Dac program)

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

CL820 Health Care Systems (3 units) (offered as CL810 in full, on-ground DACM/Dac program)

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

OM806 Practice-Based Learning (3 units) (offered as OM805 in full, on-ground DACM/Dac program)

The course will help students examine the two fundamental aspects of their health care careers:

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

WS800 Evidence Informed Practice (3 units) (offered as WS550 Foundations of Evidence-Informed Practice in full, on-ground DACM/Dac program)

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

WS850 Clinical Research Design and Statistics (2 units)

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

CL830 Applications of Inter-Professional Communication (2 units) (offered as CL770 in full, on-ground DACM/Dac program)

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

OM810 Integrative Case Management (3 units)

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

WS820 Preventive Medicine & Public Health (2 units)

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

Continuing Education Credits

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

The following courses may be eligible for continuing education credit up to the maximum number of units indicated for each course. To be eligible to receive continuing education credit for these courses, you must have successfully passed the course. In addition, students will only receive credit for class meetings they have attended. Missed classes will not be counted toward the total.

Health Care Systems: 45 CEUs/PDAs

Evidence-Informed Practice: 30 CEUs/PDAs

Advanced Integrative Diagnosis: 45 CEUs/PDAs

There will be a \$50/per course administrative fee for students to receive CEU certification for these courses.

To request a CEU certificate, please contact Sheila Davis, Director of Career Services at sdavis3@pacificcollege.edu.

Prerequisites

A student's entrance into the program begins with an assessment of the previously completed master's degree curriculum in comparison to Pacific's. Any substantial deficiencies are assigned as either pre-requisites to admission or co-requisites to the program of study.

In addition, students must have completed 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or international equivalent. Applicants must have successfully completed at least one course in each of the following: Biology, Chemistry and Psychology.

Students who attended an undergraduate school outside the United States must request an academic evaluation of international transcripts/documents in terms of American accredited equivalency to be sent directly to Pacific from the evaluating service.

Students who completed their acupuncture training outside the United States must submit their transcripts directly to Pacific College for evaluation.

Transfer credit

No more than 5 units of transfer will be granted. To be eligible, the courses must have been passed with a C or better and must be at the graduate level. A minimum of 17 units must be completed at Pacific.

Pacific College master's degree program graduates will earn transfer credit for Clinical Research Design and Statistics (if they successfully completed the course) and Integrative Case Management if they successfully completed the Diagnosis and Treatment of Disease or Acupuncture Therapeutics series.

Challenge Examinations

Students may only challenge, if eligible, coursework needed to satisfy master's degree deficiencies. A student who passes a challenge exam will receive credit for pre- or co-requisite courses. No grade or coursework will be entered on the student's transcript.

If granted, challenge exam eligibility will be recorded on the transfer credit evaluation form at time of acceptance. In order to take a challenge examination, the student will:

1. Email the San Diego registrar: Registrar-SD@PacificCollege.edu to schedule exam.
2. Pay the challenge exam fee.
3. Take the examination online. Instructions will be sent to the applicant.

A student who fails a challenge exam may not retake the exam. The student must complete the pre- or co-requisite in a manner acceptable to the dean, typically by taking an approved course.

Prior Learning Equivalencies for Prerequisite and/or Co-Requisites

Up to 30 semester units of undergraduate prerequisites and designated co-requisites may be earned by a combination of the following assessment methods:

- College Board Advanced Placement (AP)
- College Board College Level Examination Program (CLEP)
- American College Testing Proficiency Examination Program (ACT/PEP)
- U.S. Armed Forces Institute (USAFI) program
- Defense Activity for Non-Traditional Education Support (DANTES) tests

Equivalency credit for corporate and military training may be assigned according to the recommendations established by the American Council on Education in The National Guide to Educational Credit for Training Programs and The Guide to the Evaluation of Educational Experience in the Armed Forces. PEP, USAFI, DANTES and corporate training credit requires a passing score reference. Students who present a score of 3, 4, or 5 on a College Scholarship Service AP (Advanced Placement) Examination grant three semester units of credit per subject toward the general education requirements and may grant transfer credit toward the corresponding Pacific College course. Unit credit can be granted for passing these exams as indicated, but no letter grade will be assigned or computed in a student's grade point average.

ADMISSION PROCEDURES

Candidates may apply at any time for terms beginning in January, April-May, or September of each year. Prospective applicants are encouraged to apply for admission well in advance because the admissions evaluation process can be lengthy, and class sizes in any given semester are limited. An online orientation course and technology preparatory process essential to success in the program must be completed without exception before the start of the term.

To apply for admission, visit www.PacificCollege.edu to submit application and \$100 application fee or mail completed application form and fee to:

Pacific College of Oriental Medicine
Office of Admissions
7445 Mission Valley Road Suite 105
San Diego, CA 92108
1-844-357-7013
Admissions-DACM@PacificCollege.edu

Applicants must provide:

1. Official master's degree transcripts sent directly to Pacific College from previous institution(s) (Pacific College master's alumni transcripts will be supplied by the PCOM registrar.)
2. Proof of 90 semester units of undergraduate coursework
3. A statement describing the applicant's personal and/or professional history and any other information that would help the admissions committee assess readiness to contribute to Pacific's doctoral culture.

Notification of Decision

The admissions committee may accept, place on a waiting list or deny admissions. Every attempt is made to notify the applicant 6-8 weeks prior to the start of the term. However, this is dependent on the number of applicants and the timeliness with which applications have been submitted.

Appeal of Admissions Decision

An applicant who is denied admission may appeal the admissions decision in writing no later than 30 days after denial.

Deferred Enrollment

An application and fee are good for three terms. After that the student must reapply. Application fees are non-refundable. Fees and tuition are subject to change.

Other Enrollment Documents

If accepted, the following documents are required to complete your student file:

- Enrollment agreement
- Honor code agreement
- Signed graduation and employment data fact sheet

Technical Requirement Preparatory Process

To take the new student technology training course (required):

1. Accepted students will be sent a link to a computer and internet requirements slideshow. There are detailed instructions on each slide, including links to web pages and videos, to properly complete the system check process.
2. Complete the online computer and internet requirements checklist (linked from inside the slideshow) where it is necessary to enter information gathered throughout the presentation. New students must complete the online technology training course prior to beginning the program. The admissions department will provide dates, times, and links to the course following a student's acceptance to the program. The technology training course must be completed by the Friday before the first term of enrollment begins to avoid being dropped from courses.

Orientation

New students must complete an online orientation course prior to beginning the program. The admissions department will provide dates, times, and links to the orientation following a student's acceptance to the program. The new student orientation course must be completed by the Friday before the first term of enrollment begins to avoid being dropped from courses.

MASTER OF SCIENCE (TRADITIONAL ORIENTAL MEDICINE) AND MASTER OF SCIENCE (ACUPUNCTURE)

Educational Purpose

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

Program Learning Outcomes

Graduates of Pacific College's master's degree programs will:

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

Educational Process

The educational process at Pacific College of Oriental Medicine emphasizes integration and synergy of subject matter. The fundamentals of all aspects of Oriental medicine are introduced in the first academic phase, which includes herbology, acupuncture, anatomy, Asian body therapy, qi gong, tai ji, clinical observation and assistantship.

With Pacific's approach, each subject complements and reinforces the others. Students learn how both Oriental and Western systems view disease. Herbology is an equal partner in the MS (Traditional Oriental Medicine) program. Treatment, diagnosis, and clinical experience are introduced from the beginning of the program. As students sharpen their mental and physical diagnostic skills, tai ji and qi gong benefit their health and sensitivity. Students learn tui na (Chinese medical massage), the Chinese equivalent of physical therapy, along with many powerful, non-invasive acupuncture techniques such as moxibustion and cupping. In some states, students can start their own massage therapy practice while in the master's degree programs (ask your

admissions representative for specific state license information). This helps them assimilate what they have learned in class, supplement their incomes, and provide the real experience of healing. The first academic and clinical phase of the program prepares the student for the associate intern experience.

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

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

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

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

ACUPUNCTURE AND TRADITIONAL ORIENTAL MEDICINE CURRICULUM (MSTOM, MSAC, DACM & DAC)

The Doctor of Acupuncture and Chinese Medicine programs in San Diego and Chicago comprise 192 and 190 units of study, respectively. The Doctor of Acupuncture program is only offered on the Chicago campus and comprises 150 units of study. The Master of Science (Traditional Oriental Medicine) program comprises 180.5 (San Diego) or 178.5 (New York and Chicago) units of study. The Master of Science (Acupuncture) program is only offered on the New York and Chicago campuses and comprises 133.5 units of study. The required courses are described below in order to

acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change. For prerequisites to each course, please see the Charts of Courses.

Department of Acupuncture and Oriental Medicine

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

OM501 Philosophical and Historical Foundations of Chinese Medicine (Applied General Education Course) (3 didactic units)

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

OM511 Fundamentals of Chinese Medicine 1 (3 didactic units)

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

OM512 Fundamentals of Chinese Medicine 2 (3 didactic units)

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

OM513 Fundamentals of Chinese Medicine 3 (3 didactic units)

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

OM514 Fundamentals of Chinese Medicine 4 (3 didactic units)

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

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

Fundamentals of Chinese Medicine 1-4 relies not only on English language sources, but also applies cutting-edge Chinese language textbooks, Chinese medical journals, and many classic texts such as *The Yellow Emperor's Inner Canon (huang di nei jing)*, *The Classic of Difficult Issues (nan jing)*, *On*

Blood Patterns (xue zheng lun) Correction of Errors in Medical Classics (yi lin gai cuo), Jing-Yue's Complete Compendium (jing-yue quan shu), and The Origin and Indicators of Disease (zhu bing yuan hou lun). These texts, and many others like them, form the fundamental textual and historical basis of Chinese medicine. When published English language literature is incomplete or insufficient for the challenge of covering these topics to our satisfaction, faculty members produce their own texts, which are available to the students as course readers.

MSAc Programs: (Acupuncture Therapeutics 1-4)

OM613 Acupuncture Therapeutics 1 (3 didactic units)

The Acupuncture Therapeutics sequence builds on the Fundamentals of Chinese Medicine series and Acupuncture Channels and Points series, guiding students toward effective acupuncture treatments. Organized by TCM disorder categories, each course gives a biomedical explanation, detailed TCM patho-mechanisms, treatment principles, and specific treatment methods. There is an emphasis on finding the most effective acupuncture point prescriptions, techniques and accessory techniques for the given condition. The first course in the sequence begins with respiratory and gastrointestinal disorders.

OM614 Acupuncture Therapeutics 2 (3 didactic units)

OM614 covers gynecology, andrology, pediatrics and gerontology.

OM615 Acupuncture Therapeutics 3 (3 didactic units)

OM615 covers psychology, cardiology, neurology and nephrology.

OM616 Acupuncture Therapeutics 4 (3 didactic units)

OM616 covers dermatology, oncology, immunology and miscellaneous disorders.

MSTOM Programs

OM651-653 & OM704-705 Diagnosis and Treatment of Disease 1-5 (Each course is 3 didactic units)

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

Specializations include cardiology, gastroenterology, rheumatology, urology, endocrinology, pediatrics, gerontology, oncology, gynecology, dermatology, and subspecialties. Faculty members will present the special needs and concerns of the patient population within each specialty. The faculty will then present representative diseases with an emphasis on integrative case management. Self-directed learning activities and case presentations will link the clinic and classroom experiences.

Acupuncture Point Location, Theory, and Application

The study of the anatomy and application of the meridian and acupuncture point system comprises a 10-course series. The first four courses present: 1) the interrelationship of the 72 meridians and their effect on the energetic integrity of the human body; 2) the numerous categories of the

acupuncture points; 3) the location of the internal and external primary meridians and their associated luo-connecting, divergent, tendino-muscular, extraordinary, and cutaneous meridians; 4) the location of all meridian and major non-meridian points; 5) the functions, indications, and contraindications of individual points and categories of points; and 6) the use of points in traditional combinations. These four courses provide the foundation for the six technique courses as well as the student's clinical assistantship and internship.

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

AC504a Acupuncture Channels and Points 1 (2 didactic units; .5 lab unit; Total: 2.5 units)

This first course in the acupuncture channels and points series presents the fundamental concepts of channel theory. Students learn the pathways of the channels. Students will be introduced to the symptoms and pathologies of the main channels and their connection to the viscera-bowels, with clinical examples to illustrate these ideas.

The location and function of points of the main channels are another principal focus of this course. The organization of these points into categories will support the students' retention of information. The students will locate channels and palpate points using anatomical references and a system of proportional body measurements.

AC505a Acupuncture Channels and Points 2 (2 didactic units; .5 lab unit; Total: 2.5 units)

AC505a continues the framework of study established in AC504a.

AC506a Acupuncture Channels and Points 3 (2 didactic Units; .5 lab unit; Total: 2.5 units)

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

Methods and Theories of Meridian and Acupuncture Point Stimulation

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

AC511a Introduction to Clinical Techniques (2 didactic units; .5 lab unit; Total: 2.5 units)

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

AC512a Needle Techniques (2 didactic units; .5 lab unit; Total: 2.5 units)

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

AC601 Acupuncture Channels and Points 4 (3 didactic units)

The first section of this course is devoted to skill in auricular acupuncture. Clinical applications and treatment formulas are emphasized. The next section of the course compares and contrasts the physiology and pathology of luo, sinew and divergent channels, and applies these theories to clinical case studies.

AC601L Acupuncture Channels and Points 4 Lab (.75 lab unit)

In the lab, students will accurately locate and needle auricular points, as well as acupuncture channel points. They will practice diagnostic techniques and acupuncture treatments secondary channels.

AC602 Acupuncture Channels and Points 5 (3 didactic units)

This course is a presentation of physiology and pathology of the Eight Extraordinary Vessels, as well as acupuncture therapy related to Five Phase Theory and Meridian Therapy (San Diego) or Classical Chinese Medicine (New York and Chicago).

AC602L Acupuncture Channels and Points 5 Lab (.75 lab unit)

Students will accurately locate and needle acupuncture channel points. They will practice diagnostic techniques and treatments using Eight Extraordinary Vessels and other topics discussed in the didactic course.

AC611a Advanced Needle Techniques (2 didactic units; .5 lab unit; Total: 2.5 units)

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

AC613a Treatment of Orthopedic Disorders (1 didactic unit; 1 lab unit; Total: 2 units)

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

Specialty Courses

Certain specialty courses are required to be included in Oriental medicine curriculum standards. These courses introduce associated techniques including massage and exercise that may be

integrated into acupuncture or massage practice. Some or all of these courses may be part of certificate or associate degree programs as well.

BT130 Tui Na Hand Techniques (1 didactic unit; .5 lab unit; Total: 1.5 units)

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

BT230 Tui Na Structural Techniques (1 didactic unit; .5 lab unit; Total: 1.5 units)

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

BT124 Tai Ji/Qi Gong (1 didactic unit; .5 lab unit; Total: 1.5 units)

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

The Department of Herbology

Pacific College believes that herbal medicine represents one of the most powerful healing traditions in use today and that Oriental herbology represents the most organized, consistent, and accessible herbal system available to us. In the Doctor of Acupuncture and Chinese Medicine and the Master of Science (Traditional Oriental Medicine) programs, herbology is an equal partner with acupuncture. The fundamental principles of Chinese herbal medicine along with the individual herbs that constitute formulas are presented in the first academic phase. Second phase courses comprehensively present formulas and their modifications. As clinical assistants, students assemble bulk herb formulas prescribed by clinical interns under the supervision of licensed supervisors, thus reinforcing their classroom studies. Third phase courses present advanced topics of internal medicine and case studies.

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

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

HB501 Introduction to Herbology (2 didactic units)

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

Note: DAC degree students (Chicago) and MSAC degree students (New York and Chicago) take only the HB501 Introduction to Herbology from this series.

HB514 Herbology 1 (2 didactic units)

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

HB515 Herbology 2 (2 didactic units)

This course continues the presentation of the Chinese materia medica.

HB516 Herbology 3 (3 didactic units)

This course completes the presentation of the Chinese materia medica.

HB621 Herbology 4 (3 didactic units)

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

HB622 Herbology 5 (3 didactic units)

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

HB623 Herbology 6 (3 didactic units)

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

HB631, HB632, HB633 Chinese Herbs and Internal Medicine 1-3 (3 didactic units each)

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

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

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

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

HB642 Shang Han Lun/Wen Bing (Survey of the Classics) (3 didactic units)

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

The Department of Basic and Biomedical Sciences

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

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

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

BIO101 General Biology (General Education Course) (2 didactic units; .5 lab unit; Total: 2.5 units)

The goals of the Biology course are to familiarize the student with the basic biological processes common to all forms of life on our planet and help the student understand the biological basis of anatomy, physiology, and nutrition. The course will focus on two important areas: 1) the fundamentals of biological structures (cell chemistry and structure), and the processes that

maintain cellular integrity (basic principles of metabolism, including respiration and photosynthesis), and 2) the diversity of life forms and their organization, with units focusing on plants. A laboratory component of the course may solidify the academic material with some hands on experience relating to the lecture topics.

WS202 Medical Terminology (Applied General Education Course) (1.5 didactic units)

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

WS207 Survey of Biochemical Principles (General Education Course) (2 didactic units)

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

WS204 Biological Aspects of Physics (General Education Course) (2.5 didactic units)

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

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

WS506 Eastern and Western Nutrition (3 didactic units)

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

WS521 Anatomy and Physiology 1 (General Education Course) (2.5 Didactic Units)

WS525.L1 Anatomy and Physiology Lab 1 (1 lab unit)

Anatomy and Physiology 1 and Anatomy and Physiology Lab 1 comprehensively present the human muscular-skeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses and more.

WS515 Anatomy and Physiology 2 (General Education Course) (3 didactic units)

Anatomy and Physiology 2 is a presentation of the development, structure, and function of the human nervous and endocrine system.

WS527 Anatomy and Physiology 3 (3 didactic units)

Anatomy and Physiology 3 presents the anatomy and physiology of the lymphatic, digestive, respiratory, cardiovascular and reproductive systems as well as human embryonic development.

WS528 Anatomy and Physiology 4 (3 didactic units)

Digestion, metabolism, genito-urinary systems, reproduction and fluid and electrolyte balance are presented.

WS541a Orthopedic Neurological Evaluation 1(1 didactic unit; 1 lab unit; Total: 2 units)

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

WS542a Orthopedic Neurological Evaluation 2 (1 didactic unit; 1 lab unit; Total: 2 units)

Students learn to perform orthopedic examinations including palpation, range of motion, and specific muscle and joint tests.

BU612 Medical-Legal Report Writing (2 didactic units)

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

WS531, WS632 Pathophysiology 1 & 2 (3 didactic units each)

Pathophysiology builds on previous information learned in human anatomy and physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The courses present the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

WS656 Clinical Science (3 didactic units)

Clinical Science applies pathophysiology in a clinical context. The focus of this course is on the signs and symptoms of disease, diagnostic testing, differential diagnosis, and treatment from a bioscience perspective.

WS651 Pharmacology (2 didactic units)

This course provides the student with pharmacological principles, terminology, and the use of drug references. The concepts enable the student to understand the application of pharmaceuticals. Drug-herb interaction is an important component of the course.

WS652a Physical Exam (2 didactic units; .5 lab unit; Total: 2.5 units)

Students learn to apply modern biomedical physical examinations.

WS550 Foundations of Evidence-Informed Practice (3 didactic units) (offered as WS800 Evidence-Informed Practice in the Transitional DACM/DAC program)

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

WS830 Preventive Medicine & Public Health (2 units)

Preventive medicine and public health presents epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climates on the incidence of disease, and more. In addition to conventional therapies, students will analyze and evaluate the

role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more.

WS850 Clinical Research Design and Statistics (2 units)

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

The Department of Clinical Practice

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

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

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

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

Upon completing observation and assistantship, associate interns team with senior interns to provide all the services expected at an Oriental medicine clinic. By the end of this phase, students will have practiced non-invasive and needling techniques of Oriental medicine. They will have conducted numerous evaluations of patients. Students can also take advantage of the specialty clinics at our affiliated hospitals and integrative clinics.

Students are now ready to enter senior internship. In this year, clinic and classroom experience and research combine as powerful teaching tools. Intern-acupuncturists will know when to refer to other specialists and when other specialists should refer to them. They will become more and more practiced at the art of healing with a wide range of medical tools. In short, they are now a valuable part of society’s healthcare system.

CL501 Introduction to Clinical Observation (1 didactic unit)

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

CL502 Introduction to Associate Internship (1 didactic unit)

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

CL503 Associate Internship Grand Rounds (1 didactic unit)

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

CL211 Clinical Counseling 1: The Student (1 didactic unit; .5 lab unit; Total: 1.5 units)

The clinical counseling program at Pacific is based on the understanding that Traditional Chinese Medicine recognizes the unity of the body, mind and spirit. Pacific believes that the journey of healing is one shared by patient and practitioner. Recent studies indicate that a positive, caring patient/practitioner relationship encourages healing. To be effective in this relationship requires that a student first understands oneself. That is a primary goal of Clinical Counseling 1. The course provides students with a variety of tools for self-evaluation and effective communication. It increases the student's understanding of the philosophy of Oriental medicine and its application to communication and self-growth. The course is experiential. It engenders the student's sense of healing community and provides a supportive environment for self-discovery. It is highly recommended even for students who qualify for transfer credit.

CL531, CL532, CL533 Clinical Observation and Assistantship (2 lab units each)

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

CL541, CL542, CL543 Associate Internship (2 lab units each)

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

CL612a Clinical Counseling 2: The Patient (DACM/MSTOM programs only) (1 didactic unit; .5 lab unit; Total: 1.5 units)

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

CL651-CL659 Senior Internship (DACM/MSTOM programs) (2 lab units each)

CL651-CL656 Senior Internship (DAc/MSAc programs) (2 lab units each)

Over two years of study and practice are challenged and refined by treating real patients in senior internship. During the course of three terms, students are guided to develop and maintain the highest standards of professionalism and responsibility for patients until such standards become habits. The development of these positive character traits will ensure the acupuncturist's acceptance in today's culture. From close supervision at the beginning of senior internship until gradual, relative independence, the senior intern always has the finest licensed practitioners available for supervision or consultation. While closely guided in the first few months of internship, senior interns are always expected to think for themselves and to present diagnoses and treatment plans for review and critique. Senior internship is not the beginning of learning at Pacific College, it is the culmination. It is a time when textbook cases become living, breathing human beings with

needs, pains, and concerns. It is a time to apply the compassion produced by an abundance of knowledge, confidence, and self-esteem developed in the classroom. Senior intern activities include the formulation of diagnosis, treatment plan and prognosis and the implementation of treatment for a wide variety of individual patients. Referral is never ignored as a possibility. While functioning under the auspices of the college, Senior interns assume, in spirit, responsibility for individual patients under their care. Interns must utilize the appropriate forms of treatment, which may include acupuncture, herbs, massage, nutrition, exercises and lifestyle modifications. While in the clinic, interns utilize their support staff, which includes clinical assistants, associate interns, massage therapists, administrative staff, and of course, the licensed supervisors and outside referral options.

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

BU615 Practice Management and Ethics (3 didactic units)

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

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

OM642 Licensure Exam Preparatory Course (San Diego campus) (3 didactic units)

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

OM643 Licensure Exam Preparatory Course (New York and Chicago campuses) (1 didactic unit)

This course is designed to prepare students for the modules of the NCCAOM examination.

Through the successful completion of this course, each student will become familiar with NCCAOM exam and the exam preparation process.

Specialty Electives

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

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

SE511 Medical Chinese 1/Medical Chinese Language (3 didactic units)

Chinese character writing and Mandarin pronunciation are studied within the vocabulary of traditional Chinese medicine.

SE512 Medical Chinese 2 (3 didactic units)

Prerequisite: SE511 Medical Chinese 1

Students begin using a dictionary and doing simple translations.

SE602 Emotional and Spiritual Healing in Asia (3 didactic units)

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

SE612a Pediatric Tui Na Applications (2 didactic units; .5 lab units; Total: 2.50 units)

This class teaches the student to influence a child's energetic flow in the same way as acupuncture, but by using gentle massage to activate the various points. Techniques are presented to boost the immune system, promote brain development and to balance organ systems. Tui na treatment protocols for commonly encountered childhood disorders are presented.

SE627 Pao Zhi (Herbal Preparation) (3 didactic units)

SE630 Advanced Treatment of Orthopedic Disorders (2 didactic units; .5 lab units; Total: 2.50 units)

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

SE631a Advanced Acupuncture Considerations (2 didactic units; .5 lab units; Total: 2.50 units)

In addition to an overview of Japanese and Chinese needle techniques, careful observation, active palpation, intentionality and centeredness will be emphasized to foster a conscious approach to needling and feedback during the treatment.

SE633 Oncology (3 didactic units)

Prerequisite: successful completion of Second Year Comprehensive Exam

Traditional Chinese Medicine is utilized as adjunctive therapy in the treatment of patients with cancer. Treating the side effects of biomedical treatment and improving patient quality of life will be covered for different types of cancers.

SE634 Fertility and Chinese Medicine (3 didactic units)

Prerequisite: successful completion of Second Year Comprehensive Exam

Female reproductive physiology, and the differential diagnosis and treatment of female and male infertility will be presented. Students will interpret biomedical tests, herbal and acupuncture protocols, and complementary treatment for patients receiving assisted reproductive technology procedures. While the diagnostic tools and categories of Western reproductive endocrinology will also be covered in some detail, the course's primary perspective will be from the point of view of TCM, as practiced in an integrative clinical setting.

SE635 Pain Management (3 didactic units)

Prerequisite: successful completion of Second Year Comprehensive Exam

This course presents a comprehensive, integrated medical model of pain management.

SE640 External Herbal Applications (2 didactic units, .5 lab unit ; Total 2.5 units)

Prerequisite: HB516 Herbology 3

External herbal applications are used to treat everything from musculo-skeletal disorders and burns to skin disorders and complex internal diseases. This course teaches students to prepare traditional Chinese liniments, poultices, powders, steams, compresses, and salves. Commercially available, external preparations are presented.

SE642 Facial Rejuvenation (3 didactic unit)

Prerequisite: successful completion of Second Year Comprehensive Exam, concurrent Clinical Internship

This is an introduction to the use of traditional Chinese medicine for reducing the inflammatory process of aging and rejuvenating the face using acupuncture, essential oils, and micro-current.

SE644 Facial Acupuncture Techniques (3 didactic units)

This course presents methods to rejuvenate the face from the inside out, using acupuncture techniques, facial massage, facial exercises, topical and internal herbal preparations, neutraceuticals, cosmeceuticals and lifestyle changes.

This course is on the American Acupuncture Council's list of approved courses for certification in facial rejuvenation and malpractice coverage at no extra cost. A copy of your transcripts is needed as proof of completion.

A Certificate in Facial Rejuvenation can be awarded by the New York campus, upon successful completion and at the discretion of the faculty member.

SE683 Orthopedic Assessment and Soft Tissue Manipulation (1 didactic unit; 1 lab unit; total 2 units)

Prerequisites: AC605a/AC609 Acupuncture Points 5, WS542a Orthopedic Neurological Evaluation 2

To meet the growing acceptance of acupuncturists working in industrial medicine (workers' compensation) and sports medicine, this course has been designed to enhance treatment outcomes through increasing palpation and manual therapy skills. The course applies the diagnostic skills learned in Orthopedic and Neurological Evaluation 1 and 2 to soft tissue manipulation. In addition, this course reviews acupuncture channels, pathways and point location; sports medicine; and

distinguishing the differences between acupuncture channels and myofascial anatomy.

SE501 I-Ching (1 didactic unit)

Students will become familiar with essential Taoist principles governing change in human experience as presented in the I-Ching. Students will apply this knowledge to increase self-awareness and ability to meet challenges.

SE651a Advanced Tui Na (2 didactic units; .5 lab unit; Total 2.5 units)

Prerequisite: BT230 Tui Na Structural Techniques

SE651a is a presentation of advanced tui na for specific patient conditions and syndromes.

SE654 Shiatsu for Acupuncturists (1 didactic unit; 1 lab unit)

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

SE660 Japanese Acupuncture (3 didactic units)

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

SE662 Introduction to Japanese Acupuncture (3 didactic units)

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

SE662a Japanese Acupuncture 1 (2 didactic units; .5 lab unit; Total: 2.5 units)

Prerequisite: CL542 Associate Internship 2

SE663a Japanese Acupuncture 2 (2 didactic units; .5 lab unit; Total: 2.5 units)

Prerequisite: SE662a Japanese Acupuncture 1

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

SE666 Japanese Acupuncture 3 (2 didactic units; .5 lab units; Total: 2.5 units)

Prerequisite: SE663a Japanese Acupuncture 2

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

SE661 Five Element Theory (3 didactic units)

Prerequisite: successful completion of Second Year Comprehensive Exam, concurrent Clinical Internship

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

to assist nature as a healing force.

SE668 Ayurveda Theory 1: Food as Medicine (3 didactic units)

In this elective course, students are introduced to the fundamental principles of Ayurveda. They learn and understand the Ayurvedic approach to health through Tridosha theory. They will learn the art of cooking with culinary herbs and spices to practice the Ayurvedic theory of food as medicine.

SE671 Electrical Stimulation (2 didactic units; .5 lab units; Total: 2.5 units)

Prerequisite: AC611a Advanced Needle Techniques

This is an evidence-informed course in the use of therapeutic electrical stimulation. Various types of electric stimulation are presented: milli- and micro-amperage, point stimulators, percutaneous and transcutaneous electro-neural stimulation, piezo stimulation, and pachi-pachi.

SE690 Medical Qi Gong (3 didactic unit)

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

Non-Required Electives

Pacific offers a variety of non-required electives at each of its campuses based on unique faculty resources. Qualified doctoral and master's students may also apply to take courses from the undergraduate programs in Asian holistic health and massage. This is highly recommended, as we observe that practitioners who are experts in massage therapy build their practices more quickly. However, students should note that non-required electives and courses from the undergraduate programs are not calculated when determining Title IV financial aid eligibility. However, once students have fulfilled their required electives, they may take additional doctoral and/or master's program elective courses at a discount. Contact the Office of the Registrar for qualifying courses and specific discount.

ADVANCED CERTIFICATE IN CHINESE HERBOLOGY FOR LICENSED ACUPUNCTURISTS

(New York and Chicago)

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

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

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

CL530 Herbology Clinic Preceptorship (2 lab units)

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

CL540, CL650, CL660 Herbology Clinic Internship 1, 2, 3 (2 lab units each)

The interns will work as a team with a licensed supervisor.

PREPARATORY COURSE OPTIONS

Pacific College offers preparatory courses for students to gain admissions eligibility for its doctoral and master's programs. The courses offered in the Preparatory Course Options vary by campus. Several of the courses transfer directly into the master or entry-level doctorate programs and will provide the student with co- or pre-requisite coursework or allow the student to take similar courses offered in both programs at a reduced rate. Students should work closely with the dean, student advisors, or registrar to determine the best course choices to take to fulfill the requirements for admissions to the master and doctoral programs.

HOLISTIC NURSING PROGRAMS

BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING) COMPLETION PROGRAM FOR REGISTERED NURSES

(New York Campus only)

Educational Philosophy

The purpose of the 100% online Bachelor of Science in Nursing (Holistic Nursing) program is to provide the philosophical, professional, educational, and clinical groundwork necessary for nurses of the future emphasizing the awareness of the interconnectedness of self, others, nature, and spirituality.

Nursing is an art and science emanating from a caring-healing framework. Holistic nursing has the enhancement of healing the whole person as its goal, recognizing the interrelationship of the unified bio-psychosocial-cultural-spiritual-energetic-environmental dimensions of the person. Its focus is 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. The nurse, as an instrument of healing and a facilitator in the healing process, uses the caring-healing relationship and therapeutic partnership with individuals, families, and communities, honoring the individual's subjective experience about health, illness, health beliefs, and values. Drawing on nursing knowledge, theories of wholeness, research and evidence-based practice, expertise, caring, and intuition, the nurse becomes therapeutic partners with clients and significant others in a mutually evolving process toward healing, balance, and wholeness. The nurse focuses on integrating self-reflection, self-care, and self-responsibility in personal/professional life. Advocacy in providing quality healthcare, access to and equitable distribution of healthcare resources, and participating to transform the healthcare system to a more caring culture is an integral aspect of professional nursing.

The baccalaureate degree is the established criteria for the educational preparation of professional nurses. The Bachelor of Science in Nursing (Holistic Nursing) degree provides the philosophical, professional, educational, and clinical groundwork necessary for nurses of the future. The upper division curriculum builds on a foundation of general education in the liberal arts, humanities, physical, biological, social and behavioral sciences as well as discipline specific content and experiences of associate degree level nursing. Nursing content and experiences at the upper division, which are supported by additional cognates from the arts and sciences, emphasize the framework of informed, holistic caring nursing practice with individuals, families, population groups, and communities across a range of healthcare settings; health, wellness, and disease prevention; knowledgeable consumers of research; ethics and advocacy; evidence-based practice; and leadership in the profession. The nursing courses progress in a manner, which provides increasing levels of knowledge and skill in the practice of professional nursing.

Program Learning Outcomes

1. Practice professional nursing from an informed, caring healing framework.

2. Provide humanistic, holistic, high quality care to individuals and families that reflects an understanding of the human condition and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.
3. Conduct comprehensive and focused holistic (physical, behavioral, psychological, spiritual, cultural, developmental, socioeconomic, environmental, energetic) assessments of health and illness parameters in clients/patients.
4. Deliver compassionate, culturally competent, ethical, relationship-centered care that respects the individual and family preferences and values.
5. Implement evidence-based nursing interventions as appropriate for managing acute and chronic care to maximize health, independence, and quality of life of individuals, diverse population groups, and communities.
6. Utilize knowledge and skills for health promotion, wellness, risk reduction, and disease prevention for individuals, populations, and communities.
7. Provide appropriate health teaching and health counseling that reflects developmental stage, age, culture, spirituality, individual preferences, and health literacy considerations to foster individual/ family engagement in their care.
8. Use reflective practice and critical thinking skills as well as research and theory in the practice and evaluation of nursing care outcomes.
9. Demonstrate skills in information and communication technology for documenting and evaluating safe and high quality nursing care and client/patient outcomes.
10. Communicate effectively with all members of the healthcare team, including other disciplines, the clients/patients and their support network.
11. Demonstrate leadership skills, clinical judgment and accountability when delegating to and supervising other members of the healthcare team.
12. Demonstrate the safe and efficient use of conventional nursing interventions as well as complementary/alternative/integrative modalities.
13. Advocate for access to and equitable distribution of quality health care for all citizens, particularly vulnerable populations.
14. Demonstrate a commitment to self-reflection, self-care, and life- long learning.
15. Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional and holistic nursing practice.
16. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.

Curriculum Concepts

Concepts embedded throughout the holistic nursing curriculum include:

- Wholeness-caring-healing perspective
- Health promotion, prevention, wellness
- Teaching and learning
- Self-reflection, self-knowledge, self-care
- Research, theory, evidence-based practice
- Communications and relationships
- Diversity
- Spirituality
- Advocacy and empowerment
- Leadership and change
- Ethical and legal principles

- Healthcare systems

Educational Process

Learning is a dynamic, interactive process incorporating cognitive, affective, perceptual, and psychomotor domains. It is influenced by context, environment, lived experience, values and beliefs as well as physical and functional factors. There are multiple ways of knowing and human beings learn in diverse ways. People have an innate inner wisdom that can be accessed.

Nursing students are adult learners who are autonomous; self and goal-directed; focus on what is meaningful, relevant and useful to them; and have accumulated a foundation of life experiences and prior knowledge that may include work-related activities, family responsibilities, and previous education (Knowles, 1950). Diverse teaching strategies and modalities assist student learning. Learning is facilitated when there exists relationship-centered teaching and a caring educational culture: a trusting, supportive, and safe environment for students to share and explore, individualized education, inspiration and mentoring, and an authentic partnership – a mutual collaboration between the learner and the teacher.

Liberal arts and sciences provide the necessary foundation for professional nursing education. With this foundation and the professional component, students develop skills in critical and creative thinking, understanding of the human condition, effective relationship and technical skills, cultural sensitivity, clinical competence, personal and ethical insight, a caring philosophy, and professional values.

Therefore, nursing graduates who will be considered leaders in the field must have the means and habit of staying current themselves. As part of the case-based approach, the faculty member models to students and students apply the problem-solving method that they have been taught by Pacific College's academic leadership team. Nursing students demonstrate problem solving in the written projects, which evidence their critical-thinking and self-directed learning in the particular subject. Pacific College's nursing grading practices emphasize projects and minimize exams. The college believes that advanced training for nurses should focus on integrating self-reflection, self-care, and self-responsibility in personal/professional life, not simply to memorize and repeat what has been presented in class.

Research Focus

Research in nursing aimed at answering questions about outcomes of care are crucial to ensuring that nursing professionals are providing evidence-based, comprehensive care that encourages a focus on healing, recognizes the importance of compassion and caring, emphasizes the centrality of relationship-based care, encourages patients to share in decision making about therapeutic options, and promotes choices in care that can include complementary and alternative medical therapies where appropriate.

Research is the formalized application of critical-thinking, problem-solving methodology. The college's clinical research sources 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.

BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING) CURRICULUM

Pacific College's Bachelor of Science in Nursing (Holistic Nursing) program offers a 42-60-credit online program of study. It is composed of a series of courses in four terms of full time or seven to nine terms of part time study in which each nursing student completes 12-18 didactic and clinical courses. All coursework can be completed online, or optionally on campus.

NR300e Theoretical Foundations of Holistic Nursing (3 didactic units)

This course focuses on underlying constructs and philosophical underpinnings of the holistic paradigm. A variety of nursing and other perspectives on health and healing are explored, including Western and Eastern views and cultural and spiritual traditions. Theories of wholeness from nursing and other disciplines and current research on holistic practices are investigated. Students will begin to articulate their personal philosophy of holism.

NR301e The Nurse as Facilitator of Healing I: Role (plus 3 day retreat) (2 didactic units, 1.5 lab units, 1 clinical unit; total: 4.5 units)

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing in order to practice holistically. This course focuses on the student's personal growth and development and the role of the holistic nurse. Concepts of self, caring, reflection, connecting with the healing power, balance, and transforming one's personal pattern are explored. Emphasis is placed on the role of the holistic nurse as communicator, partner, and facilitator of healing. The course includes, in addition to class time, 45 hours of clinical time for self-development and learning, and a 3-day retreat at the end of the course.

NR302e The Nurse as Facilitator Of Healing II: Modalities (2 didactic units, 1 lab unit; total: 3 units)

This course focuses on select (conventional and alternative, complementary, integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands on experience with the healing modalities. Current research in the field is discussed. Prerequisite: NR301e; Prerequisite or co-requisite: NR300e

NR304e Research in Nursing (3 didactic units)

This course focuses on methods of inquiry for knowledge development in nursing and healthcare. The interrelationships among theory, research, and evidence-based practice are explored. Components of the research process are discussed with emphasis on systematic problem solving, critical analysis, and attributes of scholarship. Research designs and methods and various forms of evidence are presented in relationship to addressing phenomena of concern to nursing and healthcare. Emphasis is placed on competencies necessary for knowledgeable research utilization including information literacy skills, critical evaluation/critique of published research, and application of research findings to clinical practice. Prerequisite: MA310e

NR400e Issues and Trends in Professional Nursing and Healthcare (3 didactic units)

Nursing is identified as a learned, valued, and trusted profession. This course explores historical assumptions about nursing to understand professional roles and the image of nursing in today's

society. Educational trends and practice issues are explored as primary factors in professional status. Ethical and legal aspects of nursing practice and the changing role of the nurse are discussed. Societal trends, health issues, the political and economic factors shaping today's health system as well as professional nursing are defined and evaluated.

NR401e Community Health Nursing/ Population Focused Healthcare (4 didactic units, 2 clinical units; total: 6 units)

This course focuses on the theory and practice of community health nursing and population focused care. Emphasis is on protecting and enhancing the health of families, communities, wellness, prevention, health promotion, health education, and case management. Students work with diverse populations and assess the "community as client" in developing a project to meet an identified community need. Epidemiology, health policy, advocacy, environmental health, global health and well-being of the ecosystem are explored. Special attention is paid to at risk populations and those with health disparities. Clinical learning experiences occur in a variety of community based settings. Prerequisite or corequisite: NR302. Prerequisite: Successful completion of Nursing Health Assessment Exam and all general education courses. *Need active RN license, malpractice insurance, and health clearance.

NR402e Leadership in The Delivery of Healthcare (4 didactic units, 2 clinical units; total: 6 units)

This course focuses on the understanding, synthesis and application of leadership and management principles in prioritizing and delivering nursing care to groups of clients/patients as a team member within the health care organization. Transformational leadership; organizational, group, and change theories; value-based healthcare delivery; leadership issues; healing organizational cultures; and collaborative relationships, communication and practice are emphasized. The course also addresses health care delivery structure and economics, and the integration of ethical and legal aspects of nursing practice. Prerequisite or corequisite: NR302. Prerequisite: Completion of Nursing Health Assessment Exam and all general education courses.

*Need active RN license, malpractice insurance, and health clearance.

NR431 Independent Study: Capstone Reflection (1 didactic unit)

A reflection of the student holistic experience in the holistic nursing program and how it has changed them both professionally and personally.

NR432 Independent Study: Capstone Vision (1 didactic unit)

NR434 Capstone: Independent Study (1 didactic unit)

MA310e Research Statistics (3 didactic units)

The course covers basic probability, random variables (continuous and discrete), multivariate distributions, the central limit theorem and statistical inference, including parameter estimation and hypothesis testing. This class presents the language of probability and improves statistical intuition and the ability to express and prove stochastic concepts.

WS331e/WS531 Pathophysiology 1 (3 didactic units)

Pathophysiology builds on previous information learned in human anatomy and physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests, including, but

not limited to, laboratory testing will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases.

WS352e/WS652a Health Assessment/ Physical Exam (2.5 didactic units)

This course focuses on health assessment and promotion through the life span. Both the class and lab components of this course build on previous knowledge and skills so that students may complete a comprehensive head-to-toe assessment of patients. Students will also focus on socio-cultural influences, growth and development, and gender concepts.

WS353e/SE681e Psychoneuroimmunology (3 didactic units)

This course explores the interactions between psychosocial factors, stress, the immune system and the brain and their overall relation to both health and illness. The physiology and anatomy of the immune and neuroendocrine systems are studied. Several concepts of stress are introduced. The scientific and anecdotal evidence accumulating in the field of psychoneuroimmunology is reviewed with an attempt at synthesis into a holistic framework that can serve as the rationale for therapeutic interventions or as the motivator for a change in lifestyle. Prerequisite or corequisite: NR300, WS331.

WS451e/WS651 Pharmacology (2 didactic units)

Prerequisite: WS331

This course provides the student with pharmacological principles, terminology, and the use of drug references. The concepts enable the student to understand the application of pharmaceuticals. Drug-herb interaction is an important component of the course.

Sample Elective Courses

In place of the three credits of suggested electives, students have the option of taking 1-3 credits of Capstone Projects. Please see the nursing program director for criteria for the capstone.

RES101e DE Information Literacy (2 didactic units)

This course provides students with tools needed to navigate contemporary sources of information from web sites, portals and bibliographies to full-service library collections both on-ground and online. Students learn basic research skills and documentation and principles involved in copyright protection and plagiarism. The Internet and campus hard copy and online library collections will be used to carry out assignments.

WS207e Survey of Biochemical Principles (3 didactic units)

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

WS506 Eastern and Western Nutrition (3 didactic units)

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

Prerequisite: HB501 Introduction to Chinese Herbology

OM102/OM302/OM501 Philosophy and History of Asian Medicine/ Foundations of Chinese Medicine (3 didactic units)

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

BT311 Tui Na Hand Techniques (1 didactic unit, .5 lab units; total: 1.5 units)

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

BT312 Tui Na Structural Techniques (1 didactic unit, .5 lab units; total: 1.5 units)

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

WS432/WS232 Pathology East/West (3 didactic units)

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

OM311/OM511 Fundamentals of Chinese Medicine 1 (3 didactic units)

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

NR440e Medical Spanish for Nurses (3 didactic units)

This course is designed for students in nursing who want to learn basic phrases in Spanish related to clients' daily activities. It is estimated that in the first decade of the 21st century, the number of persons of Hispanic origin in the United States will reach 40 million and Spanish-speaking persons already constitute the largest minority group in the United States (Barkin, Balkrishnan, Manual, & Hall, 2003). The focus of this course is on communicating in Spanish with Spanish-speaking clients in order to teach nursing students how address and gather information regarding health issues and concerns in the Hispanic client.

NR433e Cultural Paradigms (3 didactic units)

This course will use a self-assessment and experiential learning approach to examine culture. An organizing framework drawn from cultural anthropology will be used to examine how different groups respond to universal questions regarding human nature, time, the environment, valued personality type and preferred ways of interacting. This data will be used to examine how ethnic and cultural background influences attitudes towards health, illness, death, and the health care provider and health care system.

They will also have the opportunity of learning about various modalities that will provide comfort to both patients and families.

SE602.23 Emotional and Spiritual Healing in Asia (3 didactic units)

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

Independent Study Courses

Independent Study (IS) courses provide students with the opportunity to learn about and investigate a topic in depth. Working under the direction of a faculty member, students are able to pursue interests that are a) beyond the college's existing courses, or b) briefly discussed in an existing course but not studied in depth. IS courses are a means for students to develop specialized academic knowledge and utilize advanced level research skills.

IS course proposals must be recommended by an approved PCOM faculty member who is supporting the independent study and approved by the dean. IS proposals will not be considered as a means of responding to scheduling desires or for projects that replicate existing courses.

Students must have a cumulative grade point average of 3.0 or above, and have completed English 101/103 (or equivalent), completed a minimum of one term in their major at PCOM in order to apply for an IS course. IS proposals should be prepared the semester before the student expects to enroll for the course (the deadline for submission of proposals will be announced by the dean's office, but will generally coincide with the add/drop deadline for the relevant semester). Students may earn a maximum of six credits through independent study during the course of their undergraduate or three credits in graduate degree.

In collaboration with a faculty mentor, the student has the responsibility of preparing a proposal detailing the proposed project. For more information, speak to your advisor and see *Independent Study Guidelines*.

POST-BACCALAUREATE CERTIFICATE PROGRAM IN HOLISTIC NURSING

(New York campus only, for those with a baccalaureate degree or higher in nursing.)

PCOM's online Holistic Nursing Certificate program has been specially designed to take a broader view on healing through:

- Disease prevention and health maintenance
- Partnering with patients, families, and communities
- Quality of life improvements
- Self-care techniques
- Integrative holistic modalities

Nursing is an art and science emanating from a caring-healing framework. Holistic Nursing focuses on healing the whole person, recognizing the interrelationship of the bio-psychosocial-cultural-spiritual-energetic-environmental dimensions of the person. It emphasizes protecting and promoting health and wellness, and supporting people to find meaning, peace and harmony. The holistic nurse who graduates from PCOM-NY partners with individuals, families, and communities to promote healing while honoring the individual's subjective experience about health and illness. This certificate program enables graduates to:

- Practice nursing from an informed, caring-healing holistic framework
- Provide humanistic, holistic, high quality care to individuals and families that reflects an understanding of the human condition and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings
- Empower patients/clients and families by teaching self-care practice for a healthier lifestyle
- Guide individuals and families to manage stress and prevent disease by improving health and well-being
- Collaborate with all constituencies in the health process
- Integrate reflection and self-care into their own lives

CERTIFICATE PROGRAM IN HOLISTIC NURSING CURRICULUM

The Certificate Program in Holistic Nursing is 12.5 units/315 hours and can be completed in one term (maximum four terms). A minimum of six units per term is required to maintain Federal Financial Aid. All coursework can be completed online or optionally on campus.

NR 500ce - Perspectives of Holistic Nursing (1 didactic unit, 2 clinical units, 1.5 lab units; total: 4.5 units)

This course focuses on underlying theoretical constructs and philosophical underpinnings of the holistic paradigm. A variety of nursing and other perspectives on health and healing are explored, including Western and Eastern views and cultural and spiritual traditions. Theories of wholeness from nursing and other disciplines and current research on holistic practices are investigated. Students will begin to articulate their personal philosophy of holism.

NR501ce- The Nurse as Facilitator of Healing II: Modalities (2 didactic units, 1 lab unit; total: 3 units)

This course focuses on select (conventional and alternative/complementary/integrative) caring healing modalities used in holistic nursing. The philosophical caring-healing framework, the

concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands on experience with healing modalities. Current research in the field is discussed.

CL520ce- Clinical Practicum (2 clinical units)

Students will have an opportunity to work with a holistic practitioner of their choice and learn how to practice holistically. This clinical practicum focuses on personal growth, development and the role of the holistic nurse. Emphasis is placed on the role of the holistic nurse as a communicator, partner, and facilitator of healing.

SE681ce - Psychoneuroimmunology (3 didactic units)

This course explores the interactions between psychosocial factors, stress, the immune system and the brain and their overall relation to both health and illness. The physiology and anatomy of the immune and neuroendocrine systems are studied. Several concepts of stress are introduced. The scientific and anecdotal evidence accumulating in the field of psychoneuroimmunology is reviewed with an attempt at synthesis into a holistic framework that can serve as a rationale for therapeutic interventions or as the motivator for a change in lifestyle.

ASIAN HOLISTIC HEALTH AND MASSAGE PROGRAMS

ASSOCIATE OF SCIENCE (MASSAGE THERAPY/ASIAN BODYWORK) (SAN DIEGO AND CHICAGO)

ASSOCIATE OF APPLIED SCIENCE (HOLISTIC HEALTH SCIENCE) (SAN DIEGO)

ASSOCIATE OF OCCUPATIONAL STUDIES (MASSAGE THERAPIES) (NEW YORK)

MASSAGE THERAPIST (ASIAN BODYWORK) CERTIFICATE (SAN DIEGO AND CHICAGO)

Educational Purpose

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

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

Students can learn massage techniques in a variety of styles: circulatory/Swedish massage, deep tissue massage, energy balancing, passive joint movement, Thai massage, and acupressure. Pacific introduces a full class of tui na (Chinese physical therapy massage) in the first level of classes. We believe tui na may become one of the most popular forms of therapeutic massage in the U.S., and our students will be at the forefront. They will be teaching tui na when others want to learn it. Pacific students also learn to apply their massage skills to problems affecting specific parts of the body, e.g., low back pain, neck pain, frozen shoulder. This knowledge is particularly useful when seeking employment in chiropractic or acupuncture clinics. Massage therapy is a valuable part of a pain relief treatment plan. More than ever, massage clients are asking massage practitioners for health advice and specific musculoskeletal therapy. Pacific graduates can provide such services. Another benefit of Pacific's massage department is its close relationship to the college's Oriental medicine program. The massage student has the satisfaction of attending a training program that utilizes the expertise of accredited Oriental medical degree programs. Many massage therapy faculty are licensed acupuncturists as well as skilled massage therapists. Most have extensive experience working with the wide range of techniques available within Chinese and other Asian

systems of medicine. Such faculty can provide an unbiased evaluation of the appropriateness of the various complementary therapies. This can lead to the client receiving the best and most appropriate care.

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

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

1. Train qualified practitioners in the art and science of Western and Asian bodywork therapies.
2. Provide a supportive, educational environment conducive to personal growth and academic advancement.
3. Inspire, through the presentation of Oriental and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
4. Provide graduates with the skills necessary to deliver safe and effective Asian body therapies, to apply the principles of Oriental and natural healing, and to become an integral part of the modern healthcare system.
5. Prepare our graduates for successful careers in professional massage therapy by teaching them the knowledge, hands-on skills, business skills, and professionalism to succeed.
6. Prepare our graduates for successful completion of local and national body therapy examinations.
7. Provide continuing education programs for graduates and other practitioners of Oriental medicine and massage therapy.
8. Further the understanding of the profession of Oriental medicine and massage therapy through dialogue with other members of the healthcare community and the public at-large.
9. Provide Oriental medical massage services to the community.

The massage programs develop sequentially from the core massage therapist certificate to the associate's of applied sciences or occupational studies to the associate of science degrees.

Massage Therapist (Asian Bodywork) Certificate Educational Process

The Massage Therapist/Asian Bodywork certificate demonstrates a significant training to clients and prospective employers. This program emphasizes Oriental medical theory, tui na, and the development of the student's ability to understand the causes and symptoms of disease. This ability will allow Pacific massage practitioners to customize their massage therapy to their clients' individual needs. This is critical in achieving the optimum therapeutic effect. Asian bodywork therapy has grown into a recognized specialty supported by the American Organization of Bodywork Therapies of Asia and certified by the National Commission for the Certification of Acupuncture and Oriental Medicine. Students in this program receive an introduction to the valuable theories of Chinese medicine and take a variety of Asian bodywork therapies, including tui na, shiatsu, Thai massage, and others.

Graduates of Pacific's Massage Therapy/Asian Bodywork certificate and associate's degrees are eligible to take the massage exams administered by the National Certification Board for Therapeutic Massage and Bodywork (NESL Exam) and the Federation of State Massage Board (Mblex Exam). Graduates of Pacific's associate's and bachelor's massage degrees with at least 750 hours of study and 250 hours of post-graduate experience are eligible to take the board certification exam administered by the NCBTMB (National Certification Board for Therapeutic Massage & Bodywork). Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA).

Program Learning Outcomes

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

1. Discuss and demonstrate professional ethics
2. Demonstrate fundamental body therapy skills
3. Know and demonstrate essential, hygienic considerations in the performance of massage.
4. Know and respect conditions contraindicating massage.

Associate of Applied Science (Holistic Health Science) & Associate of Occupational Studies (Massage Therapies) Educational Process

In China and Japan, therapeutic massage is one of the major branches of the traditional healing arts. Hospitals in China commonly have an entire department devoted to massage therapy, working with the acupuncture and herbal departments to create a comprehensive plan of treatment. Pacific College's Associate of Applied Science degree curriculum reflects the college's respect for this type of complete massage practitioner. Toward the valuable and important goal of becoming an expertly trained body therapist, the Pacific College associate's degree gives students an excellent introduction to Oriental medical theory and comprehensive training in practical massage skills. Students may select courses from a wide array of electives, for example, Japanese shiatsu massage, acupuncture point location and functions, movement therapies such as tai ji, qi gong, and more. The purpose of the Associate of Applied Science or Occupational Studies degree programs is to prepare students for employment nationally in the profession of body therapy and massage and for certification by the National Commission for the Certification of Acupuncture and Oriental Medicine and the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) and state exams as required. Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia. See Student Services section for specific information on certification and licensure exam eligibility.

Program Learning Outcomes

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

1. Discuss and demonstrate professional ethics.
2. Demonstrate a wide and well-practiced variety of body therapy skills.
3. Know and demonstrate essential, hygienic considerations in the performance of massage.
4. Know and respect conditions contraindicating massage.
5. Be eligible for the examination by the National Certification Board for Therapeutic Massage and Bodywork and the National Commission for the Certification of Acupuncture and Oriental Medicine.
6. Demonstrate competency in basic business skills related to the practice of massage.

Associate of Science (Massage Therapy/Asian Bodywork) Educational Process

The Associate of Science (Massage Therapy/Asian Bodywork) degree program demonstrates significant training to massage clients and prospective employers. Graduates of the Associate of Science will be prepared to enter a career in massage therapy either in private practice, or in the employment of another qualified healthcare practitioner such as an acupuncturist, a health spa owner or a chiropractor's office. In addition, the program offers general education courses to serve as a basis for lifelong learning. These classes will help prepare the student for higher education and careers that require the ability to think independently, critically evaluate, apply written and numerical information, present cogent written and oral communication, and think critically about the influences of art and philosophy.

The Associate of Science (Massage Therapy/Asian Bodywork) program prepares students for certification by the National Commission for the Certification of Acupuncture and Oriental Medicine and by the National Certification Board for Therapeutic Massage and Bodywork. Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia, if additional non-required courses in the Associate of Applied Sciences degree program are taken. Graduates of the program are also eligible to apply to the Master of Science (Traditional Oriental Medicine or Acupuncture) programs offered at Pacific.

Program Learning Outcomes

Graduates of the Associate in Science (Massage Therapist/Asian Bodywork) degree will:

1. Discuss and demonstrate professional ethics.
2. Demonstrate fundamental body therapy skills.
3. Know and demonstrate essential, hygienic considerations in the performance of massage.
4. Know and respect conditions contraindicating massage.
5. Be eligible for the examination by the National Certification Board for Therapeutic Massage and Bodywork and the National Commission for the Certification of Acupuncture and Oriental Medicine.
6. Demonstrate effective written and oral professional communication skills.
7. Possess the knowledge and skill to run their own private practice massage businesses.
8. Possess working knowledge and the ability to utilize information literacy skills to do further research and study.
9. Demonstrate an informed awareness of Western and Eastern philosophical traditions and how they relate to Oriental Medical theory.
10. Be eligible to apply to the bachelor's and/or master's degree programs at Pacific College or other higher education institutions.

Graduate Degree Students in Massage Programs

Master's degree students can receive extensive transfer credit from the master's degree toward earning the massage therapist certificate. They are awarded a tuition rebate of \$200 toward the cost of massage licensure. If master's degree students complete the massage classes instead of using their transfer credit, they receive a \$400 rebate toward the cost of massage licensure.

Earning the massage therapist certificate allows the master's degree student to find employment in massage therapy or associated fields, practice what they are learning in class, practice marketing themselves in a health care field and earn money while still a student. Please consult with a campus representative for advice on this opportunity. (Policy effective for MSTOM cohorts Fall 2013 and after.)

MASSAGE CURRICULA

Massage Therapist (Asian Bodywork) Certificate

- San Diego: 36 units/690 academic hours
- Chicago: 36 units/675 academic hours

Associate of Occupational Studies (Massage Therapies)

- New York: 65.5 units/1207.5 academic hours

Associate of Applied Science (Holistic Health Science)

- San Diego: 60 units/1192.5 academic hours

Associate of Science (Massage Therapy/Asian Bodywork):

- San Diego: 64.5 units/1147.5 academic hours
- Chicago: 69 units/1155 academic hours

*Course offerings vary by campus and program. Please see Model Curriculum Charts at the back of the catalog for specific information.

Acupuncture Related Courses

AC101a & AC202a Acupoints for Massage Therapists 1 & 2 (Each course: 2 didactic Units; .5 lab unit; total: 2.50 units)

Students are introduced to the location and function of meridians and points, as they are commonly used in bodywork.

AC203 Acupuncture Points for Common Problems (2 didactic units; .5 lab unit; total: 2.5 units)

Students learn specific points for treating common problems.

Massage Therapy Courses

BT101a Circulatory/Swedish Massage (San Diego/Chicago)

BT180 Western Massage 1 (New York)

(2 didactic units; .5 lab unit; total: 2.5 units)

This course presents the theoretical foundation and skills used in full body massage therapy. Students master the basic strokes of effleurage, petrissage, friction, vibration, tapotement, and compression. Students practice bolstering and draping techniques, proper body mechanics, and effective communication skills. Indications and contraindications to massage are considered. Stretches and exercises for self-care are demonstrated and practiced. By the end of this course the student will be able to take a wellness history, plan a session, and do a full body Swedish massage routine with modifications.

BT130 Tui Na Hand Techniques (each course: 1 didactic unit; .5 lab unit; total: 1.5 units)

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

BT230 Tui Na Structural Techniques (each course: 1 didactic unit; .5 lab unit; total: 1.5 units)

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

BT121 & BT222 Tai Ji 1 & 2 (each course: 1 didactic unit; .5 lab unit; total: 1.5 units)

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

BT122a Qi Gong 1 (.5 didactic unit; .5 lab unit; total: 1 unit)

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

BT131a Shiatsu 1 (1 didactic unit; 1 lab unit; total: 2 units)

(Shiatsu is taught in the Massage Practicum 1-3 series on New York campus)

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

BT146 Thai Massage (1 didactic unit; 1 lab unit; total: 2 units)

(Thai Massage is taught in the Massage Practicum 1-3 series on New York campus)

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

BT142 & BT243 Table Thai Massage 1 & 2 (each course: 2 didactic units; .5 lab units; total: 2.50 units)

Table Thai techniques are performed on a low table setting providing additional leverage for the practitioner, which is an effective and profound experience for clients. It is especially beneficial to athletes and to those who are more comfortable with bodywork on an elevated surface. Learning to do Thai bodywork on the table may help some therapists combine their previous Thai, tui na, shiatsu or Swedish circulatory massage training and blend it into a more integrated table routine. Table Thai Massage 1 includes techniques from supine, prone, lateral recumbent, and seated (chair) protocols. However, the main emphasis will be on supine position.

Table Thai Massage 2 is a continuation of Table Thai Massage 1, with an emphasis on prone, lateral recumbent, and seated protocols.

BT206a Stretching and Traction Methods for Massage (1 didactic unit; 1 lab unit; total: 2 units)

This course teaches massage therapists how to utilize stretching and traction for therapeutic benefit. The student will learn stretching and traction methods from tui na sports massage, Zen shiatsu, and Thai massage styles (Prerequisite: Thai Massage BT146).

BT207 Clinical Massage Therapy (1 didactic unit; 1 lab unit; total: 2.00 units)

This course focuses on clinical massage, as practiced in a medical practice or hospital. Students will learn how to incorporate SOAP notes and proper charting in order to work efficiently within a medical team. Techniques will include various western techniques based on Swedish massage.

BT209 Integrated East/West Massage (1 didactic unit; .5 lab unit; total: 1.5 units)

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

BT210 Pediatric Tui Na (1 didactic unit; .5 lab units; total: 1.5 units)

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

BT211a Sports Tui Na and Traumatology (2 didactic units; .5 lab units; total: 2.50 units)

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

BT213a Tui Na Treatment of Disharmonies (2 didactic units; .5 lab unit; total: 2.5 units)

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

BT219 Sports Massage and Pathology (1 didactic unit; .5 lab unit; total: 1.50 units)

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

BT214a Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders (1 didactic unit; 1 lab unit; total: 2 units)

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

BT215a Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders (1 didactic unit; 1 lab unit; total: 2 units)

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

BT216a Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders (1 didactic unit; 1 lab unit; total: 2 units)

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

BT217a Tui Na 4: Treatment of Advanced Musculoskeletal Disorders and Disharmonies (1 didactic unit; 1 lab unit; total: 2 units)

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

BT200 Advanced Massage Modalities (2 didactic units; .5 lab units; total: 2.50 units)

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

BT220 Accessory Techniques (1 didactic unit; 1 lab unit; total: 2 units)

Accessory Techniques for bodyworkers is a class offered to expand the bodyworkers use of therapeutic tools and techniques. TCM techniques may be covered such as cupping, gua sha, liniments and plasters. Other tools, such as hydroculator, ice packs may also be covered. Relevant TCM theories and treatment principles will be discussed to give greater context to the use of these tools and techniques. Pre-requisites: Anatomy and Physiology 1, Tui Na Hand/Structural, and OM Theory and Points.

BT223 Medical Qi Gong (1 didactic unit; .5 lab unit; total: 1.5 units)

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

BT224a Qi Gong Clinical Applications (.5 didactic units; .5 lab units; total: 1.00 units)

This class focuses on specific exercises for specific health conditions. Students learn to advise their clients of exercises that will improve health and well-being and move qi.

BT231 Introduction to Ayurvedic Massage (2 didactic units; .5 lab units; total: 2.50 units)

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

BT240 Advanced Shiatsu (2 didactic units; .5 lab units; total: 2.50 units)

This course will review the fundamentals of classical Shiatsu theory, the emerging styles of classical and modern Shiatsu modalities, and traditional Chinese medical concepts as they relate to Shiatsu.

The students will review and deepen the prone and supine protocols with attention to meridian diagnosis tools and hara diagnoses. They will also learn the side-lying and seated protocols for Shiatsu and work to applying the Eastern diagnosis theories to the treatment plan in practical application.

BT245 Advanced Thai Massage (2 didactic units; .5 lab units; total: 2.50 units)

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

BT252 Craniosacral Work 1 (2 didactic units; .5 lab unit; total: 2.5 units)

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

BT251a Introduction to Kinesiology (Each course: 2 didactic units; .5 lab unit; total: 2.5 units)

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

BT260 Reflexology (2 didactic units; .5 lab units; Total: 2.50 units)

(Reflexology is taught in the Massage Practicum 1-3 series on New York campus)

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

BT261a Foot Reflexology 1 (1 didactic unit; 1 lab unit; Total: 2.00 units)

This course teaches the student a simple, non-invasive method to help balance the body. It is a natural therapy that requires the application of a specific type of pressure on particular areas

specifically on the feet. It is based on the principle that there are reflexes in one part of the body that correspond to every part of the body. Students practice reflexology techniques that serve to relax, improve circulation, and promote a general feeling of wellness in their clients.

BT271a Myology of Postural Alignment (1.5 didactic units; .5 lab unit; total: 2 units)

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

BT272a Myofascial Release (2 didactic units; .5 lab units; total: 2.50 units)

This course presents an introduction to the innovative and comprehensive bodywork technique called Myofascial Release (MFR). Myofascial Release frees connective tissue (fascial) restrictions, allowing for the relief of pain and restoration of movement. This whole-body approach addresses the entire myofascial system to effectively treat the source of pain and dysfunction, not just the symptoms. Students will be trained in basic postural and tissue assessment of the body as well as treatment techniques that vary from gentle to vigorous in application. Students will learn how to apply these basic techniques to multiple regions of the body, including the trunk, head, and extremities. Students will also learn MFR self-treatment techniques for both themselves and their clients. By the end of the course, students will be able to conduct an intake interview for therapeutic massage, perform visual postural assessments and tissue assessment, and provide a myofascial release treatment session.

BT280 Western Massage 2 (2 didactic units; .5 lab unit; total: 2.5 units)

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

BT281 Western Massage 3 (2 didactic units; .5 lab unit; total: 2.5 units)

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

BT282 Prenatal Massage Therapy (2 didactic units; .5 lab unit; total: 2.5 units)

This course provides in-depth knowledge needed to offer safe and effective massage treatments to pregnant clients. Students will reinforce their knowledge of the anatomy and physiology of the female body during the stages of pregnancy. Students will learn the complications and contraindications, as well as the benefits, indications, and cautions of pregnancy massage. Students will discover massage techniques drawing on mostly western traditions to treat common

discomforts during the stages of pregnancy. There will be some integration of Eastern techniques as well. Students will learn an adaptive protocol for 60 or 90-minute prenatal massage sessions, and will have the opportunity, after practicing with each other extensively, to work with pregnant patients as well.

BT283 Advanced Sports and Orthopedic Massage (2 didactic units; .5 lab unit; total: 2.5 units)

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

Oriental Medicine Theory Courses

OM101 Oriental Medicine Theory and Points for Massage Therapists (3 didactic units)

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

OM102 Philosophy and History of Asian Medicine (3 didactic units)

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

OM121 East/West Physiology 1, OM222 East/West Physiology 2 (3 didactic units each)

These courses cover the basic theories of the Oriental Medical system. Students learn the basic elements of yin and yang and the five phases in order to understand how different body systems are affected by various influences such as environment, lifestyle and emotional stresses. They are also introduced to the Oriental view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking (tongues, faces, etc.), hearing, and smelling. Students will continue to deepen their understanding of the body and learn to identify anatomical landmarks through palpation and group exercises.

Biomedical (Western) Science Courses: Massage Therapist and Associate Degree Programs

WS111 Anatomy and Physiology 1 (Bones and Muscles) (2 didactic units; .5 lab units; total: 2.5 units)

WS121.L1 Anatomy and Physiology Lab 1 (Bones and Muscles) (.75 lab units)

WS212 Anatomy and Physiology 2 (Function of Organs) (3 didactic units)

WS122.L2 Anatomy and Physiology Lab 2 (Function of Organs) (.75 lab units)

WS213 Anatomy and Physiology 3: Neuroanatomy (3 didactic units)

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

WS231 Biomedical Pathology for Massage Therapists (for Massage Therapists & Associate Degree Students) (3 didactic units)

WS232 Pathology East/West (3 didactic units)

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

WS233 Orthopedic-Sports Pathology (3 didactic units)

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

WS240a Orthopedic Assessment (NY) (1 didactic unit; .5 lab unit; total: 1.5 units)

WS240 Orthopedic Assessment (CH) (2 didactic units; .5 lab unit; total: 2.5 units)

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

Holistic Medicine Courses

HB243 Thai Herbal Compresses (1 didactic unit) (Chicago)

In this 14-hour workshop, participants will learn how to make herbal compresses to be used in therapeutic bodywork treatments. Participants will learn the actions of each herb, its purpose in the compress and how to best prepare it for therapeutic application. Participants will make a variety of compresses and practice incorporating them into bodywork treatments.

HB244 Thai Herbal Liniments (1 didactic unit) (Chicago)

This 14-hour course provides students with an introduction to making a cooling Thai herbal liniment, infused with oils and balms to use in conjunction with hands-on therapy. Students will learn the herbs' tastes, temperatures, and actions as per Thai medical theory. Participants will leave the course with a cooling and warming balm, a cooling tincture, and drawing oil to be used on its own or with therapeutic scraping. All herbs, oils, and containers will be provided.

HM221 Aromatherapy (2 didactic units) (San Diego)

HM221a Aromatherapy (3 didactic units) (Chicago)

This course is designed to provide students with scientific and energetic knowledge of aromatherapy. Students will learn to analyze and synthesize aromatic treatments according to chemical and five element models. In addition to lectures, students will gain practical skills through essential oil somatic application.

HM101 Stress Management (2 didactic units; .5 lab unit)

This course presents the signs, symptoms, etiology, and physiology of stress. It provides ways of dealing with stress including movement, breathing techniques, visualization, and acupressure.

SE301 I-Ching (1 didactic unit)

This class will provide an in-depth presentation of the Chinese classic, I-Ching. Students will become acquainted with essential Taoist principles governing change in human experience. Students will apply this knowledge to increase self-awareness and enhance personal skill in meeting challenges.

HM222 Essential Oils for Massage Therapists (3 didactic units)

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

Clinical Courses

CL201a Survey of Body Therapy Clinic (1 didactic unit, .5 lab unit; total: 1.5 units)

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

CL221 Clinical Practice Shift (2 lab units)

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

CL226 Massage Practicum 1, CL227 Massage Practicum 2, CL228 Massage Practicum 3 (2 lab units each)

Each of these courses provides specialized learning in different modalities of treatment and allows the student to work with clients under the direct supervision of qualified and experienced clinical

faculty. Students will learn and practice Thai massage, Shiatsu, and Reflexology under direct supervision of a licensed professional in a clinical setting.

Business Courses

BU101a Public Safety, Business, and Ethics (1.5 didactic units)

This course is designed to teach students the manual clinical skills necessary for the safety and well-being of the client and the cautions and contraindications to massage. It will explain the cause and prevention of the spread of disease and infection and demonstrate the following sanitary practices: sanitizing floors, massage tables, bolsters, and restrooms, laundering linens, storing and applying products, sanitizing implements, and personal hygiene. It will also demonstrate safety practices for a massage therapy practice. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed.

BU102 Public Safety and Counseling (2.5 didactic units)

This course is designed to teach students the manual and clinical skills necessary for the safety and well-being of the client. It presents cautions and contraindications to massage and explains how to prevent spread of disease and infection. It will demonstrate the following sanitary practices: sanitizing floors, massage tables, bolsters, and restrooms, laundering linens, storing and applying products, sanitizing implements, and personal hygiene. It will also demonstrate safety practices for a massage therapy practice and allow students to explore what it means to be mindful, in one's life, inside of a healing context. They will learn fundamental communication skills including: listening, defining and maintaining healthy boundaries, and authentic expression.

BU212a (NY campus) Business Fundamentals for Massage Therapists and NYS Exam Review for Massage Therapists (3 didactic units)

This course focuses on two pertinent areas for massage therapists: business practices and professional standards. The introduction to business practices and career development presents essential knowledge and skills to help massage practitioners reach their career goals. From defining their work, to writing a business plan, to setting up an office, to finding a job, the practical information and exercises in this course will help the student transition to having a successful massage practice. Topics include types of practices, legal requirements, budgeting, contracts, record keeping, practice building, advertising, business ethics, and practice policies and procedures. The professional foundations part of the course focuses on the professional responsibilities for safeguarding clients. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed.

BU213 (SD campus) Practice Management for Massage Therapists (1 didactic unit, 1 lab unit; total 2.0 units)

Prerequisites: Completion of Public Safety, Business and Ethics or permission of the Academic Dean.

Course Description: This course is designed to teach students business operations, and includes practical techniques to enhance effectiveness and the day-to-day running of a business. It will give tips on how to write policies and procedures, interviewing skills, and useful insights into contract basics, effective negotiation, and conflict resolution. To explore their career field and gain a realistic picture of what is required to establish their business/career and to develop successful behaviors that display desirable professional characteristics.

CF0.00 Cardiopulmonary Resuscitation/ First Aid (eight hours required for DACM/DAC and master's programs; four hours of CPR required for massage programs)

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

General Education Courses (Associate of Science, Massage Therapies/Asian Bodywork)

ENG101 English Composition 1 (3 didactic units)

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized, grammatical, and effective writing. Prerequisite: None.

COM101 Oral Communications (3 didactic units)

This introduction to the practice of oral communication includes the development organized outlines, poise, confidence, and smooth delivery. Students will practice public speaking, small group discussion, and develop appropriate skills in critiquing other's work. Prerequisite: Acceptance into the program.

HUMA101 Introduction to Humanities (3 didactic units)

This course is designed to fulfill the requirement of 1 Fine Arts course in the Humanities division. It is a Thematic- or genre-based interdisciplinary study of selected works of art, music, literature and philosophy. A survey of both Eastern and Western artistic expressions will highlight historical developments in our assumptions and knowledge of the human body, mind and spirit. Prerequisite: Acceptance into the program.

PHI201 Eastern and Western Philosophical Traditions (3 didactic units)

An introductory survey of selected teachings, practices and institutions of major Eastern and Western religions and philosophical traditions. May include the role of history; appreciation for forms of expression; and criticism of their origins, rituals and forms of religious knowledge and destiny. The role of these beliefs in the perception of nature, human physiology and illness will be explored. Prerequisite: Successful completion of ENG103 and HUMA101.

PSY101 General Psychology (3 didactic units)

General Psychology is a survey of the study of human and animal behavior with emphasis on the scientific nature of contemporary psychological investigation. Topics may include the biology of behavior, sensation and perception, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior and individual differences. Prerequisite: Successful completion of ENG103.

Math Placement Exam (San Diego campus)

As a condition of enrollment into the Associate of Science program, students are required to take a math placement exam within the first term. A passing score is 60%, and students who score lower than 60% on the math placement exam will need to complete MA91 (College Math Preparation) prior to enrolling in MA101.

San Diego: Math testing is offered with the college proctor, Elaine Elefano, every Thursday between 9:00am and 12:00pm. Students needing to schedule an alternate test day and time may contact Elaine

at eelefano@pacificcollege.edu. To schedule the test time for after 3:00pm, students may contact Department Chair Somer Meade at smeade@pacificcollege.edu.

MA91 College Math Foundational Class [1.5 didactic units (tuition is half the regular tuition for 1.5 units)]

This course is required for students who did not get a passing score on the Math Placement Exam, and must be completed successfully before students can enroll in MA 101. This remediation course will focus on creating a stronger foundation in Algebra 1 and Geometry skills, such as exponents, square roots, scientific notation, graphical representation, geometric principles, logic based problems, linear equations and inequalities, polynomials, and rational expressions.

MA101 College Mathematics (3 didactic units)

This course provides a working knowledge of college-level algebra and its applications. Emphasis is on solving linear and quadratic equations, word problems, and polynomial, rational and radical equations and applications. Students perform operations on real numbers and polynomials, and simplify algebraic, rational, and radical expressions. Arithmetic and geometric sequences are examined, and linear equations and inequalities are discussed. Students learn to graph linear, quadratic, absolute value, and piecewise-defined functions, and solve and graph exponential and logarithmic equations. Other topics include solving applications using linear systems, and evaluating and finding partial sums of a series. Prerequisite: Math Placement Exam.

BIO101 General Biology (2 didactic units; .5 lab unit; Total: 2.5 units)

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

CHEM101 General Chemistry (3 didactic credits)

A course emphasizing the general principles and theories of chemistry, including fundamentals of inorganic chemistry, atomic structure and states of matter, bonding, stoichiometry, acid-base concepts, periodicity and solution chemistry. Prerequisite: Successful completion of BIO101.

RES101 DE Information Literacy (2 didactic units)

This course provides students with tools needed to navigate contemporary sources of information from web sites, portals and bibliographies to full-service library collections both on-ground and online. Students learn basic research skills and documentation, and principles involved in copyright protection and plagiarism. The Internet and campus hard copy and online library collections will be used to carry out assignments.

MODEL CURRICULUM CHARTS

The model curriculum charts indicate the course prerequisites and the courses a student must complete to graduate from each program.

CHART CODES DEFINITION/DESCRIPTION

| | |
|----------------------|--|
| Academic Hour | An academic hour is defined as 54 minutes of instruction. |
| Units/Hours | Didactic courses: 15 academic hours equal 1 semester unit Hands-on courses and labs: 30 academic hours equal 1 semester unit Independent study: 45 academic hours equal 1 semester unit Clinical training: 30 academic hours equal 1 semester unit <i>*NOTE: For purpose of verification of massage training by NYSED, NY regulations require the college to use a 14:1 ratio instead of the normal academic 15:1 ratio. However, classroom hours and tuition charges are based on the 14:1 ratio.</i> |
| Prereq | Course prerequisite |
| Concur | Courses completed or taken in the same term |
| Exam Req | Comprehensive exam indicated is required prior to course |
| Req for Comp | Courses which are required prior to taking the Comprehensive Exams indicated |
| DAOM (PG) | Courses required for the Post-Graduate Doctor of Acupuncture and Oriental Medicine program (SD) |
| DACM | Courses required for the Doctor of Acupuncture and Chinese Medicine (SD/CH) |
| DAc | Courses required for the Doctor of Acupuncture (CH) |
| MSTOM | Courses required for the MS (Traditional Oriental Medicine) |
| MSAc | Courses required for the MS (Acupuncture) (NY/CH) |
| MTH/AB | Courses required for the Massage Therapist/Asian Bodywork Certificate (SD/CH) |
| AS | Courses required for the Associate of Science (Massage Therapy/Asian Bodywork) |
| (SD/CH) | |
| AAS | Courses required for the Associate of Applied Science (Holistic Health Science) (SD) or (Massage Therapies) (CH) |
| BSN | Courses required for the Bachelor of Science in Nursing (Holistic Nursing) (NY) |
| AOS | Courses required for the Associate of Occupational Studies (Massage Therapies) |
| (NY) | |
| 1 | First comprehensive examination |
| 2 | Second comprehensive examination |
| • | Required for program indicated (if in "Required Column") |
| • | Elective for program indicated (if in "Elective Column") |
| 100 - 200 | Lower division courses |
| 300 - 400 | Upper division courses |
| 500 and above | Graduate Level courses |

SAN DIEGO CAMPUS

SAN DIEGO MODEL CURRICULUM CHARTS

Doctor of Acupuncture and Oriental Medicine (Post-Graduate)

Students in the Doctor of Acupuncture and Oriental Medicine (post-graduate) program must complete a minimum of 63.5 units. An approved eight-hour CPR/First Aid course is also required.

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ |
|--------|----------------------------------|-----------|-------------|--------|
| FM702 | Family Medicine: Geriatrics | 2 | | |
| CF836 | Wen Bing | 1.5 | | |
| CR751 | Clinical Research Methods 1 | 1.5 | | |
| CL741 | Clinical Medical Language 1 | 1.5 | | |
| FP701 | Integrative Medicine Practicum 1 | 0.5 | | |
| CA761 | Case Review and mentorship | 1 | | |
| FC761 | Family Medicine: Clinic 1 | 1.5 | | |
| FG771 | Grand Rounds 1 | 0.5 | | |
| | Total for Term: | 10 | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ |
| FM804 | Family Medicine: Women's Health | 2 | | |
| CF731 | Nei Jing | 1.5 | | |
| CR752 | Clinical Research Methods 2 | 1.5 | | CR751 |
| CL742 | Clinical Medicine Language 2 | 1.5 | | CL741 |
| FP702 | Integrative Medicine Practicum 2 | 0.5 | | |
| CA762 | Case Review and Mentorship 2 | 1 | | |
| FC762 | Family Medicine: Clinic 2 | 1.5 | | |
| FG772 | Grand Rounds 2 | 0.5 | | |
| | Total Units/Hours: | 10 | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ |
| FM806 | Family Medicine: Pediatrics | 2 | | |
| CF732 | Nan Jing | 1.5 | | |
| CR753 | Clinical Research Methods 3 | 1.5 | | CR752 |
| CL743 | Chinese Medicine Language 3 | 1.5 | | CL742 |
| FP703 | Integrative Medicine Practicum 3 | 0.5 | | |
| CA763 | Case Review and Mentorship 2 | 1 | | |
| FC763 | Family Medicine: Clinic 3 | 1.5 | | |
| FG773 | Grand Rounds 3 | 0.5 | | |
| | Total Units/Hours: | 10 | | |

| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ |
|--------|--|-------------|---------------|--------|
| FM703 | Family Medicine: Orthopedics | 2 | | |
| CF733 | Shang Han Lun | 1.5 | | |
| CR854 | Capstone Proposal | 1.5 | | CR753 |
| CL844 | Chinese Medicine Language 4 | 1.5 | | CL743 |
| MS884 | Supervision Skills | 1.5 | | |
| FP804 | Integrative Medicine Practicum 4 | 0.5 | | |
| CA864 | Case Review and Mentorship 4 | 0.5 | | |
| FC864 | Family Medicine: Clinic 4 | 1.5 | | |
| FG874 | Grand Rounds 4 | 0.5 | | |
| | Total Units/Hours: | 11 | | |
| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ |
| FM701 | Family Medicine: Mental Health | 2 | | |
| CF834 | Jin Gui Yao Lue | 1.5 | | |
| CR853 | Capstone Project 1 | 2 | | CR854 |
| CL845 | Chinese Medicine Language 5 | 1.5 | | CL844 |
| MB884 | Leadership Development | 1 | | MS884 |
| FP805 | Integrative Medicine Practicum 5 | 0.5 | | |
| CA865 | Case Review and Mentorship 5 | 0.5 | | |
| FC865 | Family Medicine: Clinic 5 | 1.5 | | |
| FG875 | Grand Rounds 5 | 0.5 | | |
| | Total Units/Hours: | 11 | | |
| TERM 6 | COURSE | UNITS | CRED HRS | PREREQ |
| FM805 | Family Medicine: Neurology | 2 | | |
| FM807 | Preventive Medicine: Nutrition, Energetics, and Diet | 1.5 | | |
| CR862 | Capstone Project 2 | 1 | | CR853 |
| CR852 | Capstone Review | 1 | | |
| CR857 | Capstone Presentation | 0.5 | | CR857 |
| CL846 | Chinese Medical Language 6 | 1.5 | | CL845 |
| MB886 | Teaching Skills | 1 | | |
| FP806 | Integrative Medicine Practicum 6 | 0.5 | | |
| CA866 | Case Review and Mentorship 6 | 0.5 | | |
| FC866 | Family Medicine: Clinic 6 | 1.5 | | |
| FG876 | Grand Rounds 6 | 0.5 | | |
| | Total Units/Hours: | 11.5 | | |
| | DIDACTIC TOTAL: | 41.5 | 622.5 | |
| | CLINIC TOTAL: | 21.5 | 660 | |
| | GRAND TOTAL: | 63.5 | 1282.5 | |

Transitional Doctor of Acupuncture and Chinese Medicine/Doctor of Acupuncture (T-DACM/T-DAc)

SD T-DACM/DAC

| TERM 1 | COURSE | UNITS | HOURS |
|---------------------------|--|--------------|--------------|
| WS800 | Evidence-Informed Practice | 3 | 45 |
| BU805 | Inter-Professional Communication | 1 | 15 |
| CL820 | Health Care Systems | 3 | 45 |
| WS820 | Preventive Medicine & Public Health | 2 | 30 |
| WS810 | Advanced Integrative Diagnosis | 3 | 45 |
| Total Units/Hours: | | 12 | 180 |
| TERM 2 | COURSE | UNITS | HOURS |
| WS850 | Clinical Research Design & Statistics | 2 | 30 |
| OM810 | Integrative Case Management | 3 | 45 |
| OM806 | Practice-Based Learning | 3 | 45 |
| CL830 | Applications of Inter-Professional Communication | 2 | 60 |
| Total Units/Hours: | | 10 | 180 |
| Program total: | | 22 | 360 |

Doctor of Acupuncture and Chinese Medicine (DACM)

Students in the Doctor of Acupuncture and Chinese Medicine program must complete a minimum of 192 units. An approved eight-hour CPR/First Aid course is also required. Specialty Electives are typically three units but may vary by +/- one unit, depending on the choice of elective.

SD DACM

| Term 1 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|----------|---|--------------|------------|------------------------------------|--------------------------------|-----------|--------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | | | 1 2 |
| CL211 | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.5 | 37.5 | Gen Bio (or concur) | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | .75 | 22.5 | Gen Bio (or concur) | WS521 | | 1 2 |
| WS202 | Medical Terminology | 1.50 | 22.5 | | | | 1 2 |
| | Total Units/Hours: | 15.5 | 270 | | | | |
| Term 2 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | BT130 | | | 1 2 |
| CL501 | Introduction to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| Term 3 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| HB514 | Herbology 1 | 2.00 | 30 | HB501 | | Herb Comp | 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 18.00 | 315 | | | | |

| Term 4 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|---|---------------------------------------|--------------|--------------|------------------------------|----------|----------|--------------|
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen. Chem. | | | 1 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| HB515 | Herbology 2 | 2.00 | 30 | HB501, OM512 | | | Herb Comp 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | HB514, AC511a, AC505a, CL532 | | | 2 |
| Total Units/Hours: | | 17.00 | 300 | | | | |
| <i>First Comprehensive Exam (except Herbology exams)</i> | | | | | | | |
| Term 5 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| HB516 | Herbology 3 | 3.00 | 45 | HB501, OM513 | | | Herb Comp 2 |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 16.75 | 285 | | | | |
| <i>First Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| Term 6 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM651 | Diagnosis & Treatment of Disease 1 | 3.00 | 45 | OM514, HB516 | | 1 | 2 |
| HB621 | Herbology 4 | 3.00 | 45 | HB516 | | 1 | Herb Comp |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a, | | 1 | 2 |
| WS632 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | CL533, AC512a | CL502 | 1 | 2 |
| Total Units/Hours: | | 17.75 | 322.5 | | | | |
| Term 7 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM652 | Diagnosis & Treatment of Disease 2 | 3.00 | 45 | OM651 | | 1 | 2 |
| HB622 | Herbology 5 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS850 | Clinical Research Design & Statistics | 2.00 | 30 | WS550 | | | |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | HB501, WS207 | | | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | 2 |
| CL503 | Associate Internship Grand Rounds | 1.00 | 15 | CL502 | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | CL503 | 1 | 2 |
| Total Units/Hours: | | 16.00 | 270 | | | | |
| <i>Second Comprehensive Exam (except Herbology exams)</i> | | | | | | | |

| Term 8 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|---|--|--------------|------------|---|--------------|----------|--------------|
| OM653 | Diagnosis & Treatment of Disease 3 | 3.00 | 45 | OM651 | | 1 | |
| HB623 | Herbology 6 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a, | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| CL612a | Clinical Counseling 2 | 1.50 | 30 | CL541 | | 1 | |
| BU800 | Inter-Professional Communication | 1.00 | 15 | CL211 | | | |
| CL543 | Associate Internship 3 | 2.00 | 60 | CL542 | | 1 | |
| | Total Units/Hours: | 18.00 | 330 | | | | |
| <i>Second Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| Term 9 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM704 | Diagnosis & Treatment of Disease 4 | 3.00 | 45 | OM651 | | 1 | |
| HB631 | Chinese Herbs & Internal Medicine 1 | 3.00 | 45 | HB623 | | 1,2 | |
| HB642 | Shang Han Lun/Wen Bing | 3.00 | 45 | HB623 | | 1,2 | |
| WS860 | Advanced Integrative Diagnosis | 3.00 | 45 | WS656 | | | |
| OM643 | Licensure Exam Prep Course | 3.00 | 45 | | | 1,2 | |
| CL651 | Senior Internship 1 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| | Total Units/Hours: | 21.00 | 405 | | | | |
| Term 10 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM705 | Diagnosis & Treatment of Disease 5 | 3.00 | 45 | OM651 | | 1,2 | |
| HB632 | Chinese Herbs & Internal Medicine 2 | 3.00 | 45 | HB631 | | 1,2 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| CL810 | Health Care Systems | 3.00 | 45 | | | 2 | |
| CL654 | Senior Internship 4 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 18 | 360 | | | | |
| Term 11 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| SE | Specialty Elective | 1.00 | 15 | | | | |
| WS830 | Preventive Medicine & Public Health | 2.00 | 30 | | | 2 | |
| HB633 | Chinese Herbs & Internal Medicine 3 | 3.00 | 45 | HB631 | | 1,2 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| OM805 | Practice Based Learning | 3.00 | 45 | | | | |
| CL770 | Application of Inter-Professional Communication (Practicum) | 2.00 | 60 | CL612a | | | |
| CL657 | Senior Internship 7 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL658 | Senior Internship 8 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |

| | | | | | |
|-------|----------------------------------|--------------|---------------|---------------------------------------|-----|
| CL659 | Senior Internship 9 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | 1,2 |
| | Total Units/Hours: | 19.00 | 405 | | |
| | Total Program Units/Hours | 192 | 3532.5 | | |

Master of Science of Traditional Oriental Medicine (MSTOM)

Students in the Master of Science and Traditional Oriental Medicine program must complete a minimum of 180.5 units. An approved eight-hour CPR/First Aid course is also required. Specialty Electives are typically three units but may vary by +/- one unit, depending on the choice of elective.

SD MSTOM

| Term 1 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|----------|---|--------------|------------|------------------------------------|--------------------------------|----------|--------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | | | 1 2 |
| CL211 | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.5 | 37.5 | | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | | WS521 | | 1 2 |
| WS202 | Medical Terminology | 1.50 | 22.5 | | | | 1 2 |
| BIO101 | General Biology | 2.50 | 45 | | | | 1 2 |
| | Total Units/Hours: | 18.00 | 315 | | | | |
| Term 2 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | BT130 | | | 1 2 |
| CL501 | Introduction to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| Term 3 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| HB514 | Herbology 1 | 2.00 | 30 | HB501 | | | Herb Comp 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 18.00 | 315 | | | | |

| Term 4 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|---|--------------------------------------|--------------|--------------|---------------------------------|-------------|----------|----------------|
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen. Chem. | | | 1 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| HB515 | Herbology 2 | 2.00 | 30 | HB501, OM512 | | | Herb Comp 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | HB514, AC511a, AC505a, CL532 | | | 2 |
| Total Units/Hours: | | 17.00 | 300 | | | | |
| <i>First Comprehensive Exam (except Herbology exams)</i> | | | | | | | |
| Term 5 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| HB516 | Herbology 3 | 3.00 | 45 | HB501, OM513 | | | Herb Comp 2 |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 16.75 | 285 | | | | |
| <i>First Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| Term 6 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM651 | Diagnosis & Treatment of Disease 1 | 3.00 | 45 | OM514, HB516 | | 1 | 2 |
| HB621 | Herbology 4 | 3.00 | 45 | HB516 | | 1 | Herb Comp |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a, | | 1 | 2 |
| WS632 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | CL533, AC512a | CL502 | 1 | 2 |
| Total Units/Hours: | | 17.75 | 322.5 | | | | |
| Term 7 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM652 | Diagnosis & Treatment of Disease 2 | 3.00 | 45 | OM651 | | 1 | 2 |
| HB622 | Herbology 5 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | HB501, WS207 | | | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | 2 |
| CL503 | Associate Internship Grand Rounds | 1.00 | 15 | CL502 | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | CL503 | 1 | 2 |
| Total Units/Hours: | | 14.00 | 240 | | | | |
| <i>Second Comprehensive Exam (except Herbology exams)</i> | | | | | | | |

| Term 8 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|---|-------------------------------------|--------------|---------------|---|--------------|----------|--------------|
| OM653 | Diagnosis & Treatment of Disease 3 | 3.00 | 45 | OM651 | | 1 | |
| HB623 | Herbology 6 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a, | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| CL612a | Clinical Counseling 2 | 1.50 | 30 | CL541 | | 1 | |
| CL543 | Associate Internship 3 | 2.00 | 60 | CL542 | | 1 | |
| | Total Units/Hours: | 17.00 | 315 | | | | |
| <i>Second Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| Term 9 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM704 | Diagnosis & Treatment of Disease 4 | 3.00 | 45 | OM651 | | 1 | |
| HB631 | Chinese Herbs & Internal Medicine 1 | 3.00 | 45 | HB623 | | 1,2 | |
| HB642 | Shang Han Lun/Wen Bing | 3.00 | 45 | HB623 | | 1,2 | |
| OM643 | Licensure Exam Prep Course | 3.00 | 45 | | | 1,2 | |
| CL651 | Senior Internship 1 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| | Total Units/Hours: | 18.00 | 360 | | | | |
| Term 10 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM705 | Diagnosis & Treatment of Disease 5 | 3.00 | 45 | OM651 | | 1,2 | |
| HB632 | Chinese Herbs & Internal Medicine 2 | 3.00 | 45 | HB631 | | 1,2 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| CL654 | Senior Internship 4 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 15 | 315 | | | | |
| Term 11 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| SE | Specialty Elective | 1.00 | 15 | | | | |
| WS830 | Preventive Medicine & Public Health | 2.00 | 30 | | | | |
| HB633 | Chinese Herbs & Internal Medicine 3 | 3.00 | 45 | HB631 | | 1,2 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| CL657 | Senior Internship 7 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL658 | Senior Internship 8 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL659 | Senior Internship 9 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 14.00 | 300 | | | | |
| | Total Program Units/Hours | 180.5 | 3337.5 | | | | |

Associate of Science (Massage Therapy/Asian Bodywork)

Students in the Associate of Science (Massage Therapy/Asian Bodywork) program must complete a minimum of 64.5 units. An approved four-hour CPR course is also required.

SD AS

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ |
|---|---|-------------|--------------|------------------|
| OM101 | Oriental Medicine Theory and Points for Body Therapists ^{FC} | 3 | 45 | |
| ENG101 | GE1: English Composition | 3 | 45 | |
| WS111 | GE3: Anatomy and Physiology 1 ^{FC} | 2.5 | 45 | |
| BT124 | Tai Ji/Qi Gong ^T | 1.5 | 30 | |
| BT100 | Circulatory/Swedish Massage | 2 | 45 | |
| BU101a | Public Safety, Business and Ethics | 1.5 | 22.5 | |
| CF0.00 | CPR/First Aid (eight hours required) | | | |
| | Total Units/Hours: | 13.5 | 232.5 | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ |
| CL201a | Introduction to Body Therapy Clinic | 1.5 | 30 | BT100, BU101a |
| BT130 | Tui Na Hand Techniques ^T | 1.5 | 30 | |
| BT230 | Tui Na Structural Techniques ^T | 1.5 | 30 | |
| WS212 | GE3: Anatomy and Physiology 2 ^{FC} | 3 | 45 | WS111 |
| BT251a | Introduction to Kinesiology ^{FC} | 2.5 | 45 | WS111 |
| RES101 | GE1: Information Literacy | 2 | 30 | |
| | Total Units/Hours: | 12 | 210 | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ |
| CL221 | Clinical Practice Shift | 2 | 60 | BT100, CL201a |
| WS231 | Biomedical Pathology for Massage Therapists ^{FC} | 3 | 45 | WS212 |
| BU213 | Practice Management for Massage Therapists ^{FC} | 2 | 45 | BU101a |
| BT200 | Advanced Massage Modalities | 2.5 | 45 | |
| BT201a | Deep Tissue Techniques | 2 | 45 | BT130, BT230 |
| | GE: Any Category | 1.5 | 30 | |
| | Total Units/Hours: | 13 | 270 | |
| <i>MTH/AB Certificate Requirements Met & Can Be Awarded</i> | | | | |
| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ |
| BT206a | Stretching and Traction for Massage | 2 | 45 | BT141a |
| CHEM101 | GE3: General Chemistry* | 3 | 45 | |
| PSY101 | GE5: General Psychology* | 3 | 45 | |
| MA101 | GE2: College Mathematics | 3 | 45 | MA091 |
| | Elective | 2.5 | 37.5 | |
| | Total Units/Hours: | 13.5 | 217.5 | |

| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ |
|--|---|-------------|---------------|--------|
| AC101a | Acupuncture Points for Massage Therapists 1 ^{FC} | 2.5 | 45 | OM101 |
| BT146 | Thai Massage | 2 | 45 | |
| BIO211 | GE3: Basic Nutrition ^{FC} | 2.5 | 37.5 | |
| PHI201 | GE4: East/West Philosophical & Religious Traditions | 3 | 45 | |
| BIO101 | GE3: General Biology* | 2.5 | 45 | |
| | Total Units/Hours: | 12.5 | 217.5 | |
| Total Units for AS Degree: | | 64.5 | 1147.5 | |
| GE Categories | | | | |
| 1 | GE: Written & Oral Communication | | | |
| 2 | GE: Quantitative Principles | | | |
| 3 | GE: Natural, Physical, or Life Sciences | | | |
| 4 | GE: Humanities and Fine Arts | | | |
| 5 | GE: Social & Behavioral Science | | | |
| GE "Any Category" Course Choices: | | | | |
| BU201 | GE2: Business Mathematics | 3 | 45 | |
| HST101 | GE3: Survey of Asian History & Civilizations | 3 | 45 | |
| PSY201 | GE4: Lifespan Development | 3 | 45 | |
| COM201 | GE5: Business & Professional Communications | 3 | 45 | |
| WS112 ^{FC} | Anatomy & Physiology Palpation Lab 1 | 1 | 30 | |
| WS204 ^T | Biological Aspects of Physics | 2.5 | 37.5 | |
| CL211 ^T | Clinical Counseling 1 | 1.5 | 30 | |
| WS202 ^T | Medical Terminology | 1.5 | 22.5 | |

T - Indicates transfer is awarded for this course in the master or doctorate degree program

FC - Indicates financial credit is awarded toward for this course in the master or doctorate degree program

***** - Indicates these are co-requisite courses to the DACM program (General Biology transfers into the MSTOM program)

Associate of Applied Science (Holistic Health Science)

Students in the Associate of Applied Science (Holistic Health Science) program must complete a minimum of 60 units. An approved four-hour CPR course is also required.

Hybrid Option: Indicates student may choose a section of the course that is fully “on ground”, that is, in the classroom, or one that is partially taught on-ground, and partially on-line. Online Option:

Indicates student choice of a course that is offered fully on ground, or offered fully on-line.

SD AAS

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | DE |
|---------------------|---|-----------|--------------|-------------------|----|
| OM101 ^{FC} | Oriental Medicine Theory and Points for Body Therapists | 3 | 45 | | |
| WS111 | GE3: Anatomy and Physiology 1 ^{FC} | 2.5 | 45 | | X |
| BT130 | Tui Na Hand Techniques ^T | 1.5 | 30 | | |
| BT230 | Tui Na Structural Techniques ^T | 1.5 | 30 | | |
| BT100 | Circulatory/Swedish Massage | 2 | 45 | | |
| BU101a | Public Safety, Business and Ethics | 1.5 | 22.5 | | X |
| CF0.00 | CPR (4 hour course required) | | | | |
| | Total Units/Hours: | 12 | 217.5 | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | DE |
| CL201a | Introduction to Body Therapy Clinic | 1.5 | 30 | BT100, BU101a | |
| WS212 | GE3: Anatomy and Physiology 2 ^{FC} | 3 | 45 | WS111 | X |
| BT146 | Thai Massage | 2 | 45 | | |
| BT124 | Tai Ji/Qi Gong ^T | 1.5 | 30 | | |
| BT201a | Deep Tissue Techniques | 2 | 45 | BT130, BT230 | |
| | Elective | 2 | 37.5 | | |
| | Total Units/Hours: | 12 | 232.5 | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | DE |
| CL221 | Clinical Practice Shift | 2 | 60 | BT100 & CL201a | |
| WS231 | Biomedical Pathology for Massage Therapists ^{FC} | 3 | 45 | WS212 | |
| BU213 | Practice Management for Massage Therapists ^{FC} | 2 | 45 | BU101a | |
| BT251a | Introduction to Kinesiology ^{FC} | 2.5 | 45 | WS111 | X |
| BT200 | Advanced Massage Modalities | 2.5 | 45 | BT100 | |
| | Total Units/Hours: | 12 | 240* | | |
| | Total for MTH/AB Certificate: | 36 | 645 | | |
| | Total Hours | | 690* | | |
| | <i>*Needed to be full time for FA, but the certificate program totals are still 33.5 units/645 credit hours</i> | | | | |
| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ | DE |
| BT202a | Circulatory/Swedish Massage 2 | 2 | 45 | BT100, BU101a | |
| CL225 | Clinical Practice Shift 2 | 2 | 60 | CL221, BT100 | |
| BT206a | Stretching and Traction Methods | 2 | 45 | BT141a | |
| BT235a | Chi Nei Tsang (Internal Organ Healing) | 2 | 45 | | |
| WS206 | Integrative Health and Nutrition | 2.5 | 37.5 | | |
| | Elective | 1.5 | 30 | | |
| | Total Units/Hours: | 12 | 262.5 | | |

| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ | DE |
|--|--|-----------|---------------|--------------|----|
| AC101a | Acupuncture Points for Massage Therapists ^{FC} | 2.5 | 45 | OM101 | |
| BT261a | Foot Reflexology 1 | 2 | 45 | | |
| BT223 | Qi Gong 2 (Healing Hands) | 1.5 | 30 | BT122a | |
| | Elective | 2.5 | 45 | | |
| | Elective | 2 | 45 | | |
| | Elective | 1.5 | 30 | | |
| | Total Units/Hours: | 12 | 240 | | |
| Total Units for AAS Degree: | | 60 | 1192.5 | | |
| <p><i>X – Classes with an “X” in the DE column mean that any or all of the course may be online in a distance education format. Additionally, potential DE courses are not limited to the courses with the “X,” instead the “X” indicates those courses running with a DE component as of Spring 2012.</i></p> | | | | | |
| CODE | POSSIBLE ELECTIVE COURSES | UNITS | CRED HRS | PREREQ | |
| | ** = may not be counted towards bodywork elective hours | | | | |
| BT220 | Accessory Techniques** | 3 | 45 | | |
| BT272a | Myofascial Release | | | | |
| BT219 | Sports Massage and Pathology | | | | |
| WS240 | Orthopedic Assessment | 2.5 | 45 | BT251a | |
| BT252 | Craniosacral Work 1 | 2.5 | 45 | | |
| BT131a | Shiatsu 1 | 2 | 45 | | |
| BT240 | Advanced Shiatsu | 2 | 45 | BT131a | |
| BT211a | Sports Tui Na and Traumatology | 2 | 45 | BT130, BT230 | |
| | Floor Thai Massage 1 | | | | |
| | Advanced Floor Thai Massage | 2 | 45 | BT141a | |
| BT142 | Table Thai Massage 1 | | | | |
| BT143 | Advanced Table Thai Massage | | | | |
| BT214a | Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders | 2 | 45 | BT130, BT230 | |
| BT215a | Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders | 2 | 45 | BT130, BT230 | |
| BT216a | Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders | 2 | 45 | BT130, BT230 | |
| BT217a | Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies | 2 | 45 | BT130, BT230 | |
| HM221 | Aromatherapy** | 2 | 30 | | |
| WS204 | Biological Aspects of Physics ^T | | | | |
| CL211 | Clinical Counseling 1 ^T | | | | |
| WS202 | Medical Terminology ^T | | | | |
| BIO101 | General Biology* | | | | |
| CHEM 101 | General Chemistry* | | | | |
| PSY101 | General Psychology* | | | | |

T - Indicates transfer is awarded for this course in the master or doctorate degree program

FC - Indicates financial credit is awarded toward for this course in the master or doctorate degree program

***** - Indicates these are co-requisite courses to the DACM program (General Biology transfers into the MSTOM program)

Massage Therapist Certificate (Asian Bodywork)

Students in the Massage Therapist Certificate (Asian Bodywork) program must complete a minimum of 33.5 units. An approved four-hour CPR course is also required.

Hybrid Option: Indicates student may choose a section of the course that is fully “on ground”, that is, in the classroom, or one that is partially taught on-ground, and partially on-line. Online Option:

Indicates student choice of a course that is offered fully on ground, or offered fully on-line.

SD MTH/AB

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | DE |
|--|---|-----------|--------------|-----------------------------|----|
| OM101 | Oriental Medicine Theory and Points for Body Therapists ^{FC} | 3 | 45 | | |
| WS111 | GE3: Anatomy and Physiology 1 ^{FC} | 2.5 | 45 | | X |
| BT130 | Tui Na Hand Techniques ^T | 1.5 | 30 | | |
| BT230 | Tui Na Structural Techniques ^T | 1.5 | 30 | | |
| BT100 | Circulatory/Swedish Massage 1 | 2 | 45 | | |
| BU101a | Public Safety, Business and Ethics | 1.5 | 22.5 | | X |
| CF0.00 | CPR (four hours required) | | | | |
| Total Units/Hours: | | 12 | 217.5 | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | DE |
| CL201a | Introduction to Body Therapy Clinic | 1.5 | 30 | BT100, BU101a | |
| WS212 | GE3: Anatomy and Physiology 2 ^{FC} | 3 | 45 | WS111 | X |
| BT146 | Thai Massage | 2 | 45 | | |
| BT124 | Tai Ji/Qi Gong ^T | 1.5 | 30 | | |
| BT201a | Deep Tissue Techniques | 2 | 45 | BT130, BT230 | |
| | Elective | 2 | 37.5 | | |
| Total Units/Hours: | | 12 | 232.5 | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | DE |
| CL221 | Clinical Practice Shift | 2 | 60 | BT100, CL201a, BU101a | |
| WS231 | Biomedical Pathology for Massage Therapists ^{FC} | 3 | 45 | WS212 | |
| BU213 | Practice Management for Massage Therapists ^{FC} | 2 | 45 | BU101a | |
| BT200 | Advanced Massage Modalities | 2.5 | 45 | BT100 | |
| BT251a | Introduction to Kinesiology | 2.5 | 45 | | |
| Total Units/Hours: | | 12 | 240 | | |
| Total for MTH/AB Certificate: | | 36 | 690 | | |
| <p><i>X – Classes with an “X” in the DE column mean that any or all of the course may be online in a distance education format. Additionally, potential DE courses are not limited to the courses with the “X,” instead the “X” indicates those courses running with a DE component as of Spring 2012.</i></p> | | | | | |

T - Indicates transfer is awarded for this course in the master or doctorate degree program

FC - Indicates financial credit is awarded toward for this course in the master or doctorate degree program

SAN DIEGO TUITION AND FEES

DACM, MSTOM, and Massage Programs Only (Charts for Post-graduate DAOM and DACM/Dac Transition Programs follow)

Effective September 1, 2017

| | |
|---|------------------------------------|
| Cost Per Course Hour (Didactic and Lab Hours) (15:1) | \$20.30 |
| Clinical Hours (30:1)..... | \$16.25 |
| Public Education Hours | \$20.30 |
| Non-Credit, Remedial Hours..... | \$20.30 |
| Independent Study (if available) per hour of the regular course..... | \$39.40 |
| Audit Fee (Pacific College students repeating successfully completed course) | \$100 |
| Audit of clinical shift | 50% of clinical shift tuition rate |
| Programs with Elective Courses (electives that are additional to the number the program requires) | \$100 discount per course |

Total Tuition per Program

| | |
|---------------------------------------|----------|
| DACM..... | \$67,208 |
| DACM/Dac Alumni Completion Path..... | \$6,525 |
| MSTOM | \$63,493 |
| Associate of Science..... | \$23,051 |
| Associate of Applied Science | \$23,722 |
| Massage Therapist/Asian Bodywork..... | \$13,764 |

**The college pays approximately \$400 of fees/expenses for certification, for those who complete the massage therapist program requirements. The college will pay \$200, for master's degree students who complete the massage therapist program requirements. For the associate's programs, the cost may vary slightly depending on elective course selection. None of the above tuition amounts include fees, CPR, books or supplies.*

Books and Supplies*

| | |
|--|---------|
| DACM..... | \$5,000 |
| MSTOM | \$4,900 |
| Associate of Science..... | \$1,280 |
| Associate of Applied Science | \$1,350 |
| Massage Therapist/Asian Bodywork | \$790 |

**The cost for textbooks and supplies is approximate, based on current requirements and prices.*

Class Supply Fees

| | |
|--|------|
| Advanced Massage Modalities | \$30 |
| Aromatherapy Supply Fee | \$15 |
| Floor Massage Classes (Sheets) (e.g. Thai 1, Shiatsu 1, Stretching & Traction, Advanced Thai Massage, Advanced Shiatsu)..... | \$10 |
| General Biology | \$20 |
| Introduction to Herbology..... | \$25 |
| Herbology 1 | \$63 |
| Herbology 2 | \$61 |
| Herbology 3 | \$68 |

Other Fees

| | |
|---|------|
| Application Fee (not refundable)(fee waived for all US Veterans)..... | \$50 |
|---|------|

| | |
|--|---|
| Advanced Transfer Assessment Fee (Acupuncture college transfer student who attended 1+ years elsewhere; credited to student account after add/drop period; not refundable if applicant does not enroll) | \$100 |
| Financial Credit, per hour awarded | \$5 |
| Re-Application Fee (not refundable) | \$50 |
| Clinic Shift Change Fee (for clinic shift changes after the 12 th week of each semester.) | \$25 |
| I-20 Fee (collected from international applicant deposit, when student doesn't enroll at PCOM) | \$100 |
| International Student Service Fee (for non-education-related services) | \$64/hr |
| Administrative Fee, per term (not refundable) | \$30 |
| Math Readiness Test..... | No charge at time of publication |
| Math Preparation Class (1.5 units) | 1/2 current tuition rate |
| ENG 101 (English Composition 1): Access code to Pearson online content | \$15 |
| COM201 (Business and Professional Communications): Access code to Pearson online content.. | \$15 |
| International Applicant Deposit | \$3,000 |
| Administrative Fee/Late Registration (not refundable) | \$25 |
| Student ID Card/Replacement (not refundable after issued)..... | \$15 |
| Student Council Fee, per term (not refundable after the drop/add period)..... | \$10 |
| Drop Fee (no charge through the first week of each term) per transaction, not per course | \$10 |
| CPR/First Aid Certifications (required while in clinical courses) (paid to provider) | approx. \$100 |
| <i>Please Note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.</i> | |
| Returned Checks | \$25 plus late tuition fee, if applicable |
| Certified Copy of Documents (PCOM student) | \$15 |
| Copy of Document Fee (non-PCOM student) | \$30 |
| Duplicates of Diplomas/Certificates | \$25 |
| Intercampus Transfer Fee (non-refundable) | \$100 |
| Documentation fee for licensure and/or certification (non refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ)..... | other states: \$20/hour |
| Documentation/Massage Program Fees | |
| National Exam paperwork..... | \$25 |
| Transcripts | \$5 |
| Late Tuition Fees (maximum \$50 per month) | \$25 |
| <i>For library late fees, see library brochure.</i> | |
| Tuition Payment Plan Fee..... | \$25 |
| Malpractice Insurance Per Term (not refundable after term drop/add period) | |
| Clinical Observers, Assistants, Associate Interns and Senior Interns..... | \$70 |
| Massage students, per term (includes coverage in the clinic and in the classroom)..... | \$20 |
| Student Tuition Recovery Fund Fees (STRF) | \$.50 per \$1,000 (or fraction of \$1000) |
| <i>*Collected for State of California (not refundable after the Drop/Add period). See the catalog for a full explanation of the STRF fee.</i> | |
| Comprehensive Exam Fees (not refundable once exam taken) | |
| First Time Fee for Comprehensive Exams | \$50 |
| Late Petition Fee (late fees are waived for students in a Remedial Course Plan (RCP) term.) | \$25 |
| Retake Fees* for Failed Comprehensive Exams (per exam administration, during regularly scheduled comps) | |
| Practical, per section..... | \$50 |

Written, per section.....\$30

**Comprehensive Exam retake fees are capped at \$50, including practical and written sections.*

Specially Scheduled* Comprehensive Exam

Practical Exam\$150

Written Exam\$95

Specially Scheduled* Comprehensive Retake Exam

Practical, per section\$100

Written, per section\$60

Make-ups* of Final or Midterm Examinations

Written\$50

Practical\$75

Combined Written and Practical\$110

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

Challenge Examination (per course)\$110

CALE Exam Preparation Class\$300

Please Note:

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

SAN DIEGO POST-GRADUATE DAOM TUITION AND FEES

Effective September 1, 2017

| | |
|--|----------------|
| Academic unit | \$350 |
| Clinical unit..... | \$700 |
| Independent Study (max 12 units) | \$700 |
| 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 (not refundable) (fee waived for all US Veterans) | \$100 |
| Financial Credit, per hour awarded | \$5 |
| Doctorate tuition refundable deposit | \$500 |
| Total Tuition* | \$29,925 |

*Monthly payments may be arranged. Financial assistance is available. Prices are subject to change.

| | |
|---|--|
| Approximate cost of books and supplies..... | \$2800 |
| Late tuition fee | \$25, plus \$25 after 14 days, if still late |

Per Term Fees

| | |
|--|------|
| Administrative fee (non-refundable)..... | \$30 |
| Student council fee | \$10 |
| Malpractice | \$70 |

Exam Fees

Make up of final or midterm exams:

| | |
|----------------------|-------|
| Written | \$50 |
| Practical | \$75 |
| Challenge exam | \$150 |

Other Fees

| | |
|--|-------------------------------------|
| Student ID card | \$15 |
| Tuition payment plan fee | \$25 |
| Administrative fee/late registration | \$25 |
| Returned check | \$25, plus any applicable late fees |
| Drop Fee (no charge, first weekend only) per transaction, not per course | \$10 |
| Copy of documents | \$15 |
| Duplicate diploma..... | \$25 |
| Transcripts..... | \$5 |

For library late fees, see library brochure.

Please Note:

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

SAN DIEGO TRANSITIONAL DACM/DAC

Effective September 1, 2017

Tuition

Transitional DACM/DAC*\$9,570 (\$435 per unit)

Books and Supplies

Transitional DACM/DAC..... approximately \$250

Other Fees

Application Fee (not refundable) (fee waived for all US Veterans).....\$100

Administrative Fee, per term (not refundable)\$30

Administrative Fee/Late Registration (not refundable)\$25

Student Council Fee, per term (not refundable after add/drop period)\$10

Drop Fee (no charge through the first week of each term) per transaction, not per course\$10

Request for CEU Certificate (per course).....\$25

Returned Checks..... \$25 plus late tuition fee, if applicable

Certified Copy of Documents (PCOM student)\$15

Duplicates of Diplomas/Certificates.....\$25

Transcripts..... \$5

Late Tuition Fees (maximum \$50 per month)\$25

Tuition Payment Plan Fee.....\$25

For library late fees, see library brochure.

Challenge Examination, per course.....\$135

Students may defer current Title IV loans while in the program.

PLEASE NOTE:

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

NEW YORK CAMPUS

NEW YORK MODEL CURRICULUM CHARTS

Master of Science of Traditional Oriental Medicine (MSTOM)

Students in the Master of Science of Traditional Oriental Medicine program must complete a minimum of 178.5 units. An approved eight-hour CPR/First Aid course is also required. Specialty electives are typically three units but may vary by +/- one unit, depending on choice of elective.

NY MSTOM

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------|---|--------------|------------|------------------------------------|--------------------------------|----------|--------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | | | 1 2 |
| CL211 | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.50 | 37.5 | | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | | WS521 | | 1 2 |
| WS202 | Medical Terminology | 1.50 | 22.5 | | | | 1 2 |
| BIO101 | General Biology | 2.50 | 45 | | | | 1 2 |
| | Total Units/Hours: | 18.00 | 315 | | | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | BT130 | | | 1 2 |
| CL501 | Introduction to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| HB514 | Herbology 1 | 2.00 | 30 | HB501 | | | Herb Comp 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 18.00 | 315 | | | | |

| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|---------------------------|--------------------------------------|--------------|--------------|---|----------|----------|--------------|
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen Chem. | | | 1 2 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| HB515 | Herbology 2 | 2.00 | 30 | HB501, OM512 | | | Herb Comp 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | HB514, AC511a, AC505a, CL532 | | | 2 |
| Total Units/Hours: | | 17.00 | 300 | <i>First Comprehensive Exam (except Herbology exams)</i> | | | |
| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| HB516 | Herbology 3 | 3.00 | 45 | HB501, OM513 | | | Herb Comp 2 |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 16.75 | 285 | <i>First Comprehensive Exam (Herbology exams only)</i> | | | |
| TERM 6 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM651 | Diagnosis & Treatment of Disease 1 | 3.00 | 45 | OM514, HB516 | | 1 | 2 |
| HB621 | Herbology 4 | 3.00 | 45 | HB516 | | 1 | Herb Comp 2 |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a, | | 1 | 2 |
| WS632 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | CL533, AC512a | CL502 | 1 | 2 |
| Total Units/Hours: | | 17.75 | 322.5 | | | | |
| TERM 7 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM652 | Diagnosis & Treatment of Disease 2 | 3.00 | 45 | OM651 | | 1 | 2 |
| HB622 | Herbology 5 | 3.00 | 45 | HB621 | | 1 | Herb Comp 2 |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | HB501, WS207 | | | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | 2 |
| CL503 | Associate Internship Grand Rounds | 1.00 | 15 | CL502 | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | CL503 | 1 | 2 |
| Total Units/Hours: | | 14.00 | 240 | <i>Second Comprehensive Exam (except Herbology exams)</i> | | | |

| TERM 8 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|---|-------------------------------------|--------------|---------------|--|-----------|----------|--------------|
| OM653 | Diagnosis & Treatment of Disease 3 | 3.00 | 45 | OM651 | | 1 | |
| HB623 | Herbology 6 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a, | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| CL612a | Clinical Counseling 2 | 1.50 | 30 | CL541 | | 1 | |
| CL543 | Associate Internship 3 | 2.00 | 60 | CL542 | | 1 | |
| | Total Units/Hours: | 17.00 | 315 | | | | |
| <i>Second Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| TERM 9 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM704 | Diagnosis & Treatment of Disease 4 | 3.00 | 45 | OM651 | | 1 | |
| HB631 | Chinese Herbs & Internal Medicine 1 | 3.00 | 45 | HB623 | | 1,2 | |
| HB642 | Shang Han Lun/Wen Bing | 3.00 | 45 | HB623 | | 1,2 | |
| OM643 | Licensure Exam Prep Course | 1.00 | 15 | | | 1,2 | |
| CL651 | Senior Internship 1 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| | Total Units/Hours: | 16.00 | 330 | | | | |
| TERM 10 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM705 | Diagnosis & Treatment of Disease 5 | 3.00 | 45 | OM651 | | 1,2 | |
| HB632 | Chinese Herbs & Internal Medicine 2 | 3.00 | 45 | HB631 | | 1,2 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| CL654 | Senior Internship 4 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 15 | 315 | | | | |
| TERM 11 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| SE | Specialty Elective | 1.00 | 15 | | | | |
| WS830 | Preventive Medicine & Public Health | 2.00 | 30 | | | | |
| HB633 | Chinese Herbs & Internal Medicine 3 | 3.00 | 45 | HB631 | | 1,2 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| CL657 | Senior Internship 7 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL658 | Senior Internship 8 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL659 | Senior Internship 9 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 14.00 | 300 | | | | |
| Total Program Units/Hours | | 178.5 | 3307.5 | | | | |

Master of Science in Acupuncture (MSAc)

Students in the Master of Science in Acupuncture program must complete a minimum of 133.5 units. An approved eight-hour CPR/First Aid course is also required.

NY MSAc

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------|--|--------------|--------------|--|--------------------------------------|-------------|-----------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | | | 1 2 |
| CL211a | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.50 | 37.5 | | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | | WS521 | | 1 2 |
| BIO101 | General Biology | 2.50 | 45 | | | | 1 2 |
| | Total Units/Hours: | 16.5 | 292.5 | | | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Chinese Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | BT130 | | | 1 2 |
| CL501 | Intro to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511, CL501 | CL501 ok, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 16.00 | 285 | | | | |
| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen.Chem. | | | 1 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | AC511a, AC505a, CL532 | | | 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| | <i>First Comprehensive Exam</i> | | | | | | |

| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------------------------------|--|--------------|--------------|--------------------------|---|-------------|-----------------|
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | AC512a | CL503 | 1 | 2 |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | WS207, HB501 | | | |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 17.25 | 322.5 | | | | |
| TERM 6 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM613 | Acupuncture Therapeutics 1 | 3.00 | 45 | OM514 | | 1 | 2 |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | AC602L | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a | AC602 | 1 | 2 |
| WS632 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL503 | Associate Intern Grand Rounds | 1.00 | 15 | CL502 | | | |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | | 1 | 2 |
| Total Units/Hours: | | 14.75 | 277.5 | | | | |
| <i>Second Comprehensive Exam</i> | | | | | | | |
| TERM 7 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM614 | Acupuncture Therapeutics 2 | 3.00 | 45 | OM613 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a, | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS653 | | 1 | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS653 | | 1 | |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| CL651 | Senior Internship 1 | 2.00 | 60 | CL542 | 1 of: [OM614 OM615, OM616] AC613a WS652a | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | CL542 | 1 of: [OM614 OM615, OM616] AC613a WS652a | 1,2 | |
| Total Units/Hours: | | 16.00 | 322.5 | | | | |
| TERM 8 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM615 | Acupuncture Therapeutics 3 | 3.00 | 45 | OM613 | | 1 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| OM643 | Exam Review Preparatory Course | 1.00 | 15 | | | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | CL542, AC613a, WS652a | 1 of: [OM614 OM615, OM616] | 1,2 | |

| | | | | | | |
|---------------------------|---------------------|--------------|------------|--------------------------|-------------------------------------|-----|
| CL654 | Senior Internship 4 | 2.00 | 60 | CL542, AC613a, WS652a | 1 of: [OM614 OM615, OM616] | 1,2 |
| Total Units/Hours: | | 14.00 | 270 | | | |

| TERM 9 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------------------------------|------------------------------|---------------|--------------|--------|--|-------------|-----------------|
| OM616 | Acupuncture Therapeutics 4 | 3.00 | 45 | OM613 | | 1 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL653 | 1 of: [OM614 OM615, OM616] | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL653 | CL655, 1 of: [OM614 OM615, OM616] | 1,2 | |
| Total Units/Hours: | | 9.00 | 195 | | | | |
| Total Program Units/Hours | | 133.50 | 2,505 | | | | |

Bachelor of Science in Nursing (Holistic Nursing) Model Curriculum (Full-Time)

Students in the Bachelor of Science (Holistic Nursing) program must complete a minimum of 60 units. An approved eight-hour CPR/First Aid course is also required. In place of the 3 credits of suggested elective, students have the option of taking 1-3 credits of Capstone Projects.

NY BSN FULL-TIME

| YEAR 1 | | | | | |
|------------|--|-----------|-------------|--------|--------|
| SEMESTER 1 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR |
| NR300e | Theoretical Foundations of Holistic Nursing | 3 | 45 | | |
| NR302e | The Nurse as Facilitator of Healing II: Modalities | 3 | 60 | | |
| WS451e | Pharmacology | 2 | 30 | | |
| WS331e | Pathophysiology 1 | 3 | 45 | | |
| Elective | Elective from Approved List | 3 | 45 | | |
| | Total Units/Hours: | 14 | 225 | | |
| SEMESTER 2 | COURSE | UNITS | CRED HRS | | |
| NR301e | The Nurse as Facilitator of Healing 1: Role | 4.5 | 120 | | |
| NR402e | Leadership in the Delivery of Healthcare | 6 | 150 | | |
| MA310e | Research Statistics | 3 | 45 | | |
| WS352e | Health Assessment | 2.5 | 45 | | |
| | Total Units/Hours: | 16 | 360 | | |
| SEMESTER 3 | COURSE | UNITS | CRED HRS | | |
| NR304e | Research in Nursing | 3 | 45 | | |
| NR400e | Issues and Trends in Professional Nursing and Healthcare | 3 | 45 | | |
| WS353e | Psychoneuroimmunology | 3 | 45 | | |
| Elective | Elective from Approved List | 3 | 45 | | |
| Elective | Elective from Approved List | 3 | 45 | | |
| | Total Units/Hours: | 15 | 225 | | |
| YEAR 2 | | | | | |
| SEMESTER 4 | COURSE | UNITS | CRED HRS | | |
| NR4011e | Community Health: Nursing/Population Focused Healthcare | 6 | 150 | | |
| Elective | Elective from Approved List | 3 | 45 | | |
| Elective | Elective from Approved List | 3 | 45 | | |
| Elective | Elective from Approved List | 3 | 45 | | |
| | Total Units/Hours: | 15 | 285 | | |
| | Program Total: | 60 | 1095 | | |

| SAMPLE ELECTIVES | | | |
|------------------|--|-----|----|
| RES101 | Information Literacy | 2 | 30 |
| WS204 | Biological Aspects of Physics | 2.5 | 45 |
| WS207 | Survey of Biochemical Principles | 2 | 30 |
| BT124 | TaiJi/QiGong | 1.5 | 30 |
| NR440e | Medical Spanish for Healthcare Providers | 3 | 45 |
| NR433e | Cultural Paradigms | 3 | 45 |

| | | | |
|-------|---|-----|----|
| OM501 | Philosophical Foundations of Chinese Medicine | 3 | 45 |
| BT130 | Tui Na Hand Techniques | 1.5 | 30 |
| BT230 | Tui Na Structural Techniques | 1.5 | 30 |
| WS232 | Pathology East/West | 3 | 42 |
| OM511 | Fundamentals of Chinese Medicine 1 | 3 | 45 |
| SE602 | Emotional and Spiritual Healing | 3 | 45 |

Bachelor of Science in Nursing (Holistic Nursing) Model Curriculum (Part-Time)

NY BSN PART-TIME

| YEAR 1 | | | |
|------------|--|------------|-------------|
| SEMESTER 1 | COURSE | UNITS | CRED HRS |
| NR300e | Theoretical Foundations of Holistic Nursing | 3 | 45 |
| WS331e | Pathophysiology I | 3 | 45 |
| | Total Units/Hours: | 6 | 90 |
| SEMESTER 2 | COURSE | UNITS | CRED HRS |
| NR301e | The Nurse as Facilitator of Healing I: Role (Plus 3-Day Retreat) | 4.5 | 120 |
| MA310e | Research Statistics | 3 | 45 |
| | Total Units/Hours: | 7.5 | 165 |
| SEMESTER 3 | COURSE | UNITS | CRED HRS |
| NR304e | Research in Nursing | 3 | 45 |
| WS353e | Psychoneuroimmunology | 3 | 45 |
| | Total Units/Hours: | 6 | 90 |
| YEAR 2 | | | |
| SEMESTER 4 | COURSE | UNITS | CRED HRS |
| NR302e | The Nurse as Facilitator of Healing II: Modalities | 3 | 60 |
| WS451e | Pharmacology | 2 | 30 |
| | Total Units/Hours: | 5 | 90 |
| SEMESTER 5 | COURSE | UNITS | CRED HRS |
| WS352e | Health Assessment/Physical Exam | 2.5 | 45 |
| Elective | Elective from Approved List | 3 | 45 |
| | Total Units/Hours: | 5.5 | 90 |
| SEMESTER 6 | COURSE | UNITS | CRED HRS |
| NR400e | Issues and Trends in Professional Nursing and Healthcare | 3 | 45 |
| Elective | Elective from Approved List | 3 | 45 |
| | Total Units/Hours: | 6 | 90 |
| YEAR 3 | | | |
| SEMESTER 7 | COURSE | UNITS | CRED HRS |
| NR401e | Community Health: Nursing/Population Focused Healthcare | 6 | 150 |
| Elective | Elective from Approved List | 3 | 45 |
| | Total Units/Hours: | 9 | 195 |
| SEMESTER 8 | COURSE | UNITS | CRED HRS |
| NR402e | Leadership in the Delivery of Healthcare | 6 | 150 |
| Elective | Elective from Approved List | 3 | 45 |
| | Total Units/Hours: | 9 | 195 |
| SEMESTER 9 | COURSE | UNITS | CRED HRS |
| Elective | Elective from Approved List | 3 | 45 |
| Elective | Elective from Approved List | 3 | 45 |
| | Total Units/Hours: | 6 | 90 |
| | Program Total: | 60 | 1095 |

Post-Baccalaureate Certificate Program in Holistic Nursing (New York)

NY Nursing Cert

| CODE | COURSE | UNITS | CRED HRS |
|---------|--|-------------|------------|
| NR500ce | Perspectives of Holistic Nursing | 4.5 | 120 |
| NR501ce | The Nurse as Facilitator of Healing II: Modalities | 3.0 | 60 |
| CL520ce | Clinical Practicum | 2.0 | 90 |
| SE681ce | Psychoneuroimmunology | 3.0 | 45 |
| | Program Total: | 12.5 | 315 |

Associate of Occupational Studies (Massage Therapies)

Students in the Associate of Occupational Studies program must complete a minimum of 65.5 units. An approved CPR course is also required.

NY AOS

| TERM 1 | COURSE | UNITS | HOURS ⁺ | CRED HRS | PREREQ | CONCUR |
|--------|---|-------------|--------------------|--------------|--|-------------------------|
| WS111 | Anatomy and Physiology 1: Bones and Muscles | 2.5 | 42 | 45 | | |
| OM121 | East/West Physiology 1 | 3 | 42 | 45 | | |
| BT130* | Tui Na Hand Techniques | 1.5 | 28 | 30 | | WS111, BU102 |
| OM102 | Philosophy and History of Asian Medicine | 3 | 42 | 45 | | |
| BU102 | Public Safety and Counseling | 2.5 | 35 | 37.5 | | |
| BT180* | Western Massage 1 | 2.5 | 42 | 45 | | WS111, BU102 |
| CF0.00 | CPR/First Aid | | | | | |
| | Total Units/Hours: | 15 | 231 | 247.5 | | |
| TERM 2 | COURSE | UNITS | HOURS ⁺ | CRED HRS | PREREQ | CONCUR |
| WS212 | Anatomy and Physiology 2: Function of Organ Systems | 3 | 42 | 45 | WS111 | |
| OM222 | East/West Physiology 2 | 3 | 42 | 45 | OM121 | OM102 |
| BT122a | Qi Gong 1 | 1 | 21 | 22.5 | | |
| AC101a | Acupoints for Massage Therapists | 2.5 | 42 | 45 | WS111, OM121 | OM102 |
| BT271a | Myology for Postural Alignment | 2 | 42 | 45 | WS111 | WS212 |
| BT280 | Western Massage 2 | 2 | 42 | 45 | BT180, BU102, WS111 | WS212, BT271a |
| | Total Units/Hours: | 13.5 | 231 | 247.5 | | |
| TERM 3 | COURSE | UNITS | HOURS ⁺ | CRED HRS | PREREQ | CONCUR |
| WS213 | Anatomy and Physiology 3: Neuroanatomy | 3 | 42 | 45 | WS212 | |
| WS232 | East/West Pathology | 3 | 42 | 45 | OM222, OM102 | |
| WS240a | Orthopedic Assessment | 1.5 | 35 | 37.5 | BT271a, WS212 | WS213 |
| CL226* | Massage Practicum 1 | 2 | 60 | 60 | BT180, BT271a, OM121, WS111, BU102 | AC101a, WS212 |
| BT230* | Tui Na Structural Techniques | 1.5 | 28 | 30 | BT130, BU102 | AC101a |
| BT251a | Introduction to Kinesiology | 2.5 | 42 | 45 | BT271a, WS212 | BT271a, WS213 |
| | Total Units/Hours: | 13.5 | 249 | 262.5 | | |
| TERM 4 | COURSE | UNITS | HOURS ⁺ | CRED HRS | PREREQ | CONCUR |
| WS233 | Orthopedic Sports Pathology | 3 | 42 | 45 | WS212 | WS213, WS240a, BT283 |
| BT123 | Tai Ji 1 | 1.5 | 28 | 30 | | |
| WS231 | Biomedical Pathology for Massage Therapists | 3 | 42 | 45 | WS213 | |
| BT281* | Western Massage 3 | 2 | 42 | 45 | BT271a, WS212, BT280, BU102 | |
| HM222 | Essential Oils for Massage Therapists | 3 | 42 | 45 | WS211, BU102 | |
| CL227* | Massage Practicum 2 | 2 | 60 | 60 | AC101a, BT180 BT271a, CL226, BU102 | WS213 |
| | Total Units/Hours: | 14.5 | 256 | 270 | | |

| TERM 5 | COURSE | UNITS | HOURS ⁺ | CRED HRS | PREREQ | CONCUR |
|--|--|-------------|--------------------|---------------|-----------------------------------|--------|
| * | Specialty Elective | 2.5 | 42 | 45 | BT281, WS231, CL227 | |
| BU211 | Business Fundamentals for Massage Therapists | 3 | 42 | 45 | CL227, BT283 | |
| BT209* | Integrated East/West Massage | 1.5 | 28 | 30 | WS213, BU102, BT283, BT212, CL227 | WS233 |
| CL228* | Massage Practicum 3 | 2 | 60 | 60 | BT281, CL227, BT212, BU102, WS213 | |
| Total Units/Hours: | | 9 | 172 | 180 | | |
| Program Total: | | 65.5 | 1139 | 1207.5 | | |
| *DENOTES PRACTICAL CLASS WITH 100% ATTENDANCE POLICY | | | | | | |
| +For purposes of verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ration instead of the normal academic 15:1 ratio. | | | | | | |

Specialty Elective Course Options could include (offered on a rotating basis):

Starting in Fall 2017, two specialty electives from the following list will be offered each term. Students will be able to enroll in one specialty elective. The options that are offered for the term will be based on student interest and faculty availability for scheduling.

- BT282 Prenatal Massage Therapy
- BT200 Advanced Massage Modalities
- BT283 Advanced Sports and Orthopedic Massage
- BT213a Tui Na Treatment of Disharmonies
- BT240 Advanced Shiatsu
- BT231 Introduction to Ayurvedic Massage
- BT245 Advanced Thai Massage
- WS525.L1 Anatomy & Physiology 1 Lab (1.0 units/28 hours/30 credit hours)

Advanced Certificate in Chinese Herbology (New York)

Students in the Advanced Certificate in Chinese Herbology program must complete a minimum of 40 units.

NY HERB CERT

| YEAR 1 | | | | |
|----------------------------|---------------------------------------|-----------|------------|-------------------------|
| SEMESTER 1 | COURSE | UNITS | CRED HRS | PREREQ |
| HB 501 | Introduction to Herbology | 2 | 30 | |
| HB514 | Herbology 1 | 2 | 30 | |
| CL521 | Herbology Clinic Observation | 2 | 60 | |
| Total Units/Hours: | | 6 | 120 | |
| SEMESTER 2 | COURSE | UNITS | CRED HRS | PREREQ |
| HB515 | Herbology 2 | 2 | 30 | HB514 |
| HB516 | Herbology 3 | 3 | 45 | HB514 |
| CL530 | Herbology Clinic Preceptorship** | 2 | 60 | HB514, concur. HB516 |
| Total Units/Hours: | | 7 | 135 | |
| Level 1 Comprehensive Exam | | | | |
| SEMESTER 3 | COURSE | UNITS | CRED HRS | PREREQ |
| HB621 | Herbology 4 | 3 | 45 | HB516 |
| HB622 | Herbology 5 | 3 | 45 | HB516 |
| Total Units/Hours: | | 6 | 90 | |
| SEMESTER 4 | COURSE | UNITS | CRED HRS | PREREQ |
| HB642 | Shang Han Lun/Wen Bing | 3 | 45 | HB621 |
| HB623 | Herbology 6 | 3 | 45 | HB621 |
| Total Units/Hours: | | 6 | 90 | |
| Level 2 Comprehensive Exam | | | | |
| SEMESTER 5 | COURSE | UNITS | CRED HRS | PREREQ |
| HB631 | Chinese Herbs and Internal Medicine 1 | 3 | 45 | HB623 |
| HB632 | Chinese Herbs and Internal Medicine 2 | 3 | 45 | HB623 |
| CL540 | Herbology Clinic Internship 1 | 2 | 60 | HB621,CL530 |
| Total Units/Hours: | | 8 | 150 | |
| SEMESTER 6 | COURSE | UNITS | CRED HRS | PREREQ |
| HB633 | Chinese Herbs and Internal Medicine 3 | 3 | 45 | HB631 |
| CL650 | Herbology Clinic Internship 2 | 2 | 60 | HB631 |
| CL660 | Herbology Clinic Internship 3 | 2 | 60 | HB631 |
| Total Units/Hours: | | 7 | 165 | |
| Program Total: | | 40 | 750 | |

NEW YORK TUITION AND FEES

(All programs except bachelor's degree program, which follows this chart.)

Effective September 1, 2017

| | |
|---|------------------------------------|
| Cost Per Course Hour (Didactic and Lab Hours) (15:1) | \$27.75 |
| Clinical Hours (30:1)..... | \$22.30 |
| Lutheran Labor and Delivery Clinic Shifts | \$27.75 |
| Public Education Hours | \$27.75 |
| Non-Credit, Remedial Hours..... | \$27.75 |
| Independent Study (if available) per hour of the regular course..... | \$53.90 |
| Audit Fee (Pacific College students repeating successfully completed course) | \$100 |
| Audit of clinical shift | 50% of clinical shift tuition rate |
| Programs with Elective Courses (Electives that are additional to the number the program requires) | \$100 discount per course |

Total Tuition per Program

| | |
|---|-----------|
| MSTOM | \$86,878 |
| MSAc..... | \$65,917 |
| Associate of Occupational Studies..... | \$32,527* |
| Advanced Certificate in Chinese Herbology | \$19,178 |

**For students who successfully complete the AOS program, the college provides a professional resources and supplies certificate (\$400 value) subsequent to receiving their state massage license or national equivalent that allows them to practice.*

Books and Supplies*

| | |
|---|---------|
| MSTOM | \$4,900 |
| MSAc..... | \$2,250 |
| Associate of Occupational Studies | \$1,350 |
| Herbal Certificate | \$1,093 |

**The cost for textbooks and supplies is approximate, based on current requirements and prices.*

Class Supply Fees

| | |
|--------------------------------|--------------|
| Introduction to Herbology..... | \$25 |
| Herbology 1 | \$63 |
| Herbology 2 | \$61 |
| Herbology 3 | \$68 |
| Clinic Supply Fee | \$5 per term |

Additional class supplies may be required by the faculty member and may be purchased in the bookstore.

Other Fees

| | |
|---|---------|
| Application Fee (not refundable) (Fee waived for all US Veterans)..... | \$50 |
| Advanced Transfer Assessment Fee (Acupuncture college transfer student who attended 1+ years elsewhere; credited to student account after add/drop period; not refundable if applicant does not enroll) | \$100 |
| Financial Credit, per hour awarded | \$5 |
| Re-Application Fee (not refundable) | \$50 |
| Clinic Shift Change Fee (for clinic shift changes after the 12th week of each semester.) | \$25 |
| I-20 Fee (collected from international applicant deposit, when student doesn't enroll at PCOM) | \$100 |
| International Student Service Fee (for non-education-related services) | \$64/hr |

| | |
|--|-------------------------|
| Administrative Fee, per term (not refundable) | \$30 |
| International Applicant Deposit | \$3,000 |
| Administrative Fee/Late Registration (not refundable) | \$25 |
| Student ID Card/Replacement (not refundable after issued)..... | \$15 |
| Student Council Fee, per term (not refundable after the drop/add period)..... | \$10 |
| Drop Fee (no charge through the first week of each term) per transaction, not per course | \$10 |
| CPR/First Aid Certifications (required while in clinical courses) (paid to provider) | approx. \$100 |
| <i>Please Note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.</i> | |
| Returned Checks | \$25 |
| Certified Copy of Documents (PCOM student) | \$15 |
| Copy of Document Fee (non-PCOM student) | \$30 |
| Duplicates of Diplomas/Certificates | \$25 |
| Intercampus Transfer Fee (non-refundable) | \$100 |
| Documentation fee for licensure and/or certification (non refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ)..... | other states: \$20/hour |
| Documentation/Massage Program Fees | |
| Transcripts | \$5 |
| Other Tuition Fees | |
| Late Tuition Fees (maximum \$50 per month) | \$25 |
| Tuition Payment Plan Fee..... | \$25 |
| <i>For library late fees, see library brochure.</i> | |
| Malpractice Insurance Per Term (not refundable after term drop/add period) | |
| Clinical Observers, Assistants, Associate Interns, Senior Interns..... | \$70 |
| Massage Students, per term (includes coverage in the clinic and in the classroom) | \$20 |
| Comprehensive Exam Fees (not refundable once exam taken) | |
| First Time Fee for Comprehensive Exams | \$50 |
| Late Petition Fee (late fees are waived for students in a Remedial Course Plan (RCP) term.) | \$25 |
| Retake Fees* for Failed Comprehensive Exam (per exam administration, during regularly scheduled comps) | |
| Practical, per section..... | \$50 |
| Written, per section..... | \$30 |
| <i>*Comprehensive Exam retake fees are capped at \$50, including practical and written sections.</i> | |
| Specially Scheduled* Comprehensive Exam | |
| Practical Exam | \$150 |
| Written Exam | \$95 |
| Specially Scheduled* Comprehensive Retake Exam | |
| Practical, per section | \$100 |
| Written, per section | \$60 |
| Make-ups* of Final or Midterm Examinations | |
| Written | \$50 |
| Practical | \$75 |
| Combined Written and Practical | \$110 |

**Specially scheduled and make-up exams may only be scheduled for verifiable "extenuating circumstances". Extenuating circumstances are typically limited to serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, unavoidable, verified religious holiday observance, employer-*

documented, verifiable work-related events and study-abroad trips (with at least one month of advanced notice).

Challenge Examination, per course.....\$110

Exam Review Preparatory Class\$100

Make-up fee for missed Clinical Skills Development 1, 2, or 3 hours and other massage practical classes in AOS program..... \$95 per hour missed

Please note:

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

NEW YORK BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING) TUITION AND FEES

| | |
|--|------------------------------------|
| Cost Per Course Hour (Non-NR-code Didactic Classes) (15:1) | \$27.75 |
| Cost of NR-coded Classes (15:1) | \$410.00 per unit |
| Externship Clinical Hours (Lab & Clinic) | \$31.40 |
| Lutheran Labor and Delivery Clinic Shifts for students entering all programs | \$27.75 |
| Public Education Hours | \$27.75 |
| Non-Credit, Remedial Hours | \$27.75 |
| Independent Study (Non-NR-coded Classes) | \$53.90 |
| Independent Study (NR-coded Classes) per hour of the regular course | \$66.70 |
| Audit Fee (Pacific College students repeating successfully completed course) | \$100 |
| Audit of clinical shift | 50% of clinical shift tuition rate |
| Programs with Elective Courses (Electives that are additional to the number the program requires) | \$100 discount per course |
| Total Tuition per Program | |
| B.S., Nursing | \$12,915 |
| <i>*None of the above tuitions include fees, CPR, and supplies.</i> | |
| Books and Supplies* | |
| B.S. Books and Supplies | \$2,990 |
| <i>*The cost for textbooks and supplies is approximate, based on current requirements and prices.</i> | |
| Students enrolled in NR401 and NR402 (Clinic Supply Fee) | \$20 |
| Nursing uniform | \$26 |
| Other Fees | |
| Application Fee (not refundable) (fee waived for all US Veterans) | \$50 |
| Advanced Transfer Assessment Fee | \$100 |
| Financial Credit, per hour awarded | \$5 |
| Re-Application Fee (not refundable) | \$50 |
| I-20 Fee (collected from international applicant deposit, when student doesn't enroll at PCOM) | \$100 |
| International Student Service Fee (for non-education-related services) | \$64/hr |
| Administrative Fee, per term (not refundable) | \$30 |
| International Applicant Deposit | \$3,000 |
| Administrative Fee/Late Registration (not refundable) | \$25 |
| Student ID Card/Replacement (not refundable after issued) | \$15 |
| Student Council Fee, per term (not refundable after the drop/add period) | \$10 |
| Drop Fee (no charge through the first week of each term) per transaction, not per course | \$10 |
| Returned Checks (plus late tuition fee, if applicable) | \$25 |
| Certified Copy of Documents (PCOM student) | \$15 |
| Copy of Document Fee (Non-PCOM student) | \$30 |
| Duplicates of Diplomas | \$25 |
| Special Certificates | \$25 |
| CPR/First Aid Certifications (required while in clinical courses) (paid to provider) | approx. \$100 |
| Documentation fee for licensure and/or certification (non-refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ) | other states: \$20/hour |
| Transcripts | \$5 |
| Late Tuition Fees (maximum \$50 per month) | \$25 |

Tuition Payment Plan Fee.....\$25

**For library late fees, see library brochure.*

Malpractice Insurance Per Term (not refundable after term drop/add period)

Nursing Students, per term (for on-ground courses in the clinic and the classroom)\$50

**Nursing students are required to carry their own professional liability insurance.*

Massage Course Linens and Supply Fee per Term

Linen fee for practical classes (specified in Course Syllabi for graduate and undergraduate classes)
.....\$15

**Additional class supplies may be required by the faculty member and may be purchased in the bookstore.*

Please Note:

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

NEW YORK CERTIFICATE PROGRAM IN HOLISTIC NURSING TUITION AND FEES

| | |
|--|----------|
| Cost Per Unit..... | \$398.40 |
| Audit Fee (Pacific College students repeating successfully completed course) | \$100 |

Total Tuition per Program*

| | |
|--|---------|
| Certificate Program in Holistic Nursing..... | \$4,980 |
|--|---------|

**The above tuition does not include fees and supplies.*

Books and Supplies*

| | |
|-------------------------|-------|
| Books and Supplies..... | \$340 |
|-------------------------|-------|

**The cost for textbooks and supplies is approximate, based on current requirements and prices.*

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| Nursing uniform | \$26 |
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Other Fees

| | |
|--|------|
| Application Fee (not refundable) (fee waived for all US Veterans)..... | \$50 |
|--|------|

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|---------------------------------------|-------|
| Advanced Transfer Assessment Fee..... | \$100 |
|---------------------------------------|-------|

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|--|-----|
| Financial Credit, per hour awarded | \$5 |
|--|-----|

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|---|------|
| Re-Application Fee (not refundable) | \$50 |
|---|------|

| | |
|---|-------|
| I-20 Fee (collected from international applicant deposit, when student doesn't enroll at PCOM)..... | \$100 |
|---|-------|

| | |
|---|---------|
| International Student Service Fee (for non-education-related services)..... | \$64/hr |
|---|---------|

| | |
|---|------|
| Administrative Fee, per term (not refundable) | \$30 |
|---|------|

| | |
|--------------------------------------|---------|
| International Applicant Deposit..... | \$3,000 |
|--------------------------------------|---------|

| | |
|---|------|
| Administrative Fee/Late Registration (not refundable) | \$25 |
|---|------|

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|--|------|
| Student ID Card/Replacement (not refundable after issued)..... | \$15 |
|--|------|

| | |
|---|------|
| Student Council Fee, per term (not refundable after the drop/add period)..... | \$10 |
|---|------|

| | |
|--|------|
| Drop Fee (no charge through the first week of each term) per transaction, not per course | \$10 |
|--|------|

| | |
|---|------|
| Returned Checks (plus late tuition fee, if applicable)..... | \$25 |
|---|------|

| | |
|--|------|
| Certified Copy of Documents (PCOM student) | \$15 |
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| | |
|---|------|
| Copy of Document Fee (Non-PCOM student) | \$30 |
|---|------|

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|------------------------------|------|
| Duplicates of Diplomas | \$25 |
|------------------------------|------|

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|---------------------------|------|
| Special Certificates..... | \$25 |
|---------------------------|------|

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|------------------|-----|
| Transcripts..... | \$5 |
|------------------|-----|

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| Late Tuition Fees (maximum \$50 per month) | \$25 |
|--|------|

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|-------------------------------|------|
| Tuition Payment Plan Fee..... | \$25 |
|-------------------------------|------|

**For library late fees, see library brochure.*

Malpractice Insurance Per Term (not refundable after term drop/add period)

| | |
|--|------|
| Nursing Students, per term (includes coverage in the clinic and the classroom) | \$50 |
|--|------|

**Nursing students are required to carry their own professional liability insurance.*

**Additional class supplies may be required by the faculty member and may be purchased in the bookstore.*

Please Note:

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

CHICAGO CAMPUS

CHICAGO MODEL CURRICULUM CHARTS

Doctor of Acupuncture and Chinese Medicine (DACM)

Students in the Doctor of Acupuncture and Chinese Medicine program must complete a minimum of 190 units. An approved eight-hour CPR/First Aid course is also required. Specialty Electives are typically three units but may vary by +/- one unit, depending on the choice of elective.

CH DACM

| Term 1 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|----------|---|--------------|------------|--|-----------------------------------|----------|----------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| CL211 | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.5 | 37.5 | Gen Bio (or concur) | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | Gen Bio (or concur) | WS521 | | 1 2 |
| WS202 | Medical Terminology | 1.50 | 22.5 | | | | 1 2 |
| | Total Units/Hours: | 14 | 240 | | | | |
| Term 2 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | BT230 | | 1 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | | BT130 | | 1 2 |
| CL501 | Introduction to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 16.50 | 300 | | | | |
| Term 3 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| HB514 | Herbology 1 | 2.00 | 30 | HB501 | | | Herb Comp 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 18.00 | 315 | | | | |

| Term 4 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|---|---------------------------------------|--------------|--------------|------------------------------|----------|----------|--------------|
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen. Chem. | | | 1 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| HB515 | Herbology 2 | 2.00 | 30 | HB501, OM512 | | | Herb Comp 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | HB514, AC511a, AC505a, CL532 | | | 2 |
| Total Units/Hours: | | 17.00 | 300 | | | | |
| <i>First Comprehensive Exam (except Herbology exams)</i> | | | | | | | |
| Term 5 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| HB516 | Herbology 3 | 3.00 | 45 | HB501, OM513 | | | Herb Comp 2 |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 16.75 | 285 | | | | |
| <i>First Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| Term 6 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM651 | Diagnosis & Treatment of Disease 1 | 3.00 | 45 | OM514, HB516 | | 1 | 2 |
| HB621 | Herbology 4 | 3.00 | 45 | HB516 | | 1 | Herb Comp |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a, | | 1 | 2 |
| WS632 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | CL533, AC512a | CL502 | 1 | 2 |
| Total Units/Hours: | | 17.75 | 322.5 | | | | |
| Term 7 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM652 | Diagnosis & Treatment of Disease 2 | 3.00 | 45 | OM651 | | 1 | 2 |
| HB622 | Herbology 5 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS850 | Clinical Research Design & Statistics | 2.00 | 30 | WS550 | | | |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | HB501, WS207 | | | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | 2 |
| CL503 | Associate Internship Grand Rounds | 1.00 | 15 | CL502 | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | CL503 | 1 | 2 |
| Total Units/Hours: | | 16.00 | 270 | | | | |
| <i>Second Comprehensive Exam (except Herbology exams)</i> | | | | | | | |

| Term 8 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
|---|---|--------------|------------|---|--------------|----------|--------------|
| OM653 | Diagnosis & Treatment of Disease 3 | 3.00 | 45 | OM651 | | 1 | |
| HB623 | Herbology 6 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a, | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| CL612a | Clinical Counseling 2 | 1.50 | 30 | CL541 | | 1 | |
| BU800 | Inter-Professional Communication | 1.00 | 15 | CL211 | | | |
| CL543 | Associate Internship 3 | 2.00 | 60 | CL542 | | 1 | |
| | Total Units/Hours: | 18.00 | 330 | | | | |
| <i>Second Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| Term 9 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM704 | Diagnosis & Treatment of Disease 4 | 3.00 | 45 | OM651 | | 1 | |
| HB631 | Chinese Herbs & Internal Medicine 1 | 3.00 | 45 | HB623 | | 1,2 | |
| HB642 | Shang Han Lun/Wen Bing | 3.00 | 45 | HB623 | | 1,2 | |
| WS860 | Advanced Integrative Diagnosis | 3.00 | 45 | WS656 | | | |
| OM643 | Licensure Exam Prep Course | 1.00 | 15 | | | 1,2 | |
| CL651 | Senior Internship 1 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| | Total Units/Hours: | 19.00 | 375 | | | | |
| Term 10 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| OM705 | Diagnosis & Treatment of Disease 5 | 3.00 | 45 | OM651 | | 1,2 | |
| HB632 | Chinese Herbs & Internal Medicine 2 | 3.00 | 45 | HB631 | | 1,2 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| CL810 | Health Care Systems | 3.00 | 45 | | | 2 | |
| CL654 | Senior Internship 4 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 18 | 360 | | | | |
| Term 11 | Course | Units | Cred Hrs | Prereq | Concur | Exam Req | Req for Comp |
| SE | Specialty Elective | 1.00 | 15 | | | | |
| WS830 | Preventive Medicine & Public Health | 2.00 | 30 | | | 2 | |
| HB633 | Chinese Herbs & Internal Medicine 3 | 3.00 | 45 | HB631 | | 1,2 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| OM805 | Practice Based Learning | 3.00 | 45 | | | | |
| CL770 | Application of Inter-Professional Communication (Practicum) | 2.00 | 60 | CL612a | | | |
| CL657 | Senior Internship 7 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL658 | Senior Internship 8 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |

| | | | | | |
|-------|----------------------------------|--------------|---------------|---------------------------------------|-----|
| CL659 | Senior Internship 9 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | 1,2 |
| | Total Units/Hours: | 19.00 | 405 | | |
| | Total Program Units/Hours | 190 | 3502.5 | | |

Doctor of Acupuncture (DAc)

Students in the Doctor of Acupuncture program must complete a minimum of 150 units. An approved eight-hour CPR/First Aid course is also required.

CH DAc

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------|---|--------------|--------------|------------------------------------|--------------------------------|----------|--------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| CL211a | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.5 | 37.5 | Gen Bio (or concur) | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | Gen Bio (or concur) | WS521 | | 1 2 |
| | Total Units/Hours: | 12.5 | 217.5 | | | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Chinese Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | BT230 | 1 | 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | | BT130 | | 1 2 |
| CL501 | Intro to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511, CL501 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 16.50 | 300 | | | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 16.00 | 285 | | | | |
| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen Chem. | | | 1 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | AC511a, AC505a, CL532 | | | 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| | <i>First Comprehensive Exam</i> | | | | | | |
| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |

| | | | | | | | |
|----------------------------------|---------------------------------------|--------------|---------------------|--------------------------|--|---------------------|-------------------------|
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | AC512a | CL503 | 1 | 2 |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | WS207, HB501 | | | |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 17.25 | 322.5 | | | | |
| TERM 6 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM613 | Acupuncture Therapeutics 1 | 3.00 | 45 | OM514 | | 1 | 2 |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | AC602L | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a | AC602 | 1 | 2 |
| WS653 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| BU800 | Inter-Professional Communication | 1 | 15 | | | | |
| CL503 | Associate Intern Grand Rounds | 1.00 | 15 | | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | | 1 | 2 |
| Total Units/Hours: | | 15.75 | 292.5 | | | | |
| <i>Second Comprehensive Exam</i> | | | | | | | |
| TERM 7 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM614 | Acupuncture Therapeutics 2 | 3.00 | 45 | OM613 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| WS850 | Clinical Research Design & Statistics | 2.00 | 30 | WS550 | | | |
| CL651 | Senior Internship 1 | 2.00 | 60 | CL542 | 1 of: [OM614, OM615, OM616], AC613a, WS652a | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | CL542 | 1 of: [OM614, OM615, OM616], AC613a, WS652a | 1,2 | |
| Total Units/Hours: | | 18.00 | 352.5 | | | | |
| TERM 8 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM615 | Acupuncture Therapeutics 3 | 3.00 | 45 | OM613 | | 1 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| OM643 | Exam Review Preparatory Course | 1.00 | 15 | | | 1,2 | |
| CL810 | Health Care Systems | 3.00 | 45 | | | 2 | |
| OM805 | Practice-Based Learning | 2.00 | 30 | | | | |
| CL653 | Senior Internship 3 | 2.00 | 60 | CL652, AC613a, WS652a | 1 of: [OM614, OM615, OM616] | 1,2 | |

| | | | | | | |
|---------------------------|---------------------|--------------|------------|--------------------------|--------------------------------------|-----|
| CL654 | Senior Internship 4 | 2.00 | 60 | CL652, AC613a, WS652a | 1 of: [OM614, OM615, OM616] | 1,2 |
| Total Units/Hours: | | 20.00 | 360 | | | |

| TERM 9 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------------------------------|--|--------------|--------------|--------|-------------------------------------|-------------|-----------------|
| OM616 | Acupuncture Therapeutics 4 | 3.00 | 45 | OM613 | | 1 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| SE | Specialty Elective | 1.00 | 15 | | | | |
| WS830 | Preventive Medicine & Public Health | 2.00 | 30 | | | 2 | |
| WS860 | Advanced Integrative Diagnosis | 3.00 | 45 | WS656 | | | |
| CL770 | Application of Inter-Professional Communication (Practicum) | 2.00 | 60 | CL612a | | | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL653 | 1 of: [OM614 OM615, OM616] | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL654 | 1 of: [OM614 OM615, OM616] | 1,2 | |
| CL657 | Senior Internship 7 | 2.00 | 60 | CL655 | 1 of: [OM614 OM615, OM616] | 1,2 | |
| Total Units/Hours: | | 19.00 | 405 | | | | |
| Total Program Units/Hours | | 150 | 2,805 | | | | |

Master of Science of Traditional Oriental Medicine (MSTOM)

Students in the Master of Science (Traditional Oriental Medicine) program must complete a minimum of 178.5 units. An approved eight-hour CPR/First Aid course is also required. Specialty electives are typically three units but may vary by +/- one unit, depending on choice of elective.

CH MSTOM

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|---------------------------|--|--------------|-------------|--|-----------------------------------|-------------|-----------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | | | 1 2 |
| CL211 | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.5 | 37.5 | | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | | WS521 | | 1 2 |
| WS202 | Medical Terminology | 1.50 | 22.5 | | | | 1 2 |
| BIO101 | General Biology | 2.50 | 45 | | | | 1 2 |
| Total Units/Hours: | | 18 | 315 | | | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | BT130 | | | 1 2 |
| CL501 | Introduction to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| Total Units/Hours: | | 15.00 | 270 | | | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| HB514 | Herbology 1 | 2.00 | 30 | HB501 | | | Herb Comp 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| Total Units/Hours: | | 18.00 | 315 | | | | |

| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|--------|------------------------------------|-------|-------------|--------------------|--------|-------------|-----------------|
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen. Chem. | | | 1 2 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| HB515 | Herbology 2 | 2.00 | 30 | HB501, OM512 | | | Herb Comp 2 |

| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | 1 | 2 |
|---|--------------------------------------|--------------|---------------------|---------------------------------|---------------|---------------------|-------------------------|
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | HB514, AC511a, AC505a, CL532 | | | 2 |
| Total Units/Hours: | | 17.00 | 300 | | | | |
| <i>First Comprehensive Exam (except Herbology exams)</i> | | | | | | | |
| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| HB516 | Herbology 3 | 3.00 | 45 | HB501, OM513 | | | Herb Comp 2 |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 16.75 | 285 | | | | |
| <i>First Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| TERM 6 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM651 | Diagnosis & Treatment of Disease 1 | 3.00 | 45 | OM514, HB516 | | 1 | 2 |
| HB621 | Herbology 4 | 3.00 | 45 | HB516 | | 1 | Herb Comp 2 |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a, | | 1 | 2 |
| WS632 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | CL533, AC512a | CL502 | 1 | 2 |
| Total Units/Hours: | | 17.75 | 322.5 | | | | |
| TERM 7 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM652 | Diagnosis & Treatment of Disease 2 | 3.00 | 45 | OM651 | | 1 | 2 |
| HB622 | Herbology 5 | 3.00 | 45 | HB621 | | 1 | Herb Comp 2 |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | HB501, WS207 | | | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | 2 |
| CL503 | Associate Internship Grand Rounds | 1.00 | 15 | CL502 | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | CL503 | 1 | 2 |
| Total Units/Hours: | | 14.00 | 240 | | | | |
| <i>Second Comprehensive Exam (except Herbology exams)</i> | | | | | | | |

| TERM 8 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|---|-------------------------------------|--------------|---------------|---|--------------|-------------|-----------------|
| OM653 | Diagnosis & Treatment of Disease 3 | 3.00 | 45 | OM651 | | 1 | |
| HB623 | Herbology 6 | 3.00 | 45 | HB621 | | 1 | Herb Comp |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a, | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| CL612a | Clinical Counseling 2 | 1.50 | 30 | CL541 | | 1 | |
| CL543 | Associate Internship 3 | 2.00 | 60 | CL542 | | 1 | |
| | Total Units/Hours: | 17.00 | 315 | | | | |
| <i>Second Comprehensive Exam (Herbology exams only)</i> | | | | | | | |
| TERM 9 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM704 | Diagnosis & Treatment of Disease 4 | 3.00 | 45 | OM651 | | 1 | |
| HB631 | Chinese Herbs & Internal Medicine 1 | 3.00 | 45 | HB623 | | 1,2 | |
| HB642 | Shang Han Lun/Wen Bing | 3.00 | 45 | HB623 | | 1,2 | |
| OM643 | Licensure Exam Prep Course | 1.00 | 15 | | | 1,2 | |
| CL651 | Senior Internship 1 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] | WS652a ok | 1,2 | |
| | Total Units/Hours: | 16.00 | 330 | | | | |
| TERM 10 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM705 | Diagnosis & Treatment of Disease 5 | 3.00 | 45 | OM651 | | 1,2 | |
| HB632 | Chinese Herbs & Internal Medicine 2 | 3.00 | 45 | HB631 | | 1,2 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| CL654 | Senior Internship 4 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL651, 1 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 15 | 315 | | | | |
| TERM 11 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| SE | Specialty Elective | 1.00 | 15 | | | | |
| WS830 | Preventive Medicine & Public Health | 2.00 | 30 | | | | |
| HB633 | Chinese Herbs & Internal Medicine 3 | 3.00 | 45 | HB631 | | 1,2 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| CL657 | Senior Internship 7 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL658 | Senior Internship 8 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| CL659 | Senior Internship 9 | 2.00 | 60 | CL651, 2 of: [HB631, HB632, HB633] | | 1,2 | |
| | Total Units/Hours: | 14.00 | 300 | | | | |
| Total Program Units/Hours | | 178.5 | 3307.5 | | | | |

Master of Science in Acupuncture (MSAc)

Students in the Master of Science (Acupuncture) program must complete a minimum of 133.5 units. An approved eight-hour CPR/First Aid course is also required.

CH MSAc

| TERM 1 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------|---|--------------|------------|------------------------------------|--------------------------------|----------|--------------|
| OM511 | Fundamentals of Chinese Medicine 1 | 3.00 | 45 | | | | 1 2 |
| OM501 | Foundations of Chinese Medicine | 3.00 | 45 | | | | 1 2 |
| BT124 | Tai Ji/Qi Gong | 1.50 | 30 | | | | |
| CL211 | Clinical Counseling 1 | 1.50 | 30 | | | | 1 2 |
| WS521 | Anatomy and Physiology 1 | 2.5 | 37.5 | | WS525.L1 | | 1 2 |
| WS525.L1 | Anatomy and Physiology 1 Lab | 1.00 | 30 | | WS521 | | 1 2 |
| BIO101 | General Biology | 2.50 | 45 | | | | 1 2 |
| | Total Units/Hours: | 15 | 262 | | | | |
| TERM 2 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM512 | Fundamentals of Chinese Medicine 2 | 3.00 | 45 | OM511 | | | 1 2 |
| AC504a | Acupuncture Channels & Points 1 | 2.50 | 45 | WS521, WS525.L1, OM511 | | | 1 2 |
| WS515 | Anatomy and Physiology 2 | 3.00 | 45 | WS521, WS525.L1, BIO101 | | | 1 2 |
| HB501 | Introduction to Chinese Herbology | 2.00 | 30 | OM511 | | | 1 2 |
| BT130 | Tui Na Hand Techniques | 1.50 | 30 | | | | |
| BT230 | Tui Na Structural Techniques | 1.50 | 30 | BT130 | | | 1 2 |
| CL501 | Intro to Clinical Observation | 1.00 | 15 | | | | 1 2 |
| CL531 | Clinical Observation | 2.00 | 60 | OM511, CL501 | CL501, CPR/1 st Aid | | 1 2 |
| CF0.00 | CPR/First Aid (8 hours required) | | | | | | 1 2 |
| | Total Units/Hours: | 16.50 | 300 | | | | |
| TERM 3 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM513 | Fundamentals of Chinese Medicine 3 | 3.00 | 45 | OM512 | | | 1 2 |
| AC505a | Acupuncture Channel & Points 2 | 2.50 | 45 | AC504a, OM512 | OM512 ok | | 1 2 |
| WS527 | Anatomy and Physiology 3 | 3.00 | 45 | WS515 | | | 1 2 |
| WS550 | Foundations of Evidence-Informed Practice | 3.00 | 45 | OM511 | | | 1 2 |
| AC511a | Introduction to Clinical Techniques | 2.50 | 45 | AC504a | CL532 | | 1 2 |
| CL532 | Clinical Assistantship 1 | 2.00 | 60 | CL211, CL531, HB501, AC504a, BT130 | AC511a | | 1 2 |
| | Total Units/Hours: | 16.00 | 285 | | | | |
| TERM 4 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM514 | Fundamentals of Chinese Medicine 4 | 3.00 | 45 | OM513 | | | 1 2 |
| WS528 | Anatomy and Physiology 4 | 3.00 | 45 | WS515 | | | 1 2 |
| WS207 | Survey of Biochemical Principles | 2.00 | 30 | BIO101, Gen Chem. | | | 1 2 |
| AC506a | Acupuncture Channels & Points 3 | 2.50 | 45 | AC505a, OM513 | OM513 ok | | 1 2 |
| AC512a | Needle Technique | 2.50 | 45 | AC505a, AC511a | AC506a | | 2 |
| CL533 | Clinical Assistantship 2 | 2.00 | 60 | AC511a, AC505a, CL532 | | | 2 |
| | Total Units/Hours: | 15.00 | 270 | | | | |
| | <i>First Comprehensive Exam</i> | | | | | | |

| TERM 5 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------------------------------|--------------------------------------|--------------|--------------|--------------------------|--|----------|--------------|
| CL502 | Introduction to Associate Internship | 1.00 | 15 | CL533 | CL541 | 1 | 2 |
| CL541 | Associate Internship 1 | 2.00 | 60 | AC512a | CL503 | 1 | 2 |
| AC601 | Acupuncture Channels & Points 4 | 3.00 | 45 | AC506a, AC512a | AC601L | 1 | 2 |
| AC601L | Acupuncture Channels & Points 4 Lab | 0.75 | 22.5 | AC506a, AC512a | AC601 | 1 | 2 |
| WS506 | Eastern & Western Nutrition | 3.00 | 45 | WS207, HB501 | | | |
| WS531 | Pathophysiology 1 | 3.00 | 45 | WS528 | | 1 | 2 |
| WS541a | Ortho-Neuro Eval 1 | 2.00 | 45 | WS528 | | 1 | 2 |
| AC611a | Advanced Needle Techniques | 2.50 | 45 | AC512a | | 1 | 2 |
| Total Units/Hours: | | 17.25 | 322.5 | | | | |
| TERM 6 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM613 | Acupuncture Therapeutics 1 | 3.00 | 45 | OM514 | | 1 | 2 |
| WS542a | Ortho-Neuro Eval 2 | 2.00 | 45 | WS541a | | 1 | 2 |
| AC602 | Acupuncture Channels & Points 5 | 3.00 | 45 | AC512a, AC506a, | AC602L | 1 | 2 |
| AC602L | Acupuncture Channels & Points 5 Lab | 0.75 | 22.5 | AC512a, AC506a | AC602 | 1 | 2 |
| WS653 | Pathophysiology 2 | 3.00 | 45 | WS528 | | 1 | 2 |
| CL503 | Associate Intern Grand Rounds | 1.00 | 15 | CL502 | | 1 | 2 |
| CL542 | Associate Internship 2 | 2.00 | 60 | CL541 | | 1 | 2 |
| Total Units/Hours: | | 14.75 | 177.5 | | | | |
| <i>Second Comprehensive Exam</i> | | | | | | | |
| TERM 7 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM614 | Acupuncture Therapeutics 2 | 3.00 | 45 | OM613 | | 1 | |
| AC613a | Treatment of Orthopedic Disorders | 2.00 | 45 | AC611a, WS542a | | 1 | |
| WS652a | Physical Exam | 2.50 | 45 | WS531, WS632 | | 1 | |
| WS651 | Pharmacology | 2.00 | 30 | WS531, WS632 | | 1 | |
| WS204 | Biological Aspects of Physics | 2.50 | 37.5 | | | | |
| CL651 | Senior Internship 1 | 2.00 | 60 | CL542 | 1 of: [OM614, OM615, OM616], AC613a, WS652a | 1,2 | |
| CL652 | Senior Internship 2 | 2.00 | 60 | CL542 | 1 of: [OM614, OM615, OM616], AC613a, WS652a | 1,2 | |
| Total Units/Hours: | | 16.00 | 322.5 | | | | |
| TERM 8 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
| OM615 | Acupuncture Therapeutics 3 | 3.00 | 45 | OM613 | | 1 | |
| BU615 | Practice Management and Ethics | 3.00 | 45 | | | 1 | |
| WS656 | Clinical Science | 3.00 | 45 | WS651 | | 1 | |
| OM643 | Exam Review Preparatory Course | 1.00 | 15 | | | 1,2 | |
| CL653 | Senior Internship 3 | 2.00 | 60 | CL542, AC613a, WS652a | 1 of: [OM614, OM615, OM616] | 1,2 | |
| CL654 | Senior Internship 4 | 2.00 | 60 | CL652, AC613a, WS652a | 1 of: [OM614, OM615, OM616] | 1,2 | |

| | | |
|---------------------------|--------------|------------|
| Total Units/Hours: | 14.00 | 270 |
|---------------------------|--------------|------------|

| TERM 9 | COURSE | UNITS | CRED HRS | PREREQ | CONCUR | EXAM REQ | REQ FOR COMP |
|----------------------------------|------------------------------|---------------|--------------|--------|-------------------------------------|-------------|-----------------|
| OM616 | Acupuncture Therapeutics 4 | 3.00 | 45 | OM613 | | 1 | |
| BU612 | Medical-Legal Report Writing | 2.00 | 30 | | Intern | 1,2 | |
| CL655 | Senior Internship 5 | 2.00 | 60 | CL653 | 1 of: [OM614 OM615, OM616] | 1,2 | |
| CL656 | Senior Internship 6 | 2.00 | 60 | CL653 | 1 of: [OM614 OM615, OM616] | 1,2 | |
| Total Units/Hours: | | 9.00 | 195 | | | | |
| Total Program Units/Hours | | 133.50 | 2,505 | | | | |

Associate of Science (Massage Therapy/Asian Bodywork)

Associate of Science students must successfully complete the following courses to earn their degree. The program length is a minimum of 69 units.

CH AS

| | TERM 1 | COURSE | UNITS | CRED HRS | PREREQ |
|----|----------|--|-----------|---------------|--------|
| | BT104 | Introduction to Massage Therapy | 1.00 | 15 | |
| TC | BT124M | Tai Ji/Qi Gong | 1.50 | 30 | |
| FC | OM103 | East Asian Medicine Theory & Points | 1.00 | 15 | |
| TC | BT291 | Clinical Massage: East Asian Modalities | 1.00 | 20 | |
| | CL202 | East-West Clinical Integration | 1.50 | 30 | |
| FC | BU103 | Business Fundamentals | 1.00 | 15 | |
| | BT294 | Clinical Massage: Western Modalities | 1.50 | 30 | |
| FC | WS113 | Biomedical Sciences | 3.50 | 60 | |
| | | Total Units/Hours: | 12 | 215 | |
| | TERM 2 | COURSE | UNITS | CRED HRS | PREREQ |
| | HM220 | Aromatherapy Essentials | 1.00 | 15 | |
| | | Bodywork Elective* | 1.50 | 30 | |
| FC | OM104 | East Asian Medicine Theory & Points | 1.00 | 15 | |
| TC | BT292 | Clinical Massage: East Asian Modalities | 1.00 | 20 | |
| | CL203 | East-West Clinical Integration | 1.50 | 30 | |
| FC | BU104 | Business Fundamentals | 1.00 | 15 | |
| | BT295 | Clinical Massage: Western Modalities | 1.50 | 30 | |
| FC | WS114 | Biomedical Sciences | 3.50 | 60 | |
| | | Total Units/Hours: | 12 | 215 | |
| | TERM 3 | COURSE | UNITS | CRED HRS | PREREQ |
| | CF0.00 | CPR (4 hours in-person basic lifesaving course required) | 0.00 | 0 | |
| | CL200 | Clinical Orientation | 0.50 | 15 | |
| | CL221 | Clinical Practice Shift** | 2.00 | 60 | |
| FC | OM105 | East Asian Medicine Theory & Points | 1.00 | 15 | |
| TC | BT293 | Clinical Massage: East Asian Modalities | 1.00 | 20 | |
| | CL204 | East-West Clinical Integration | 1.50 | 30 | |
| FC | BU105 | Business Fundamentals | 1.00 | 15 | |
| | BT296 | Clinical Massage: Western Modalities | 1.50 | 30 | |
| FC | WS115 | Biomedical Sciences | 3.50 | 60 | |
| | | Total Units/Hours: | 12 | 245 | |
| | TERM 4 | COURSE | UNITS | CRED HRS | PREREQ |
| | PSY101 | Introduction to Psychology | 3 | 45 | |
| | ENG101 | English Composition 1 | 3 | 45 | |
| | BIO101 | General Biology | 2.5 | 45 | |
| | COM101 | Oral Communications | 3 | 45 | |
| | | Bodywork Elective | 2.5 | 37.5 | |
| | | Bodywork Elective | 2 | 30 | |
| | | Total Units/Hours: | 16 | 247.5 | |
| | TERM 5 | COURSE | UNITS | CRED HRS | PREREQ |
| | HUM101 | Introduction to Humanities | 3 | 45 | |
| | MA101 | College Mathematics | 3 | 45 | |
| | PHI201 | Eastern & Western Religious & Philosophical Traditions | 3 | 45 | |
| | CHEM 101 | Basic Chemistry | 3 | 45 | BIO101 |
| | RES101 | Information Literacy | 2 | 30 | |
| | | Bodywork Elective | 3 | 45 | |
| | | Total Units/Hours: | 17 | 255 | |
| | | Total Units for AS Degree: | 69 | 1177.5 | |

Massage Therapist/Asian Bodywork Certificate

Massage Therapist/Asian Bodywork students will successfully complete the following courses to earn their certificate. Total units for this program are 36 (and a required CPR training).

CH MTH/AB

| | TERM 1 | COURSE | UNITS | CRED HRS | PREREQ |
|----|--------|--|-----------|------------|--------|
| | BT104 | Introduction to Massage Therapy | 1.00 | 15 | |
| TC | BT124M | Tai Ji/Qi Gong | 1.50 | 30 | |
| FC | OM103 | East Asian Medicine Theory & Points | 1.00 | 15 | |
| TC | BT291 | Clinical Massage: East Asian Modalities | 1.00 | 20 | |
| | CL202 | East-West Clinical Integration | 1.50 | 30 | |
| FC | BU103 | Business Fundamentals | 1.00 | 15 | |
| | BT294 | Clinical Massage: Western Modalities | 1.50 | 30 | |
| FC | WS113 | Biomedical Sciences | 3.50 | 60 | |
| | | Total Units/Hours: | 12 | 215 | |
| | TERM 2 | COURSE | UNITS | CRED HRS | PREREQ |
| | HM220 | Aromatherapy Essentials | 1.00 | 15 | |
| | | Bodywork Elective* | 1.50 | 30 | |
| FC | OM104 | East Asian Medicine Theory & Points | 1.00 | 15 | |
| TC | BT292 | Clinical Massage: East Asian Modalities | 1.00 | 20 | |
| | CL203 | East-West Clinical Integration | 1.50 | 30 | |
| FC | BU104 | Business Fundamentals | 1.00 | 15 | |
| | BT295 | Clinical Massage: Western Modalities | 1.50 | 30 | |
| FC | WS114 | Biomedical Sciences | 3.50 | 60 | |
| | | Total Units/Hours: | 12 | 215 | |
| | TERM 3 | COURSE | UNITS | CRED HRS | PREREQ |
| | CF0.00 | CPR (4 hours in-person basic lifesaving course required) | 0.00 | 0 | |
| | CL200 | Clinical Orientation | 0.50 | 15 | |
| | CL221 | Clinical Practice Shift** | 2.00 | 60 | |
| FC | OM105 | East Asian Medicine Theory & Points | 1.00 | 15 | |
| TC | BT293 | Clinical Massage: East Asian Modalities | 1.00 | 20 | |
| | CL204 | East-West Clinical Integration | 1.50 | 30 | |
| FC | BU105 | Business Fundamentals | 1.00 | 15 | |
| | BT296 | Clinical Massage: Western Modalities | 1.50 | 30 | |
| FC | WS115 | Biomedical Sciences | 3.50 | 60 | |
| | | Total Units/Hours: | 12 | 245 | |
| | | Total Units for MTH/AB Degree: | 36 | 675 | |

* Bodywork electives alternate from term-to-term throughout the year

** Clinical Practice Shift will be completed outside of regularly scheduled class time on different days of the week than class sessions, either in the morning, afternoon, or evening.

FC & TC indicate courses in the master's or entry-level doctoral programs for which massage students could earn financial credit or transfer credit.

Advanced Certificate in Chinese Herbology (Chicago)

Students in the Advanced Certificate in Chinese Herbology program must complete a minimum of 40 units.

CH HERB CERT

| YEAR 1 | | | | |
|----------------------------|---------------------------------------|-----------|------------|-------------------------|
| SEMESTER 1 | COURSE | UNITS | CRED HRS | PREREQ |
| HB 501 | Introduction to Herbology | 2 | 30 | |
| HB514 | Herbology 1 | 2 | 30 | |
| CL521 | Herbology Clinic Observation | 2 | 60 | |
| Total Units/Hours: | | 6 | 120 | |
| SEMESTER 2 | COURSE | UNITS | CRED HRS | PREREQ |
| HB515 | Herbology 2 | 2 | 30 | HB514 |
| HB516 | Herbology 3 | 3 | 45 | HB514 |
| CL530 | Herbology Clinic Preceptorship** | 2 | 60 | HB514, concur. HB516 |
| Total Units/Hours: | | 7 | 135 | |
| Level 1 Comprehensive Exam | | | | |
| SEMESTER 3 | COURSE | UNITS | CRED HRS | PREREQ |
| HB621 | Herbology 4 | 3 | 45 | HB516 |
| HB622 | Herbology 5 | 3 | 45 | HB516 |
| Total Units/Hours: | | 6 | 90 | |
| SEMESTER 4 | COURSE | UNITS | CRED HRS | PREREQ |
| HB642 | Shang Han Lun/Wen Bing | 3 | 45 | HB621 |
| HB623 | Herbology 6 | 3 | 45 | HB621 |
| Total Units/Hours: | | 6 | 90 | |
| Level 2 Comprehensive Exam | | | | |
| SEMESTER 5 | COURSE | UNITS | CRED HRS | PREREQ |
| HB631 | Chinese Herbs and Internal Medicine 1 | 3 | 45 | HB623 |
| HB632 | Chinese Herbs and Internal Medicine 2 | 3 | 45 | HB623 |
| CL540 | Herbology Clinic Internship 1 | 2 | 60 | HB621, CL530 |
| Total Units/Hours: | | 8 | 150 | |
| SEMESTER 6 | COURSE | UNITS | CRED HRS | PREREQ |
| HB633 | Chinese Herbs and Internal Medicine 3 | 3 | 45 | HB631 |
| CL650 | Herbology Clinic Internship 2 | 2 | 60 | HB631 |
| CL660 | Herbology Clinic Internship 3 | 2 | 60 | HB631 |
| Total Units/Hours: | | 7 | 165 | |
| Program Total: | | 40 | 750 | |

CHICAGO TUITION AND FEES

Effective September 1, 2017

Feb 2018 akm

Course Hours/Fees

| | |
|--|------------------------------------|
| Course Hours (Didactic and Lab Hours) (15:1) | \$21.50 |
| Clinical Hours (30:1)..... | \$17.30 |
| Massage Clinical Hour (30:1) | \$17.30 |
| Public Education Hours | \$21.50 |
| Non-Credit, Remedial Hours..... | \$21.50 |
| Independent Study (if available; per hour of the regular course)..... | \$41.70 |
| Audit Fee (Pacific College students repeating successfully completed course) | \$100 |
| Audit of clinical shift | 50% of clinical shift tuition rate |
| Elective Courses (Electives additional to program requirements)..... | \$100 discount per course |

Total Tuition Per Program

| | |
|---------------------------------------|-----------|
| DACM..... | \$71,272 |
| DAc | \$57,032 |
| MSTOM | \$67,331 |
| MSAc..... | \$51,086 |
| Massage Therapist/Asian Bodywork..... | \$14,261* |

**Discounted tuition for the Massage Therapy Program: \$9,990.00, which includes all required textbooks. The college will pay \$200 toward certification expenses, for master degree students who complete the Massage Therapist program requirements. None of the above tuition amounts include fees, CPR, or supplies. Book cost not included except for students enrolled in the full Massage Therapy Program.*

Books and Supplies*

| | |
|-------------|---------|
| DACM..... | \$5,000 |
| DAc | \$2,450 |
| MSTOM | \$4,900 |
| MSAc..... | \$2,250 |

The cost for textbooks and supplies is approximate, based on current requirements and prices.

Class Supply Fees

| | |
|--------------------------------|------|
| Aromatherapy Supplies..... | \$50 |
| General Biology | \$20 |
| Introduction to Herbology..... | \$25 |
| Herbology 1 | \$63 |
| Herbology 2 | \$61 |
| Herbology 3 | \$68 |

Other Fees

| | |
|--|------|
| Application Fee (non-refundable)(fee waived for all US Veterans) | \$50 |
|--|------|

| | |
|--|---|
| Advanced Transfer Assessment Fee (Acupuncture college transfer student who attended 1+ years elsewhere; credited to student account after add/drop period; not refundable if applicant does not enroll) | \$100 |
| Financial Credit, per hour awarded | \$5 |
| Re-Application Fee (not refundable) | \$50 |
| Clinic Shift Change Fee (clinic shift changes after the 12 th week of each term.) | \$25 |
| I-20 Fee (collected from international applicant deposit; when student does not enroll at PCOM) | \$100 |
| International Student Service Fee (for non-educational related services) | \$64/hour |
| Administrative Fee, per term (not refundable) | \$30 |
| International Applicant Deposit..... | \$3,000 |
| Late Fee/Administrative Fee (not refundable)..... | \$25 |
| Student ID Card/Replacement (not refundable after issued)..... | \$15 |
| Student Council Fee, per term (not refundable after add/drop period) | \$10 |
| Add/Drop Fee (no charge through the first week of the term) per transaction, not per course.... | \$10 |
| CPR/First Aid Certifications (required while in clinical courses) (paid to provider) | approx. \$100 |
| <i>Please Note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.</i> | |
| Returned Checks..... | \$25 plus late tuition fee, if applicable |
| Certified Copy of Documents (PCOM student)..... | \$15 |
| Copy of Document Fee (non-PCOM student) | \$30 |
| Duplicates of Diplomas/Certificates..... | \$25 |
| Intercampus Transfer Fee (non-refundable) | \$100 |
| Documentation fee for licensure and/or certification (non refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ)..... | other states: \$20/hour |

Massage Program Documentation Fees

| | |
|--|------|
| National Exam Paperwork..... | \$25 |
| Transcripts..... | \$5 |
| Late Tuition Fees (maximum \$50 per month) | \$25 |
| Tuition Payment Plan Fee..... | \$25 |

**For library late fees, see library brochure.*

Malpractice Insurance Per Term (not refundable after add/drop period)

| | |
|---|------|
| Clinical Observers, Assistants, Associate Interns, and Senior Interns..... | \$70 |
| Massage Students, per term (includes coverage in the clinic and classroom)..... | \$20 |

Comprehensive Exam Fees (not refundable once exam taken)

| | |
|--|------|
| First Time Fee for Comprehensive Exams | \$50 |
| Late Petition Fee (late fees are waived for student in a Remedial Course Plan (RCP) term)..... | \$25 |

Retakes Fees* for Failed Comprehensive Exams (per exam administration, during regularly scheduled comps)

| | |
|-----------------------------|------|
| Practical, per section..... | \$50 |
| Written, per section..... | \$30 |

**Comprehensive Exam retake fees are capped at \$50, including practical and written sections.*

Specially Scheduled* Comprehensive Exam

| | |
|----------------------|-------|
| Practical Exam | \$150 |
| Written Exam | \$95 |

Specially Scheduled* Comprehensive Retake Exam

| | |
|-----------------------------|-------|
| Practical, per section..... | \$100 |
| Written, per section..... | \$60 |

Make-Ups* of Final or Midterm Examinations

| | |
|-------------------------------------|-------|
| Written | \$50 |
| Practical | \$75 |
| Combined Written and Practical..... | \$110 |

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

| | |
|--|-------|
| Challenge Examination, per course..... | \$110 |
| Exam Review Preparatory Class | \$100 |

Please Note:

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

POLICIES AND PROCEDURES

ADMISSIONS

Prospective applicants are encouraged to schedule a pre-application appointment with a Pacific admissions representative who can assist candidates in making application decisions. With the broad choice of degrees and programs offered at three different campuses, we expect that a potential student will have many questions. We are happy to spend the time necessary to answer every question, no matter how big or small, so that potential students will feel confident in their decisions.

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

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

Philosophy

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

Statement of Non-Discrimination

The college prohibits 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 see the college's Discrimination and Sexual Harassment Policies and Procedures.

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

See the "Disabled Student Services" section, download the Disabled Student Services Policies and Procedures document from the Pacific College website

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. Pacific College does not provide English language services.

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. Certificate through master's degree applicants must achieve a TOEFL/iBT score of 61; 500 (on the paper based exam)*. For doctoral programs, competency must be demonstrated by scoring at least 550 on the Test of English as a Foreign Language (TOEFL) and an iBT score of at least 80. 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 demonstrated 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.

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 exam is also acceptable for admission to all programs. (*Please note: For master's and doctoral students, 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 must be achieved prior to clinic entry.)

Admissions Eligibility

Post-Graduate Doctorate of Acupuncture and Oriental Medicine (San Diego Campus Only)

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

The following is the special admission policy for experienced practitioners that have been actively engaged in the profession for at least five years, but have not attained the entry-level doctoral or master’s degree or its equivalent.

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 courses indicated below that were not completed in previous acupuncture/Oriental medicine training. The following chart indicates graduate level courses that must be completed.

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 these core courses does not necessarily, and most likely will not, result in the award of a DACM or MSTOM degree or eligibility to sit for the California Acupuncture Licensing Examination (CALE). At this time, only the actual completion of the entire DACM or MSTOM curriculum enables a student to take the CALE and earn Pacific College’s DACM or MSTOM degree.

| Course | Semester Units | Course | Semester Units |
|----------------------------------|-------------------|--|-------------------|
| General Biology | 2.5 | Acupuncture Channels & Points 1 | 2.5 |
| Survey of Biochemical Principles | 2 | Acupuncture Channels & Points 2 | 2.5 |
| Clinical Counseling 1 | 2 | Acupuncture Channels & Points 3 | 2.5 |
| Clinical Counseling 2 | 2 | Acupuncture Channels & Points 4 | 3 |
| | | Acupuncture Channels & Points 4 Lab | 0.75 |
| Anatomy & Physiology 1 | 2.5 | Acupuncture Channels & Points 5 | 3 |
| | | Acupuncture Channels & Points 5 Lab | 0.75 |
| Anatomy & Physiology 1 Lab | 1 | Treatment of Orthopedic Disorders | 2.5 |
| Anatomy & Physiology 2 | 3 | Intro to Clinical Techniques | 2.5 |
| Anatomy & Physiology 3 | 3 | Needle Techniques | 2.5 |

| | | | |
|---|-----|--------------------------------------|-------------|
| Anatomy & Physiology 4 | 3 | Advanced Needle Technique | |
| Pathophysiology 1 | 3 | Introduction to Herbology | 2 |
| Pathophysiology 2 | 3 | Herbology 1 | 2 |
| Ortho-Neuro Eval 1 | 2.5 | Herbology 2 | 2 |
| | | Herbology 3 | 3 |
| Ortho-Neuro Eval 2 | 2.5 | Herbology 4 | 3 |
| Clinical Science | 3 | Herbology 5 | 3 |
| Physical Exam | 2.5 | Herbology 6 | 3 |
| Clinical Research Design and Statistics | 3 | Clinical Herbs & Internal Medicine 1 | 3 |
| Medical-Legal Report Writing | 3 | Clinical Herbs & Internal Medicine 2 | 3 |
| | | Clinical Herbs & Internal Medicine 3 | 3 |
| Pharmacology | 2.5 | Clinical Internship or License | 3 |
| CPR | 0 | | |
| Fundamentals of Oriental Medicine 1-4 | 12 | Total Credits: | 129 |
| Diagnosis & Treatment of Disease 1-7 | 21 | 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 entry-level doctoral degree, master's level diploma or international equivalent provided that such persons complete any course work deficiencies prior to taking DAOM 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.

Non-matriculated students may take the Classics and Chinese language tracks.

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

Application to the post-graduate DAOM degree program is self-managed. Following the submission of the application form, we request that the student obtain an entry-level doctoral and/or master's transcript and a letter of recommendation, complete the personal statement and case study, and then submit the portfolio to the San Diego 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 its status.

Send the following:

1. 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 post-graduate doctoral program.
 - d) A current resumé 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.
 - 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 the Test of English as a Foreign Language (TOEFL) score of 61 ibt (internet-based test) or International English Language Testing System (IELTS) score of 6 or 600 on Test of English for International Communication (TOEIC) and TOEFL ibt (internet-based test) with speaking score of 26 or IELTS score of 6 or completion of at least 60 credits from a U.S. college or university or a foreign institution where the curriculum is taught in English.

Doctor of Acupuncture and Chinese Medicine (DACM)

Doctor of Acupuncture (DAc)

Applicants for admission to the DACM or DAc programs must have satisfactorily completed an associate degree or its equivalent or higher, defined as at least 90 semester credits of education at the baccalaureate level or the equivalent from an institution accredited by an agency recognized by the U.S. Secretary of Education. Applicants must have successfully completed at least one course in each of the following: Biology, Chemistry and Psychology.

Applicants who do not meet these requirements should speak with an Admissions Representative to discuss their options.

Master of Science (Traditional Oriental Medicine)

Master of Science (Acupuncture)

Applicants for admission to the master's degree programs must have satisfactorily completed an associate degree or its equivalent or higher, defined as at least 60 semester credits/90 quarter credits of education, (including nine semester hours in the biosciences for applicants to New York campus), at the baccalaureate level or the equivalent from an institution accredited by an agency recognized by the U.S. Secretary of Education. Applicants who do not meet these requirements should speak with an Admissions Representative to discuss preparatory course option enrollment.

Applicants to doctoral and master's programs who have not completed a BS or BA bachelor degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within the 90 semester/135 quarter credits required for admission. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.

Six courses in the doctoral and master's programs qualify as general education units and are taken within the first year. If all of the classes below are successfully completed, students will earn 15 units from four of the five required categories.

- Medical Terminology (1.5 units)
- Anatomy & Physiology 1-lecture & lab (3.5 units)
- Anatomy & Physiology 2 (3 units)
- General Biology (2.5 units) (MSTOM/MSAc only)
- Foundations of Chinese Medicine (3 units)
- Clinical Counseling 1 (1.5 units)

Pacific College's associate of applied science degree qualifies students to apply to Pacific's master's degree program, however most of the required general education requirements must be met by taking coursework elsewhere or by taking courses offered in the associate of science degree program. An admissions representative would be happy to advise you regarding helpful general education courses to take.

Pacific College's associate of science degree also qualifies students to apply to the master's degree program. All GE categories are fulfilled within the required coursework for the associate degree, however to meet the master's degree requirements for admission at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among at least three of the following categories:

- Social and behavioral sciences
- Humanities and fine arts
- Quantitative principles

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these GE requirements. A college admissions representative will describe these for you.

Students completing an associate degree program at Pacific College or elsewhere may enroll in co-requisite and/or preparatory courses to gain eligibility to the doctoral programs.

Applicants with an undergraduate grade point average of 2.75 or greater will be considered for full acceptance to the program.

Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework.

Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.

Applicants for whom English is a second language must meet English language requirements. See "English Language Requirements" above.

Prior Learning Equivalency for Prerequisite Requirements (Master's and Doctoral degree applicants)

Pacific College does not accept prior learning assessment toward graduate level credits. Up to 30 semester units of undergraduate prerequisites may be earned through prior learning assessment using a combination of the following assessment techniques:

- College Board Advanced Placement (AP)
- College Board College Level Examination Program (CLEP)
- American College Testing Proficiency Examination Program (ACT/PEP)
- U.S. Armed Forces Institute (USAFI) program
- Defense Activity for Non-Traditional Education Support (DANTES) tests

Equivalency credit for corporate and military training may be assigned according to the recommendations established by the American Council on Education in The National Guide to Educational Credit for Training Programs and The Guide to the Evaluation of Educational Experience in the Armed Forces. PEP, USAFI, DANTES and corporate training credit requires a passing score reference. Students who present a score of 3, 4, or 5 on a College Scholarship Service AP (Advanced Placement) Examination grant three semester units of credit per subject toward the general education requirements and may grant transfer credit toward the corresponding Pacific College course. Unit credit can be granted for passing these exams as indicated, but no letter grade will be assigned or computed in a student's grade point average.

Advanced Certificate in Chinese Herbology for Licensed Acupuncturists

Candidates are accepted for entry each term beginning in January, May, and September. Students may enroll up to the first day of classes in any term, but should apply at least three months in advance because class size is limited. Applicants must submit a completed application form with all supporting documentation and fees and proof of graduation from an ACAOM accredited college or proof of state license or NCCAOM certification. An interview with a college admissions representative may be scheduled before or after submission of the application. Accepted students will be notified within 30 days.

Bachelor of Science in Nursing (Holistic Nursing)

Applicants for admission to PCOM's bachelor's degree completion programs must have earned an associate's degree, defined as at least 60-semester credits/90 quarter credits. Prior to graduation, the student must demonstrate that they have completed a minimum of thirty (30) units of general education with at least one course in each of the following five categories:

- Written and oral communication
- Quantitative principles
- Natural and physical sciences
- Social and behavioral sciences
- Humanities and fine arts

The remainder of the required general education courses must provide an appropriate balance of natural and physical sciences; social and behavioral sciences; and humanities and fine arts which are designed to develop essential academic skills for enhanced and continued learning.

Admission to the Bachelor of Science in Nursing (Holistic Nursing) program requires the following prerequisite courses. Courses with an asterisk must be completed prior to admission. The remainder of the courses can be completed while enrolled in the Bachelor of Science in Nursing

(Holistic Nursing) program; however, they must be completed early in the program and prior to enrollment in NR 401 Community Health and NR 402 Leadership in the Delivery of Healthcare. Up to 15 credits of prerequisite transfer credits can be achieved through CLEP or accredited community college on-line courses. Courses must be completed with a minimum grade of “C” to be considered for transfer.

General Education Requirements

- Written and oral communication

Required courses

- English
- Computers

- Quantitative principles

Required courses

- Mathematics

- Natural and physical sciences

Required courses

- Anatomy & Physiology I (or Human Anatomy)*
- Anatomy & Physiology II (or Human Physiology)*
- Microbiology*

- Social and Behavioral Sciences

Required courses

- Sociology

- Humanities and Fine Arts

Nursing Courses

Graduates from an accredited associate’s degree program in nursing can receive up to 36 nursing credits for work completed. A minimum grade of “C” is required for all nursing courses transferred in.

Registered nurses with a diploma in nursing can obtain advanced standing credits in one of two ways:

1. By taking select nursing examinations through Excelsior College (formerly Regents College). With these exams, Diploma RN’s may transfer up to 30 credits. A minimum score of B is required on all exams.
2. By taking the NLN Mobility Profile II Examinations. Upon successful completion of these exams, 31 Nursing credits will be awarded.

Graduates from foreign schools of nursing must successfully complete the Commission on Graduates from Foreign Schools of Nursing (CGFNS) Examinations in order to receive 31 nursing credits for previous work completed.

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 Bachelor of Science in Nursing (Holistic Nursing) program:

- Evidence of satisfactory completion of an associate's degree in nursing from an accredited institution recognized by the US Department of Education or international equivalent.
- A grade point average of 2.75 or higher in previous undergraduate level work
- Registered nurse license in New York state or jurisdiction where the student's clinical experience in NR401 and NR402 will occur. In some cases, an applicant who is currently scheduled to sit for the RN license exam will be considered if they complete licensing by the end of the first semester of classes in the Bachelor of Science in Nursing completion program at Pacific College.
- Copy of an active, unencumbered registered nurse license in New York State or jurisdiction where the student's clinical experience in NR401 and NR402 will occur.

All candidates for the Bachelor of Science in Nursing (Holistic Nursing) Program will be required to complete clinical learning experiences towards fulfilling the requirements of the baccalaureate degree in nursing. Prior to or during the student's clinical learning experiences at an acute or community and or school-based healthcare facility, that facility may require a criminal background check in order to meet the facility's clinical placement policy or requirements. Such checks may be conducted by the facility or the student may have to independently obtain a criminal background check that meets the facility's requirements. Pacific College does not conduct such checks.

Conditional Acceptance for Bachelor of Science in Nursing (Holistic Nursing)

Acceptance with Conditions indicates that the applicant has not completed the requirements for RN licensure. These students will have until the end of the first term of enrollment to provide evidence of a registered nurse (RN) license or they will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

Massage Therapist/Asian Bodywork, and Associate's Degrees

In order to apply, an applicant must meet the following criteria:

- Students whose primary language is not English must provide evidence of a TOEFL/iBT score of 61; 500(paper score).
- Applicants are required to provide the college with an official high school transcript, a certified copy of a high school diploma or GED certificate, or results of a state certified completion of a high school equivalency exam, as well as a transcript of the coursework completed while attending high school by the end of their first term*. Copies of these documents are accepted to begin the application and enrollment process. If official documents are not received by the end of student's first term, they will not be allowed to enroll further, until they are obtained. (A copy of the diploma, transcript, or GED can be submitted and verified by staff by phone or by website, and verification placed in the file. However, it is preferable that the applicant also request official copies to be sent directly to the college.)

*Note: Students in the massage therapy and associate degree programs may be required to obtain all post-high school transcripts if flagged for verification by the Department of Education for enrollment history.

- Proof of a previously earned, accredited associate's degree acceptable for full credit to a bachelor's degree program or higher is also acceptable for admission to these programs. These should be mailed directly to the college.
- A notarized translation of foreign high school transcript bearing graduation date and an academic evaluation certifying accredited equivalency to an American high school program are also acceptable. In addition, the DD form 214 verifying status as a high school graduate or equivalent with course and grade equivalencies (if available) is also acceptable.
- A GPA of at least a 2.0, with the following guidelines:
 1. An applicant who presents a high school (HS) transcript with a GPA below 2.0, but who has earned a prior degree, or who has completed 12 or more college general education credits with a GPA of 2.0 or higher will be accepted into the massage therapy and associate's degree programs with less than a 2.0 HS GPA. No Wonderlic exam will be required.
 2. Applicants who present a GED must present a total score of at least 2475, (the minimum score is 2250); the state high school proficiency examination scores must be 10% above the standard for the test. In California, the CHSPE score in both the math and reading sections must be 385 or higher (passing is 350 in each section).
 3. A DD form 214 verifying status as a high school graduate or equivalent qualify as a 2.0 GPA due to evaluation through the US military school certification process.
 4. Applicants whose GPA is below a 2.0 are required to take the Wonderlic Entrance Exam and score at least a 14 to be allowed admission to the massage programs.

Admission Procedures

Candidates are accepted for entry each term, while applications are accepted throughout the year. Students may enroll up to the first day of classes in any term. Prospective applicants are encouraged to apply for admission well in advance of the beginning of classes because class size is limited and classes are subject to closure or cancellation. Students needing financial aid are encouraged to apply at least 30 days prior to the start of a term.

To apply an applicant should send the following to the Office of Admissions:

1. A completed Pacific College Application Form
2. Application fee (\$50; \$100 for doctoral applicants)
3. One current, full-face, passport-size photo for student file
4. A personal statement describing your motivation for entering the field of Oriental medicine, holistic nursing and/or massage therapy. The doctoral, master's and bachelor's programs' essay should be typed, double-spaced, and approximately 1 to 2 pages in length. Applicants to the associate's and massage therapy programs must write 2-3 sentences in the space provided on the application describing their reasons for entering this profession; no written statement is required for non-matriculated or public education applicants.

Other Important Application Information Required:

1. Doctoral, master's and bachelor's degree applicants' official transcripts from all colleges and massage programs should be sent directly to Pacific College from the institution. If applicable, please have the records department of your college send the password to retrieve an e-transcript from a college website to the registrar of Pacific College. For quicker processing of

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

2. International documents in a non-English language require an accompanying, original, certified translation into English, including year-to-year records of each college or university attended. Indicate the number of lecture and laboratory hours or units devoted to each course as well as grades received. Include copies of official documents indicating the award of degrees with the title and date conferred.

Students who submit these kinds of transcripts will be required to submit official documentation to the California Acupuncture Board as well, at the time of application to the CALE exam.

3. If you attended a school outside the United States, an academic evaluation of international transcripts/ documents in terms of American accredited equivalency must be sent to Pacific. Students who submit these documents will be required to submit official, original documentation to the California Acupuncture Board as well, at the time of application to the CALE exam. Contact Pacific's admissions representatives for names and addresses of agencies that perform this evaluation. For quicker processing of your application while the college awaits official transcripts, you may send unofficial copies of your transcripts with your application form.
4. All students enrolled in education programs in New York State must provide evidence of the following:
 - Two doses of measles vaccination
 - One dose each of mumps and rubella

Public Education

In an expression of Pacific's mission to further the understanding of Oriental medicine, Pacific may allow a limited number of students to enroll in specific courses of general interest without fulfilling all the prerequisites of admission to a particular program or course. Such courses are normally limited to massage courses, tai ji and qi gong. For more information and to apply for public education courses, please contact one of Pacific's admissions representatives.

Non-Matriculated Students

Students who meet the prerequisites for admission to a program and specific courses may, on a space available basis, take Pacific courses with the approval of the academic dean. For more information and to apply for non-matriculated status, please contact one of Pacific's admissions representatives.

The Admissions Interview

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

Interviews will be scheduled with a member of the Admissions Committee or other staff members designated by the Admissions Committee. Applicants may make an appointment for the admissions interview after the following portions of the completed application have been received: The application, application fee, personal statement (if required), letters of reference (if required) and

required transcripts from prior education (official transcripts are preferred at time of interview, but must be submitted prior to enrollment).

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.

Applicant Status

Full Acceptance

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

Acceptance with Requirements (master's, doctoral and bachelor's in nursing degree applicants only)

Acceptance with Requirements is granted when the Admissions Committee has determined that an applicant meets the minimum number of prerequisite credits for entry into the program, but has a low undergraduate grade point average. Such applicants must take a specified program of study and must achieve minimum grades prescribed by the Committee to continue in the program. All requirements must be fulfilled within a specified time frame (normally one academic term). Applicants who are granted Acceptance with Requirements enroll at their own risk. If they cannot satisfy the requirements within the indicated time frame, they may be disqualified from the program with no refund beyond those stated in the refund policy.

Acceptance with Administrative Deficiencies

When an applicant has demonstrated the necessary qualifications for acceptance, but has not provided all application items, e.g. official transcripts, letters of reference, etc., they may, at the discretion of the Admissions Committee, be allowed to begin classes. However, such students are ineligible for Title IV financial aid and will not be allowed to continue in the program for more than one term. Applicants who are granted Acceptance with Administrative Deficiencies enroll at their own risk. If they cannot resolve the administrative deficiencies within the indicated time frame, they may be disqualified from the program with no refund for completed or in-progress courses.

Other Enrollment Documents

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

- Initialed and signed "Fact Sheet" (San Diego only, to be completed 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 (San Diego only)

Acupuncture Transfer Student Fee

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

Essential Functions for Individuals Entering the Fields of Acupuncture and Massage

Those interested in Pacific College of Oriental Medicine programs should possess the technical and academic capacity for the acquisition of knowledge and skills and the ability to perform those skills as a clinician. These capacities must also be maintained by students to progress successfully in the program. Pacific College is committed to supporting students with disabilities with reasonable accommodations that do not fundamentally alter program standards or appropriate expectations of a graduate serving a patient population. (See section on “Students with Disabilities”)

The technical capacities include:

Sensory/Observation:

Students/clinicians must be able to gather information from a patient or client observed both at a distance and close at hand. A candidate must be able to examine the body surface and structure for signs of disease, palpate for abnormalities and gather auditory data to support an accurate diagnosis and ensure the safety and proper care of patients and monitor response to treatment.

Motor:

Students/Clinicians must possess motor function sufficient to perform the procedures associated with a medical or massage and bodywork practice and the care, safety and protection of patients. This includes the fine and gross motor capabilities of conventional practice, as well as the capacity to function in an emergency situation or to provide basic life support as necessary. Unique to the practice of manual therapies, a candidate must possess sufficient strength, coordination and palpatory sensitivity to achieve satisfactory clinical influence on patients. These techniques may involve lifting patients’ bodies in an assisted range of motion exercises, facilitated stretching and vigorous rocking or oscillating motions such as those utilized in tui na, involving tolerance for lifting up to 50 lbs. *Further skills include:* ability to perform screening tests of joints and muscles (sensation, range of motion and strength); ability to palpate and treat skin, soft tissues and joints and to safely support patients in arranging themselves for treatment. *Emergency procedures include:* ability to perform unassisted CPR, safely manage an unconscious patient and perform emergency first aid.

The behavioral capacities include:

Communication:

Students/clinicians must be able to communicate effectively and sensitively with others at a professional caregiver level in both oral and written forms. This includes the capacities of active listening, appropriate emotional responsiveness and clear exchange of information with awareness of appropriate professional boundaries. In addition, they must possess an awareness of and be sensitized to non-verbal communication in clinical settings.

Cognitive:

Students/clinicians need to be able to gather information in an organized manner, analyze and apply clinical reasoning to develop a diagnosis and an integrated treatment plan and to evaluate the efficacy of treatment through well- focused inquiry. They must be able to comprehend and interpret medical literature and to read a large volume of sophisticated material quickly with considerable recall. They must be able to engage critically with the material and apply the principles in unfamiliar contexts and situations.

Professionalism:

Students/clinicians must possess the emotional maturity, sensitivity and stability necessary to the care of patients and the maintenance of appropriate professional boundaries. They must possess a capacity for critical self-reflection and a willingness to engage the complex social environment of healing relationships with empathy, clarity and exceptional judgment. They must be prepared to operate as a professional in diverse and sometimes stressful environments with grace, flexibility and equanimity.

DISABLED STUDENT SERVICES

The college provides assistance for students, faculty, staff, and patients with disabilities and does not discriminate on the basis of disability in its programs, benefits, and services, including the admission and retention of students. Under Title III of the Americans with Disabilities Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), qualified persons with disabilities are entitled to reasonable accommodations, including modifications to the academic requirements, and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College. Section 504 and the ADA define a 'disability,' with respect to an individual, as (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such impairment, or (3) being regarded as having such an impairment."

In order to ensure that qualified students with disabilities are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in all academic and other programs, services, and activities of Pacific College, as required by law, reasonable accommodations and auxiliary aids and services will be provided unless it is determined that doing so would alter the essential academic requirements of the College program being pursued or to any directly related licensing requirement. These may include modifications to the academic requirements and auxiliary aids and services, including, but not limited to, auxiliary aids and services for students with hearing visual impairments (readers and such technology as adaptive computer software and hardware, reading machines); note takers; extended or divided time on examinations for students with learning disabilities or reduced physical stamina; adjustments in course load when appropriate; and taping classes.

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

San Diego:

Student Advisor, Jason Roberg
619-574-6909 ext. 150
jroberg@pacificcollege.edu

New York:

Director of Student Services, Ashley Kowal
212-982-3456 ext. 250
akowal@pacificcollege.edu

Chicago:

Student Advisor, Sarah Hawley
773-477-4822 ext. 337
shawley@pacificcollege.edu

For All Programs:

San Diego Campus Director, Teri Powers
619-574-6909 ext. 129
tpowers@pacificcollege.edu

Confidentiality is subject to the Family Educational Rights and Privacy Act of 9174 (FERPA).

Complaint Resolution Procedures

The complaint resolution procedures afford students an opportunity to resolve complaints regarding accommodation eligibility decisions, accommodations, auxiliary services, communication services, denial of services or other administrative decisions of the 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 and Title IX Representative, for which to bring any concerns or complaints related to Section 504:

Ashley Kowal, Director of Student Services
110 William St., 19th Fl.
New York, NY 10038
212-982-3456 ext. 250
akowal@pacificcollege.edu

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, 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. 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 faculty member, 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, 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 students are provided the opportunity to give information to the committee and that students have interim accommodations, and are given prompt written notice of committee decisions. However, students are not to be considered 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 support services officer will take the 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 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 San Diego campus director (**Teri Powers, tpowers@pacificcollege.edu, 619-574-6909 ext. 129**) 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 1) 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; 2) Western Association of Schools and Colleges Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001 or 3) 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 acupuncture and Oriental medicine master's and doctoral degrees 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 ADA. Complaints alleging retaliation for engaging in these protected rights may be filed under the above formal grievance procedure.

INTERNATIONAL STUDENT APPLICANTS

International (Nonimmigrant) Applicants

This institution is authorized under Federal law to enroll nonimmigrant alien students for some programs. Special application and admission procedures are required of all international F-1

students. Permanent residents, refugees, and aliens in other nonimmigrant statuses should follow the regular application and admission procedures.

International (F-1 nonimmigrant) applicants must submit a copy of their passport name page and an affidavit of financial support, together with supporting documentation such as bank statements or a bank letter dated within 6 months of their first semester start date, from their sponsor verifying that they have adequate resources to pay tuition, food, lodging, books, fees, and incidental expenses for one academic year, and barring unforeseen circumstances, that funds will be available for subsequent years. For the amount required, please contact an admissions representative or see the international student page on the college website. Bank statements must be converted into U.S. dollars and translated into English.

Furthermore, international applicants must provide two official transcripts for each previous institution attended. Students will be required to submit original transcript evaluation documentation to the California Acupuncture Board as well, at the time of application to the CALE exam.

The I-20 will be issued only after the applicant's file is complete, the applicant is fully accepted into the respective program and the tuition deposit has been received by the college. International students are allowed to enter the U.S. 30 days prior to the start date of the I-20, which is recommended in order to get settled before school begins. The tuition deposit is credited toward tuition upon matriculation. A non-refundable I-20 fee of \$100 will be withheld from the deposit if the applicant does not attend the college. Students coming to the college from outside the U.S. will receive detailed instructions regarding how to apply for the visa and how to enter the U.S. together with the I-20 form. Non-immigrant F-1 students transferring from another approved school within the U.S. must also provide a copy of their current I-20, passport name page, visa and electronic I-94 document with the application along with the completed school transfer information form. Nonimmigrant students are not eligible for U.S. federal financial aid.

General Information for International (F-1) Students

International students arriving at the college from abroad must provide the college with a copy of their passport name page, visa, and entry stamp. The Department of Homeland Security (DHS) requires that all international students: 1) enroll in a full course of study, which is defined as 12 units per semester, except in special circumstances that will be explained at the international student orientation, 2) attend classes regularly, and 3) make satisfactory progress towards completion of the degree.

International students who apply for admission from outside the United States may be admitted each term (three times a year). A student is accepted only for the term indicated on the I-20 and on the letter of acceptance and must complete class registration that term. If the student would like to change the admission date to a different term, the applicant must request a change of their starting date in writing, possibly submit new financial documents, and receive a new I-20.

Once enrolled, international students must report any of the following activities to the college immediately: change of legal name, address, program of study, request for I-20 extension, and/or desire to transfer to another institution.

There is currently no dormitory housing available at Pacific College.

Applicants for whom English is a second language must meet English language requirements. See "English Language Requirements" at the beginning of this Admissions section.

Orientation

Orientation dates and times are communicated to applicants by the admissions department upon acceptance to the college. All new students must attend this orientation. Students who miss the orientation must notify their admissions representative immediately. A separate orientation or meeting with a campus designated student officer for new international students will take place to inform them of their obligations and privileges as F-1 non-immigrant students in the U.S. The international student advisor will contact students individually to set this special orientation date.

BASIC TECHNOLOGY REQUIREMENTS FOR ALL PROGRAMS

Basic technology requirements for all students may be viewed here:

https://pacificcollege0-my.sharepoint.com/personal/tluger_pacificcollege_edu/layouts/15/guestaccess.aspx?docid=07c59d05d7eec467595718716fd8765c6&authkey=ARi4FCXkt15XXZ6f2W52Oak

STUDENT RESPONSIBILITY TO STAY INFORMED

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

FINANCIAL AID INFORMATION

Federal financial aid is available to qualified students at all three campuses, and all consumer information that is required to be disclosed to students pursuant to the financial aid programs available can be found in the Financial Aid Policy and Procedure Bulletin at <http://www.pacificcollege.edu>. It is important to note that if a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus loan fees and accrued interest. If the student has received federal student financial aid funds and withdraws from the college, a refund must be calculated based on federal student aid requirements. (See also: Refund Policy, "Refund Attribution")

The Financial Aid Office is committed to assisting students in achieving their educational objectives with the highest degree of student service. Some of the services include:

- Electronic processing of federal student aid. The financial aid application process is available online at <http://www.pacificcollege.edu>.
- Students can apply for financial aid using the computer available in the financial aid office.
- Personalized loan counseling for prospective and continuing students, as well as our graduates.
- The Financial Aid Policy & Procedure Bulletin, a document designed to assist students through the financial aid process, is available online at <http://www.pacificcollege.edu>.
- Pacific College offers a variety of federal financial aid programs to assist students in financing their education.
- Required, repeat coursework may qualify for financial aid. Please contact the financial aid office to determine your eligibility.

Eligible students may apply for the following federal student aid programs:

Federal Pell Grant

The Federal Pell Grant program provides need-based grants to eligible undergraduate students based on their Free Application for Federal Student Aid (FAFSA) data. This grant program is to promote access to postsecondary education for undergraduate students who do not have a bachelor's degree or a bachelor's degree equivalent. Grant amounts are dependent on the student's Expected Family Contribution (EFC), cost of education and enrollment status. Students may not receive Pell Grant funds from more than one school at a time. Federal Pell grants do not need to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program also provides need-based grants to eligible undergraduate students who receive a Federal Pell Grant. This program is to promote access to post-secondary education. The Financial Aid Office determines eligibility by using extensive criteria. Availability depends upon the federal allocation awarded to the school.

Federal Work Study (FWS)

FWS is a program that provides part time employment for students who demonstrate financial need. The amount awarded is based the financial need as determined by their cost of education and Estimated Family Contribution (EFC). Students are paid on an hourly basis within the maximum number of hours allowed to work during the period of enrollment.

Federal Direct Subsidized and Direct Unsubsidized Student Loans

Eligibility for a subsidized Direct Loan is based on financial need and is available to undergraduate students only. The interest is paid (subsidized) by the federal government while the borrower is enrolled on at least a half-time basis, during the six-month grace period prior to repayment, as well as during authorized deferment periods.

Eligibility for an unsubsidized Direct Loan is not based on financial need and the borrower is responsible for the interest on the loan.

Federal Direct PLUS Loan for Parents

The Federal Direct PLUS loan is an affordable, low interest loan designed for parents of undergraduate students. The Parent PLUS Loan can be used to cover up to 100% of the students total cost of attendance, minus financial aid awarded to the student.

Federal Direct Graduate PLUS Loans

The Federal Direct Graduate PLUS Loan is an affordable, low interest loan for graduate students. The Graduate PLUS Loan is non-need-based, credit-based loan with a variable interest rate. The Graduate PLUS Loan allows graduate students to borrow up to the total cost of attendance less any other financial aid.

Alternative Loans (Private Education Loans)

Alternative loans (private loans) are useful if you need to find another source of assistance to supplement your federal and state aid. Private loans are usually more expensive than government loans and should only be used when you have exhausted all other financial aid options.

General Procedures for Applying for Financial Aid

1. Apply for a federal PIN from the U.S. Department of Education at <http://www.pin.ed.gov>. If you have a federal PIN but have forgotten it, you can ask to have it sent to you from the PIN website. Apply for a Federal Student Aid Identification Number (FSA ID) at www.fsaid.gov. FSA ID gives you access to Federal Student Aid's on systems and can serve as your legal signature for the Free Application for Federal Student Aid and Federal Direct Loan Master Promissory Note. It also serves as your access code on Student Aid on the Web, the Department of Education's site with free information on funding a college education.
2. Complete the current year Free Application for Federal Student Aid at <http://www.fafsa.ed.gov>.
3. Each Pacific College campus has its own unique federal code. The code for the San Diego campus is: 030277.
4. Download, complete, sign and submit the current "Pacific College Financial Aid Certification Form" to the Financial Aid Office. (See the college website: <http://www.pacificcollege.edu> – Financial Aid page)
5. All new students and students applying for a Federal Direct Loan for the first time must complete entrance loan counseling before the financial aid office will originate loan eligibility. Entrance loan counseling is done online at <http://www.studentloans.gov>. Students will need their Federal PIN to enter and complete online entrance counseling.
6. Complete a Federal Direct Loan Master Promissory Note, online at <http://www.studentloans.gov>.

Applicants will be notified by the financial aid office if additional documents are needed. If you would like to know more about financial aid, please contact the financial aid office at the campus you plan to attend or visit the financial aid web page at <http://www.pacificcollege.edu/financialaid>.

Your Questions Are Important

Entry into the profession of Oriental medicine at any level is an important decision. We respect any applicant who seriously considers it. It is a process that will involve many questions and, hopefully, as many answers. Please consider Pacific College a resource in your research of Oriental medicine. We are here to help and answer any questions you may have.

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

San Diego 800-729-0941 or 619-574-6909

New York 800-729-3468 or 212-982-3456

Chicago 888-729-4811 or 773-477-4822

Or electronically via email:

San Diego admissions-SD@pacificcollege.edu

New York admissions-NY@pacificcollege.edu

Chicago admissions-CHI@pacificcollege.edu

T-DACM/DAC online programs: admissions-DACM@pacificcollege.edu

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

STUDENT STATUS

Full-Time/Half-Time Designation

This section defines the minimum number of credits or hours per term to qualify as a full-time or half-time matriculated student for purposes of financial aid.

Post Graduate Doctoral degree students:

- Full-time: 9 units/Part time: 6 units

Master's or entry-level doctoral degree students who have reached graduate level loan status:

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

Massage therapist certificate, bachelor's and associate's degree students, and master's or entry-level doctoral degree students still receiving undergraduate level loans:

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

TRANSFER CREDITS

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Pacific College of Oriental Medicine is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in any Pacific College of Oriental Medicine program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Pacific College of Oriental Medicine to determine if your credits or degree or certificate will transfer. Currently, the college has articulation agreements for the nursing program with several colleges and universities in the New York City area.

General Transfer Credit Policy

1. Transfer credit may be awarded for equivalent coursework documented by official transcript that indicates the units or hours of training in each subject.
2. Only coursework completed at an accredited or candidate institution of an agency recognized by the Secretary of Education may be transferable.
3. A grade of "Pass" or "C" (2.0) or above is required for transfer.
4. Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the specific field for which transfer credit is requested. (The Deans may make exceptions, in some cases.)
5. Transfer credit may be granted for a limited number of courses to individuals who have passed a state-recognized licensing examination. The licensing board or examination agency must provide documentation indicating a passing score in each of the specific areas for which transfer credit is requested to the college and to the California Acupuncture Board (CAB) if/when applying for acupuncture licensure in California.
6. Transfer credit is officially recorded on the student's Pacific transcript only upon completion of the program, even if previously recorded unofficially for administrative purposes.
7. Courses taken at Pacific College branches are interchangeable and not considered transfer credit.
8. Coursework taken at another institution after admission to Pacific is not transferable unless approved in advance in writing by the registrar, student advisor or academic dean.
9. Coursework transferred is not included when computing grade point average.
10. Transfer credit limitations may require a student from an unaccredited school or an institution not approved by the CAB to repeat similar courses and to take more than the minimum credits required for graduation.

Post-graduate Doctorate of Acupuncture and Oriental Medicine Transfer Credit

The program may accept limited transfer credit (no more than 20 credits) for prior coursework toward the post-graduate 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.

MSTOM Degree Transfer Credit

Students in the MSTOM program are qualified to sit for the California Acupuncture Licensure Exam and are subject to the following California Acupuncture Board (CAB) regulations:

1. Up to 100% transfer credit may be awarded for coursework and clinical instruction completed successfully at another acupuncture school or college that is approved by the board. (To be awarded transfer credit for such courses, the college where the work was completed must also be accredited by an accrediting agency recognized by the U.S. Department of Education, otherwise a Challenge Exam is required.)
2. Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition and vitamins, history of medicine, medical terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school which is approved under Article 4, Section 94770 of Chapter 7 of Part 59 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.

Transfer students from institutions that are unapproved by the California Acupuncture Board or the accrediting agencies noted above will be subject to the following transfer regulations and limitations:

1. Evaluation of such coursework shall include an examination administered and retained by the school in the subject area(s) in which transfer credit may be awarded.
2. Up to fifty percent (50%) credit, by transfer or challenge exam, for clinical practice coursework and instruction in acupuncture and Oriental medicine principles, theories and treatment procedures completed successfully at a school which is not approved by the board may be awarded by a school approved by the board, provided that at least 50% of the course hours in individual subjects are completed successfully at a school approved by the board.

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

New York and Chicago Master of Science (Acupuncture) and Master of Science (Traditional Oriental Medicine) and Chicago Doctor of Acupuncture and Chinese Medicine and Doctor of Acupuncture students-who waive, in writing, eligibility for the California acupuncture license exam (CALE) will be exempted from transfer policies #1 and #2 directly above. Students who waive eligibility for the CALE and subsequently apply for CALE eligibility will need to take or retake coursework sufficient to satisfy the above transfer regulations and limitations. San Diego DACM or MSTOM students may not waive eligibility to the CALE.

DACM, DAC, MSTOM and MSAc Degree Transfer Credit Exceptions

Pacific College does not grant transfer credit for the following courses: Senior Internship, Clinical Counseling 3 (pre-Fall 2015 curriculum), and Advanced Needle Techniques.

Transfer students must take either Clinical Observation or a Clinical Assistantship course at Pacific College prior to entering any level of clinical training. Transfer students who have previously taken similar courses may qualify for a reduced course fee but must still earn a passing grade in these courses.

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

Transfer credit for Practice Management and Ethics is only granted for comparable courses taken at accredited acupuncture colleges. Other prior business courses are not transferable.

Licensed acupuncturists taking Pacific College's herbology and clinical courses for the purpose of qualifying for the NCCAOM herbology exam may be exempted from certain program prerequisites. Please contact the registrar or academic dean for details.

Bachelor of Science in Nursing (Holistic Nursing) Completion Program Transfer Credit

Courses content, complexity, grading standards, and grades are considered when determining transfer credit. Credit is not granted for workshops and continuing education classes. The maximum number of transfer credits from a two-year program shall not exceed 70 credits. Students who have taken additional courses at the bachelor's level may transfer up to 20 additional credits for a maximum total of 90 transfer credits. Registered nurses who have taken courses at an accredited baccalaureate nursing program may also receive credit for nursing courses completed if they have a grade of "B-" and are comparable to content in courses required for the Bachelor of Science in Nursing (Holistic Nursing) at Pacific College.

Students enrolled in the Pacific College Bachelor of Science in Nursing Completion Program (Holistic Nursing) will be licensed registered nurses who have graduated from an accredited associate's degree or Diploma Nursing Program. They would have received course work or training regarding the identification and reporting of child abuse and maltreatment as part of their pre-professional nursing program. This content will be evaluated in conjunction with their transcript evaluation of transfer credit during the application/admission process.

Residency Requirement - At least 25% of any program must be completed at Pacific College. The New York campus is the only campus offering this degree, and transfer between campuses is not permitted for nurses at this time.

In the holistic nursing program, registered nurses with an associate's degree can receive credit for courses taken at previous schools. Registered nurses with a diploma in nursing can obtain advanced standing credits by taking select nursing examinations through Excelsior College (formerly known as Regents College) or the NLN Mobility Profile Examinations. Remedial coursework is non-credit bearing at Pacific College.

Articulation Agreements with Nursing Associate Degree Programs

Pacific College Nursing Program has articulation agreements with three associate's degree programs to facilitate seamless transition to the bachelor's of science degree:

- Queensborough Community College
- Sullivan County Community College
- Swedish Institute

Please check the PCOM Nursing website for an updated list.

Massage Program Transfer Credit

Transfer credit for courses taken at massage schools is limited to less than 50% of each massage program for San Diego and Chicago campuses. Transfer credit for courses taken at massage schools is limited to 25% or approximately 250 hours of each massage program for New York campus.

Doctoral, Master's and Massage Challenge Examinations

(See DACM/DAC Alumni Completion Program challenge examination policies on page 32.)

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

In order to take a challenge examination the student will:

1. Obtain the examination petition through the office of the academic dean.
2. Pay the challenge exam fee.
3. Take the examination by arrangement with the administrative office or office of the academic dean.
4. A score of 70% is required to pass the exam and receive credit for a course.

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

Bachelor of Science in Nursing (Holistic Nursing) Completion Program Nursing Health Assessment Examinations

In order to assure that all students have reached the minimal nursing bachelor's level of skill in health assessment, all students must pass a nursing health assessment exam (or take the WS352e Health Assessment course at Pacific College) prior to the start of Community Health and/or Leadership course(s). The nursing health assessment exam is graded as pass/fail. Students will be awarded 2.5 nursing credits upon successful passing of the nursing health assessment exam and the payment of the fee. If students do not pass the nursing health assessment exam they may have a second opportunity. If students fail one nursing health assessment exam or wish to prepare for the exam, they must do so by auditing WS352 Health Assessment/Physical Exam. The student must still pass the nursing health assessment exam prior to starting clinical course work.

Math Placement Exam (San Diego campus)

Undergraduate students are required to complete a placement exam prior to enrolling in the college algebra general education course.

The placement exam used at the San Diego campus is My Foundations Lab. The college will provide an access code to My Foundations Lab to the student; the access code gives the student access to the

placement exam and additional online course material in math and English. The My Foundations Lab final exam must be passed before a student may start mathematics at Pacific.

The placement exam used at the Chicago campus is the ACT Compass Math Placement Test. The ACT Compass Math Placement Test is a multiple-choice, computerized test that evaluates students' ability levels in terms of basic skills such as performing a sequence of basic operations, application skills such as applying sequences of basic operations to novel settings or in complex ways, and analysis skills such as demonstrating conceptual understanding of principles and relationships for mathematical operations.

The test includes: integers, decimals, exponents, square roots, and scientific notation, fractions, percentages, ratios and proportions, and averages, substituting values, setting up equations, factoring polynomials, exponents and radicals, basic operations/polynomials, linear equations/one variable, linear equations/two variables, & rational expressions.

Students may sign up to take the test through the front desk receptionist.

Inter-program Financial Credit

Students who have taken specific courses from Pacific College's massage department may be allowed to challenge (C) or receive financial credit (FC) for specific master's or doctoral degree program courses. In addition, master's or doctoral degree program students wishing to earn a massage degree or certificate may share similar benefits. Please note that financial credit is not applied automatically. Students must note financial credit on their registration forms to inform the administration when credit has been awarded.

Contact your admissions or student advisement representative for what may apply to you.

Auditing Classes

Students may choose to audit a class for which they already have credit for a reduced fee. (See fee pages, or ask the Academic Dean or Student Advisor.)

Auditing classes outside a student's major or minor program coursework, for which a student does not already have credit, is also possible at full tuition. Academic dean or student advisor approval is required.

Auditors must respect the priority access of credit students to teachers' time. Auditing is permitted on a space-available basis only.

REGISTRATION AND PAYMENT

Registration Procedures

Continuing students may register for the next term, without late fees, at any time up to the 10th week of the current term. Newly accepted students may register for courses without late fees at any time prior to the beginning of the term but are encouraged to register early before classes reach maximum enrollment. Administrative fees for any term are due with the student's first tuition payment, rather than at the time of registration.

Late Registration

Continuing students who have not registered during the official registration period will be assessed an administrative late fee in addition to the regular administrative fee.

Academic and Clinical Course Load

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

For the master's and entry-level doctoral degree programs, the school believes it is important to allow enough time for interns to integrate classroom learning with the practical aspects of clinical training. To this end, the clinical internship must be completed over the course of at least three semesters and cannot be accelerated even if additional clinical shifts are taken in any semester. Any intensive shifts (shifts taken during a semester break) are considered to be part of the term that precedes it.

A student is considered registered for courses only when all registration forms have been completed, and tuition has been paid or a promissory note has been signed, for the term. Academic credit will not be given for attendance in classes unless the student is properly registered.

Tuition Payment Plans

Tuition and fee payments are due and payable on the third Wednesday after the start 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 of \$25 for the term. Choosing this option does not obligate the student to use this method of payment in subsequent terms. Payments are due as follows (subject to modification): Regardless of when a course first meets, the first tuition payment is due by the third Wednesday after the start of the term, and the three subsequent payments are due on the 10th calendar day, (or the first business day thereafter if the 10th falls on a weekend), of the second, third and fourth months of the term. Any pre-payment of tuition is subject to the refund policy and any tuition increase. Students opting to establish a payment plan must sign a promissory note by the Wednesday of week 3 of each term for any portion of tuition and fees being financed or not covered by financial aid.

Payment of Tuition by Credit Card

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

Late Payment Fees

If a student is late in making payments, they are charged a late fee when the payment due date is missed plus an additional late fee 14 days after the payment due date is missed. This continues each month a student owes the college a payment, until the end of the term. Students with a balance due may not be allowed to register for subsequent terms.

In the case of students expecting financial aid, the following procedures apply: late fees and tuition payments are waived for a student who submits a complete financial aid application and whose financial aid file is certified as complete by a financial aid officer or assistant by the priority processing deadline (30 days prior to the beginning of the term). Any time after this deadline, if a complete financial aid application is submitted, any further late fees will be waived.

Account Balance

A student's previous account balance must be cleared prior to attending classes in a subsequent term. 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. Students who drop out of the institution with an outstanding balance are reported to a credit reporting agency after an attempt has been made to contact the student for repayment.

Additional Clinical Courses

On a space available basis and at the discretion of the clinic director, students may audit extra clinical shifts at half the usual tuition rate. Malpractice insurance fees must also be applied when a student is enrolled in a clinical course.

Student Tuition Recovery Fund Disclosures (San Diego only)

California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by 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 \$.50 to \$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, have 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 the 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 the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833.

Mailing address: P.O. Box 980818, West Sacramento, CA 95798-0818
Toll-Free Phone Number: 888-370-7589

SCHEDULE OF CLASSES

An academic calendar is published in this catalog. A more detailed academic calendar may be downloaded from the college website and is given to students each year.

Day classes are typically three hours and offered from 9 a.m.-12 p.m. or 1 p.m.-4 p.m., however, students should expect some variation. Most evening classes are three hours and held between the hours of 5:30-8:30 p.m., 6:00-9:00 p.m. or 6:30-9:30 p.m. Our goal is to begin weeknight classes late enough so that working people can attend without rushing from work and to end early enough to prevent fatigue the next day. Weekend classes may be held anytime between 9 a.m. and 6 p.m. Clinical instruction is scheduled during the business hours of the clinic. Students who begin the program in the fall often have the choice of day or evening courses. However, the college will limit such groups' choices during the internship phase and at such time as the number of students falls below that necessary to provide multiple schedules.

The maximum number of students in a regularly scheduled, lecture class is 40 to 45. The maximum student/teacher ratio in practical classes that involve learning demonstrations of specific techniques by students during class (e.g., acupuncture point location, physical diagnostic techniques etc.) is 15:1. One teaching assistant is assigned per 15 students in addition to the faculty member. Each term is 15 weeks with a potential intensive clinical week in April and/or August, following week 15. Seven weeks of vacation time normally includes two weeks for the winter holiday season, two weeks in the spring, and three weeks in the summer.

Due to the comprehensive nature and length of the program of study, classes may be held on secular and religious holidays. While recognizing the importance of religious observation, Pacific cannot promise students that scheduled classes will not conflict with religious obligations. Students must meet the attendance requirement set by the faculty member for any class. Students whose religions require strict observance should furnish the college with a list of dates on which religious holidays occur. A letter from an authorized representative of the religious institution must accompany the list, verifying the student's membership and requirement for absence. This documentation must be sent to the office of the registrar or student advisor at the beginning of each calendar year.

Study outside the classroom is an integral and important part of every program. The average student should expect to study approximately two hours for every hour of instruction in academic courses while clinic preparation may require less outside work. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation by program from course to course, and term to term.

GRADING SYSTEM

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

Grades are normally submitted by the faculty member 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.

Evaluation of Courses

Students are required 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 the faculty member. Course evaluations are necessary to meet accreditation requirements.

Challenging a Grade Received

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

Students should seek first to resolve any discrepancy with the faculty member. If unresolved, the student should seek advice from the registrar, student advisor or academic dean for the appropriate procedure. A student requesting a change of grade or a student who did not receive a grade must notify the administration in writing within 30 days of the end of the term.

Extenuating Circumstances

Throughout this section of the catalog the phrase “extenuating circumstances” may appear. Extenuating circumstances are defined as serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, unavoidable, verified religious holiday observance, employer-documented, verifiable work-related events 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 justifiable reasons (*see Extenuating Circumstances*) and that there is still a possibility of earning credit.

Students must submit a petition for an incomplete grade at least 72 hours before the final class and receive approval by their faculty member and the academic dean or student advisor. 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 continued, documented extenuating circumstances that would prevent the completion of a make-up exam within one week of the original exam date.

A student receiving an “I” must make up the specified deficiencies and receive a grade by the end of the eighth day of the next term, or the “I” automatically becomes an “F” on the ninth day of the term, and the course must be retaken at normal tuition rates. It is the student’s responsibility to ascertain that the faculty member has delivered the final grade to the administration by the eighth day of the following term.

Academic Grading System

A plus/minus system is used at Pacific at the discretion of the faculty member. The grades A+, C-, D, and F+ are not used. In general, “A” indicates outstanding achievement and is available for the highest accomplishment. “B” indicates average and satisfactory performance. “C” is minimally passing. “F” is failing. “P” indicates passing and is not calculated in the grade point average.

When a student’s individual course grade average includes a “0.5”, the grade will be rounded up to the next whole number. F is used to indicate a failing grade.

| Grade | Grade | Points | Grade | Grade Points |
|--------------|--------------|---------------|--------------|---------------------|
| A | 4.0 | | C+ | 2.33 |
| A- | 3.66 | | C | 2.0 |
| B+ | 3.33 | | F | 0.0 |

| | | | |
|----|------|---|-----|
| B | 3.0 | I | n/a |
| B- | 2.66 | P | n/a |

Administrative Grading System

| Grade | Points | Explanation |
|--------------|---------------|--|
| IP | n/a | In Progress (Satisfactory) |
| W | n/a | Official Withdrawal |
| WF | 0.0 | Unofficial or Late Withdrawal Failure |
| RD | n/a | Report Delayed |
| AU | n/a | Audit (No Credit) |
| T | n/a | Credit by Transfer |
| CH | n/a | Credit by Challenge |
| NP | n/a | Non- Proficient - issued by administration for failure of 1 st or 2 nd comprehensive exam section(s). (Formerly “NG-No Grade”) |
| P | n/a | Proficient - issued by administration for passing the 1 st or 2 nd comp exams. |
| RF | n/a | Failure Grade Replaced |
| RC | n/a | C-grade Replaced |
| RM | n/a | Requirement Met |

Calculation of Grade Point Average (GPA)

Grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total number of academic units attempted. The GPA is a weighted average based on course units, for example:

| Grade | CourseUnits | Grade or “Quality Points” Earned |
|--------|-------------|----------------------------------|
| A | 1 | 4 |
| A | 3 | 12 |
| B | 1 | 3 |
| B | <u>3</u> | <u>9</u> |
| Totals | 8 | 28 |

The GPA is determined by dividing 28 (total grade points) by 8 (credits attempted) = 3.5

The GPA may range from 0.0 to a 4.0.

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

Withdrawal Grade

The symbol “W” indicates that the student was permitted to drop a course after the second week and before 60% of instruction was completed. Prorated tuition charges apply according to the refund policy. The administrative symbol “W” for withdrawal may not be assigned by a faculty member.

Withdrawal Failure

Students who drop a course after 60% of the course has been presented earn a grade of “WF” (Withdrawal -Failure). A “WF” grade counts as an “F” (0.0) when calculating grade point averages

and other academic requirements. There is no refund for the course and it must be repeated at normal tuition costs.

Unofficial Withdrawal Failure

Students who are administratively dropped because of failure to inform the registrar that they stopped attending class, are assigned a grade of “WF” (withdrawal failure). A “WF” grade counts as an “F” (0.0) when calculating grade point average. Unless all courses are dropped due to attendance, the course(s) refund will be prorated according to the last day of attendance in each course.

Administrative Transcript Notations

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

- Disciplinary actions
- Academic probation
- Academic disqualification
- Withdrawal
- Leave of absence
- Term break

Any student seeking to appeal such transcript notations may do so by formal query to the Student Success Committee.

Make-up Examination Rules

Make-up of a missed examination is subject to approval by the administration and faculty member. The student must provide documentation of extenuating circumstances (*see Extenuating Circumstances*) to the academic dean or student advisor to receive approval for a make-up exam and avoid automatic failure of the exam. Make-up exam fees are applicable (*see Fee Schedule*). Faculty members are under no obligation to excuse a student from an exam and may assign a failing grade to a missed exam. Excessive use of the make-up exam policy may require meeting with the academic dean or student advisor.

If feasible, students must notify the faculty member and student advisor as early as possible that they will miss an exam and the reason. If approved for a make-up, midterm and final exams must be made up within one week of the exam date. The administrative office may administer these exams (*see Tuition and Fees: make-up fees*).

It is the decision of each faculty member whether make-up of quizzes will be allowed. Make-up of quizzes, if permitted, are administered by the faculty member.

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

Repeated Courses/Forgiveness Policy

Courses 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 or clinic shift 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 or graduation from a program. Full tuition costs apply. The cost of retaking a course is used in calculating a student's cost of attendance for financial aid purposes only if it is required or recommended by the Student Success Committee or student advisor as long as the student is otherwise making satisfactory progress.

Student advice: Pacific encourages and coordinates extensive use of tutors. Don't wait to get an "F" before you seek help. If a teacher or another student has had a similar problem and worked it out, they can show you the method you need to succeed. Contact the Academic Dean or Student Advisor for help.

Independent Study

(As of this writing, the California Acupuncture Board does not allow independent study in any coursework required to complete the master's or doctoral degree program.)

Independent study is not an automatic option for students. A student may be allowed to complete certain specific coursework by independent study if, in the opinion of the academic dean, extenuating circumstances exist and it is appropriate for the subject matter covered in the course and only if they directly interfere with expected deadlines for state or national examinations. Students may not use independent study to accelerate completion of the program for reasons other than those above. Differences in schedules at Pacific College's branch campuses that interrupt or delay the progress of a student relocating to a different branch are not considered extenuating circumstances unless relocation is necessitated by an extenuating circumstance. Independent study is not applicable to any aspect of clinical training. Only students with a Pacific GPA of 3.0 or better will be allowed to participate in an independent study process. No more than 12 units may be earned through independent study. Special tuition rates apply (see current Tuition and Fees).

When independent study is allowed, all arrangements must be facilitated through the administration. The subject material and evaluation methods must meet those in the course syllabus, including examinations, projects and/or term papers. Periodic meeting between the student and faculty member are required, and the actual contact hours shall not be less than one-third of the total residential hours required for the regularly scheduled course. The student must document and the faculty member must verify the amount of time spent on each educational activity. The total instructional activity must be at least triple the classroom time for a normally scheduled class, e.g., one credit requires 45 hours of instructional activity.

COURSE COMPLETION REQUIREMENTS

The successful completion of a course indicates the student has met minimum attendance and grade requirements, has earned transfer credit, or has successfully challenged the course, in addition to fulfilling all financial obligations.

Minimum Attendance Requirements

The mastery of acupuncture, nursing, and massage requires a tremendous acquisition of theoretical knowledge and practical skills. Because of this, classroom and clinical attendance is critical. The college must also be able to verify minimum attendance for some state licensure requirements. Attendance requirements are based on the number of academic hours for a given course. Courses with higher academic hours will generally have more allowable absences. Allowable absences may also differ based on the total number of class sessions. Faculty may establish their own attendance

requirements with the approval of the academic dean, but they may not be more lenient than the college's.

Because courses may have different attendance requirements, each course's syllabus and the clinic manual outlines the requirements. If unclear, students should ask their faculty member to clarify attendance policies, including make-up policies. It is the students' responsibility to be aware of specific attendance policies.

In most courses, 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. Clinical courses require 100% attendance. Courses that are predominantly "hands-on" in nature, such as massage or acupuncture courses, may require 100% attendance in order to ensure that students receive the necessary instruction and observation as well as fulfill hours required for licensure.

The following are guidelines for courses requiring 75% attendance:

- 45-academic hour course (42 class hours) – a maximum of 10.5 hours of the course or no more than 3 full class sessions may be missed based on number of hours each class is scheduled in most cases.
- 37.5-academic hour course (35 class hours) - a maximum of 8.75 hours of the course or no more than 2-3 full class sessions may be missed based on number of hours each class is scheduled in most cases.
- 30-academic hour course (28 class hours) - a maximum of 7 hours of the course or no more than 2-3 full class sessions may be missed based on number of hours each class is scheduled in most cases.
- 22.5-academic hour course (21 class hours) - a maximum of 5.25 hours of the course or no more than 1-2 full class sessions may be missed based on number of hours each class is scheduled in most cases.
- 15-academic hour course (14 class hours) - a maximum of 3.5 hours of the course or no more than 1 full class session may be missed based on number of hours each class is scheduled in most cases.

The specific number of class sessions that may be missed in any particular course is stated on each course syllabus. Students are responsible for knowing the specific attendance requirements in any course for which they are registered.

Unless a student can demonstrate extenuating circumstances to the academic dean as well as the faculty member 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 who do not meet the attendance requirement due to documented extenuating circumstances may petition for an "Incomplete" grade. In courses that require 100% attendance, no more than 25% of the course may be completed as make-up time. Students may miss more than two classes in a row only for extenuating circumstances.

An unexcused absence is one in which a student misses class without an extenuating circumstance. If it is within the allowable limit for that class, there is nothing that needs to be done and any/all academic consequences of missing class may be applied. If the absence exceeds the allowable limit, this is considered excessive absence (see below). In either case (excused or unexcused absence) the absence itself is still recorded and counted toward the attendance requirement.

Excessive absence occurs when a student misses a number of class sessions (excused or unexcused) above the allowable limit (i.e. four absences in a class with a three-absence limit). In this case the student will automatically be dropped from the course and receive a "WF".

In addition, the faculty member may use academic discretion in determining if "late addition" to a class is advisable.

Clinical Attendance [Bachelor of Science in Nursing (Holistic Nursing) NY only]

Attendance at all clinical sessions is mandatory. Special permission from the faculty member is needed if a situation arises requiring the student to miss a clinical. This includes the weekly online post-clinical conference. If a student is late (15 minutes or more) for a clinical day, a written warning will be given. Any subsequent episodes will result in a clinical warning and mandatory clinical makeup, which will be done at the faculty member's availability. If any clinical days are missed, the student will be required to attend a make-up session(s), which will be done at the faculty member's availability. Only one clinical absence is allowed to be made up at the faculty member's discretion. All clinical work must be completed prior to the end of the term.

Tardiness Policy

Students arriving 15 minutes late to class or leaving 15 minutes before the faculty member dismisses the class may be marked as tardy for the class. Three tardies are counted as one full absence. Students who arrive more than 30 minutes late or who leave 30 minutes early will be marked as absent for the entire class.

Senior Internship Completion (DACM, MSTOM, DAC and MSAC programs)

The college believes that there is a benefit to seeing patients over the course of one year as a senior intern. Therefore, senior internship must be completed during at least three terms in all but the most extreme extenuating circumstances. Any request to complete senior internship in less than three terms must be made in writing to the Student Success Committee.

Minimum Grade

A grade of "C" (2.0) or higher must be earned in each academic course. A student receiving a grade below "C", "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.

Graduation Requirements

1. Satisfactory completion, transfer, or challenge of all required courses.
2. Complete all financial obligations to the institution.
3. Successful completion of all required comprehensive examinations.
4. Completion of a financial aid exit interview (for financial aid students only), normally during the last half of the final term. Failure to complete a financial aid exit interview may result in delayed graduation or delayed submission of documents required for licensing or certification examinations.
5. Exit interview with a member of the career services department, dean or program director.
6. GPA of 2.0 or higher for undergraduate and certificate program students.
7. GPA of 2.5 or higher for Bachelor of Science in Nursing (Holistic Nursing) program students.
8. GPA of 3.0 or higher for graduate students.

Please Note: The DACM (SD/CH), DAC (CH), MSTOM or MSAC (NY/CH) degree will be awarded to students from the Pacific College campus at which they:

1. Complete the majority of their coursework based upon a calculation of units, or in the case of the master's degree,
2. Complete their internship year, defined as the last three courses of the Diagnosis and Treatment of Disease or Acupuncture Therapeutics series, the Chinese Herbs and Internal Medicine series (MSTOM/DACM), and the entire internship.

In the rare event that master's degree students complete a majority of their work at one campus and the internship year at another, the students may choose the campus from which their degree will be awarded.

For specific graduation requirements by program and campus, refer to the applicable campus section entitled "Course/Credit/Hour Requirements for Graduation".

SATISFACTORY PROGRESS

To make satisfactory progress in a course of study toward a degree, diploma, or certificate, a student must maintain required attendance, earn specified grades in each course and comprehensive examination, maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame (comprehensive exams apply only to master's degree students).

Attendance

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

Grades

A passing grade of C must be maintained in each course. Grade point average (GPA) requirements are:

- Massage programs: 2.0 overall
- Master's degree Programs:
 - 2.0 – Year one of the program (until the 1st year Comprehensive Exam)
 - 2.75 - Year two of the program (until the 2nd year Comprehensive Exam)
 - 3.0 – Required to graduate

Bachelor of Science in Nursing (Holistic Nursing): 6 terms. 10 units/term

2.5 overall

2.5 required to graduate

Maximum Completion Terms/Minimum Course Load Per Term

Normal completion times are 100-150% of the model curriculum for undergraduate programs.

Normal completion times for graduate programs are 100-200% of the model curriculum.

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

- Massage Therapist Certificate: 5 terms. 6.7 units/term
- Associate of Science: 8 terms. 8.06/term
- Associate of Applied Science: 8 terms. 7.56 units/term
- Bachelor of Science in Nursing (Holistic Nursing): 6 terms. 10 units/term
- Master's of Science (TOM): 22 terms. 8.2 units/term
- Master's of Science (Acu): 18 terms. 7.4 units/term
- Doctor of Acupuncture and Chinese Medicine (SD): 22 terms. 8.7 units/term
- Doctor of Acupuncture and Chinese Medicine (CH): 22 terms. 8.6 units/term
- Doctor of Acupuncture (CH): 18 terms. 8.3 units/term
- Post-Graduate Doctorate of Acupuncture and Oriental Medicine: 12 terms. 5.5 units/term

Programs of study of more than six years are not recommended. Students who are approaching and may exceed 200% of the time allowed by ACAOM standards to complete their program, (18 terms or approximately 6 years), may be required to take remedial work or exams in order to maintain satisfactory progress.

**Students must carry at least 6 units to qualify for Financial Aid*

Appeal of Designation of Unsatisfactory Progress

A student may appeal the designation of unsatisfactory progress, the termination of financial aid, or any other matter pertaining to financial aid to the Student Success Committee based upon extenuating circumstances, or to the vice president of financial aid for financial aid satisfactory academic progress. In such cases, the committee may determine that the student is making satisfactory progress toward the degree despite the failure to conform to the time frame or minimum grade average. Financial aid appeals must be made within the term to which the financial aid applied.

The Academic Year

For academic purposes, the Pacific academic year consists of three, 15-week terms, beginning each year in September with the fall term. For purposes of determining a change in grade level, an academic year is 30 units.

Student Course Load

The following describes the general time frame and full time course load for Pacific's programs of study. Pacific College also accommodates part-time students. Students taking fewer courses than described below will take longer to complete the program. Please also see "Maximum Completion Period."

Post-Graduate Doctorate of Acupuncture and Oriental Medicine Degree (San Diego only)

Full-time doctoral degree students may complete the program in as little as 6 terms, i.e., two years, which is 90 weeks of class. They will take approximately eight to ten classes per term.

Doctor of Acupuncture and Chinese Medicine Degree (San Diego and Chicago)

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

Doctor of Acupuncture Degree (Chicago only)

Full-time doctoral degree students may complete the program in as little as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Doctor of Acupuncture and Chinese Medicine/Doctor of Acupuncture Alumni Completion Program

Full-time doctoral degree students may complete the program in as little as 1 term, i.e. four months, which is 16 weeks of class. They will take five classes per term.

Master of Science (Traditional Oriental Medicine) Degree

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

Master of Science (Acupuncture) Degree (New York and Chicago)

Full-time master's degree students may complete the program in as little as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Bachelor of Science in Nursing (Holistic Nursing) Degree (New York only)

Full-time bachelor's degree students normally complete the program in five terms, i.e., one year and eight months, which is 75 weeks of class. They will take five to seven classes per term.

Associate's Degrees

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

Massage Therapist/Asian Bodywork Certificate (San Diego and Chicago)

Full-time Massage Therapy/Asian Bodywork Certificate is normally completed in three terms, i.e. one year, which is 45 weeks of class. Full time students will take five to six classes per term.

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

Please refer to the financial aid bulletin for information pertaining to financial aid satisfactory progress.

Pacific College eLearning Information

Progress and Policy for Pacific College eLearning Courses:

- The College's Pacific College eLearning courses are offered on the same semester schedule as the regular campus courses.
- Pacific College eLearning students submit all assignments (including lessons, projects, and dissertations) via the college's electronic learning management system. Feedback and evaluation is provided via the college's electronic learning management system.
- Students in the eLearning classes receive access to all the course materials one week prior to the start of the term. They are held to the same policies for dropping classes as those students taking classes in the traditional campus delivery format.

GRADUATE DEGREE COMPREHENSIVE EXAMINATIONS

Comprehensive examinations are administered at two stages of the graduate degree programs. It is the student's responsibility to petition the college for eligibility to sit for these exams. Petitions are available in the student lounge, online or from the administration. They must be submitted by the end of the seventh week of the term in which the student expects to take the exam. Students should take no more than two years to complete the courses required for each successive exam. Students who need more time must meet with the academic dean or academic advisor.

The first and the second comprehensive exams are prerequisites to their respective clinical levels, as well as certain advanced courses. The college offers a third comprehensive exam as an optional licensing board preparation exam designed to improve student success on the NCCAOM and/or

CALE or other state exams. Students are not required to sit for the third comprehensive exam and do not have to pass the exam to graduate.

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

Prerequisite courses to each comprehensive examination are listed in the master's degree program model curriculum charts. In addition, students must have the following GPAs to be eligible for the comprehensive exams:

- First comprehensive exam: 2.0
- Second comprehensive exam: 2.75

Consequences of Not Showing Up for a Comprehensive Exam

Students who petition for an exam, but do not show up to take the exam at the scheduled time will forfeit the exam fee and the attempt may count as a failure, unless there is adequate documentation of an emergency or other extenuating circumstances. Students who fail any section of the exam are required to retake all outstanding sections the following term. Failure to sit for retakes the following term may count as a failed attempt, regardless of whether or not a petition was submitted, unless extenuating circumstances exist and the absence was approved in advance.

Comprehensive Examination Completion Requirements

A score of 70% must be earned overall and on each subsection of the first and second comprehensive exam to pass. However, a student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. In addition, a student cannot move on to term 5 or term 9 (MSTOM/DACM)/term 7 (DAc/MSAc) classes without attempting the first or second comprehensive exams, respectively. After failure of any section on the first attempt, a student must meet with the academic dean or advisor, and is encouraged to seek appropriate tutoring in the subject(s) failed. Mandatory retakes for failed exams will take place during the 15th week of the following term. Failure to pass a comprehensive exam and/or retake will result in the student being dropped from any associate internship or internship clinic shifts, or any other courses at the discretion of the academic dean. Failure to retake any failed section within a time frame established by the Student Success Committee and/or academic dean could result in assignment of remedial, non-credit coursework.

A second failure of any comprehensive exam necessitates a meeting between the student and the academic dean or advisor. Tutoring and/or remedial, non-credit coursework will be prescribed prior to any subsequent examination. It is the student's responsibility to make this appointment. Students failing to meet with the appropriate administrator are subject to suspension or disqualification.

A student failing any section of the first or second comprehensive exam three times will be required to complete a remediation course plan (RCP) or remediation term established by academic dean. The RCP will include coursework, tutoring and testing, as well as an evaluation of the student's prospect of advancing in the program. Students taking a RCP may not advance in any area of the program.

Failing any section of the first or second comprehensive exam four times results in dismissal from the program. There are no consequences for failing the third comprehensive exam.

Please note that comprehensive exams are not returned to the student for review. However, grades in each subject area are provided and a test review class may be scheduled at the discretion of the academic dean.

Student advice: The comprehensive examinations serve the function of providing vital feedback to you, the individual student. Many quizzes and exams, even final course exams, may be prepared for and passed by anticipating the teacher's testing method and, while not recommended, by cramming a limited amount of material into short-term memory. However, this approach may mislead you into believing the material has been fully assimilated. The comprehensive exams test knowledge accumulated over time. They give you feedback on the material you have successfully stored into long-term memory. They also tell you which material you need to study more. The extensiveness of the exams also provides feedback on your stamina and prepares you for the rigors of state and national examinations. Study for all major exams by focusing on the most important details and useful principles. Study as if you have to remember the material for a lifetime...you do!

CHANGES IN STUDENT STATUS, COURSE ENROLLMENT

Adding and Dropping of Courses

Students may add or drop courses by submitting an add/drop form to the administration office with no tuition charges or fees if the form is submitted by the eighth day of the term (the "Add/Drop Period"). Students enrolled in classes that start the second week of the term have until the end of the second week to drop the course and receive a full refund, rather than eight days from the start of the term.

For classes starting after the first 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, however the drop fee will be applied.

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 registrar immediately as outlined under the college refund policy and, if they intend to return, should apply for a term break or leave of absence.

Unofficial Withdrawal

An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines. Students who drop all courses or who do not register for the following term without notifying the college that they are withdrawing from the program will be presumed to have dropped the program. They will be designated as an unofficial withdrawal and must apply for readmission. Students withdrawing unofficially from class or from the college will receive failing grades in all courses that they stop attending.

Courses dropped at any time are subject to a refund based on the date that notification is submitted to the office of the registrar or the date that the school can reasonably determine that the student last attended class (*see "Refund Policy"*).

Re-entering a Program After Withdrawal

Students who have withdrawn and decide to return are subject to the following matriculation procedure:

1. Most classes taken within the last three years prior to enrollment are acceptable for credit, at the discretion of the academic dean.
2. Classes taken over three years from the term of re-enrollment may need to be challenged either individually or by way of the comprehensive exams, at the discretion of the academic dean.
3. The challenge exam(s) may serve as placement exams. The dean will determine subsequent coursework requirements.
4. Financial credit may be applied to courses that must be repeated.
5. Tai ji and qi gong instruction does not need to be repeated.

Leave of Absence

A leave of absence (LOA) period may be granted to students with extenuating personal circumstances, but may not exceed 180 days within any 12-month period. Students requesting a LOA are first subject to the college's withdrawal policy. Normally, students may only be granted one LOA during their courses of study. A student may be granted more than one LOA in the event of unforeseen circumstances, such as medical reasons affecting the student or a member of the student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed 180 days within the 12-month period. No LOA will be granted without an appointment with the student advisor and approval of the dean. The college requires a LOA request form to be signed by the student requesting a LOA.

If the student does not return following the LOA period, the school will apply its refund policy in accordance with the applicable and published requirements. Students on LOA retain "in-school" status and do not enter the grace period for loan repayment. However, if a student does not return to the college following the LOA period, the beginning of the grace period is retroactive to the last day of attendance (Date of Determination).

A leave of absence will be granted only to students who have completed at least one term at Pacific. The student may be granted a LOA with a tuition balance as long as:

- The student creates a written repayment plan approved by the bursar and signed by both the student and the bursar and covering the period from the LOA to their re-enrollment.
- If a balance remains at the start of the term of re-enrollment, the student may begin the term if the financial aid department verifies that the student will have a credit balance after tuition disbursement that will meet or exceed the previous balance due.
- The student's financial aid stipend check will be held by the bursar until the student pays the balance due to the college. If the student does not clear the balance due, they will be dropped from all classes.

Term Break

An eligible student may stay out of the program on an approved term break for one term without reapplication. No more than one term break may be taken per calendar year. Term breaks will be granted only to students who have completed a minimum of one term at Pacific, are in good academic standing and are not subject to any disciplinary action. Students requesting a term break are first subject to the college's withdrawal policy. Normally, a student may only be granted one leave during their course of study.

A term break has the same effect as withdrawing from the program with regard to financial aid. That is, the student must complete exit loan counseling online at www.pacificcollege.edu. The lender is notified that the student has withdrawn and the grace period for loan repayment begins.

A term break cannot be taken immediately following a leave of absence.

Readmission from Leave of Absence or Term Break

An eligible student may stay on approved LOA or term break for one term without reapplication and may reenter under the requirements of the catalog in place at their original enrollment. Students absent without an approved LOA or term break 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 curriculum and conditions stated in the catalog current at the time of reapplication. Students returning to the program after a hiatus of longer than one year may be required to repeat courses as remedial work.

CANCELLATIONS, WITHDRAWALS, AND REFUNDS

Informing the Administration of Cancellation or Withdrawal

- Cancellation or withdrawal 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, student advisor or from the area where student forms are publically distributed. All forms are available on MyPCOM.

Withdrawal – Refund Policy

Up until the eighth 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 and inspection of the equipment and facilities where training and services are provided.
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.
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 administrative fee.
4. A student or applicant may cancel the enrollment agreement for a program at any time until the close of business on the eighth day of the term. For classes starting after the first eight days 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. For classes starting in week two of the term, the college allows until the end of week two 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 eight days of the term either to the Federal Direct Loan Program or to the non-financial aid student. The refund will be issued within 45 days after the date of cancellation or 45 days after the LDA (last date of attendance). Certain fees in addition to the application and administrative 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 administrative fee), \$2080 total, in advance for the term, and

then cancels before the close of business on the eighth day of the term receives \$2000 as a refund. (Payable to the Federal Direct Loan Program, if a financial aid student.)

- If the student has received federal financial aid funds, they are entitled to a refund of refundable monies not paid from Federal Direct Loan Program.

After the eighth day of the term start date:

1. If the college is notified that a student drops all courses after eight 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.
 - A petition to withdraw from the program is necessary for a student to officially withdraw. These forms may be obtained from the registrar, dean, student advisor or from the area where student forms are publically distributed. All forms are available on MyPCOM.
2. If no petition to withdraw is submitted and the registrar determines that a student has stopped attending classes, the registrar will determine the student's last date of attendance (LDA) for purpose of determining a refund by reviewing course attendance records, including classes the student is auditing.
3. In both situations, refunds will be made within 45 days of the last date of attendance (LDA).
 - Students will be coded as an unofficial withdrawal and they will receive a Withdrawal (W) in any course not completed by the last date of attendance.
 - Withdrawals after 60% of the class hours have been completed result in no refund and a WF (Withdraw/Failure) grade.
4. Financial aid student: Credit balances greater than the amount indicated by the return to Title IV (R2T4) calculation may result from classes dropped earlier in the term that were subject to the college refund policy or other refunds given in light of extenuating circumstances. These credit balances, in addition to the R2T4 calculated amount, are returned to the financial aid loan program.

Dropped Class Refund Policy, Enrolled Student

1. To drop or add a class or classes while still enrolled, the student must complete a drop/add form. Students may not fall below 6 units to keep FA funds that have been disbursed.
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 forms: The refund amount for a class a student stops attending without notifying the administration by using a drop/add form is calculated based on the date of determination (DOD), the date which the college has determined that the student was no longer attending the class, including audited classes. The administration will automatically drop the student from a course if the student exceeds the maximum number of hours permitted as follows:
 - 45-academic hour course (42 class hours) – a maximum of 10.5 hours of the course or no more than 3 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
 - 37.5-academic hour course (35 class hours) - a maximum of 8.75 hours of the course or no more than 2-3 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
 - 30-academic hour course (28 class hours) - a maximum of 7 hours of the course or no more than 2-3 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.

- 22.5-academic hour course (21 class hours) - a maximum of 5.25 hours of the course or no more than 1-2 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
- *15-academic hour course (14 class hours) - a maximum of 3.5 hours of the course or no more than 1 full class session may be missed in most cases, based on number of hours each class session is scheduled.

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 Administrative Fee may be nonrefundable. (See “Fees and Charges”)

For example only: [Drop/Add Form submitted prior to the next class meeting or week]
A student pays \$600 in tuition for 3 units/45 class hours of instruction, and then withdraws after attending only 15 class hours; this leaves 30 hours of non-attended coursework. A tuition refund of \$400 ($\$600 \times 30/45 \sim \400) will be made.

For example only: [Drop/Add Form 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 (45 hour class)(2)]

1. A student pays \$600 in tuition for 3 units/45 class hours of instruction, attends 5 weeks, but hands in a drop form after the next class meeting or week (if class meets 3 hours/week); this leaves 27 hours of non-attended coursework. A tuition refund of \$360 ($\$600 \times 27/45$) will be made.
2. A student pays \$600 in tuition for 3 units/45 classroom hours of instruction, attends 15 classroom hours, but does not hand in a drop form and the Attendance Monitor notices 3 consecutive absences (45 hour class) (Class meets 3 hours/week); this leaves 21 hours of non-attended coursework. A tuition refund of \$300 ($\$600 \times 21/42$) will be made.

Refund Attribution

In the case where all or part of the refund is returned to federal programs, it is returned in the following order:

(1) Unsubsidized Federal Stafford Loans; (2) Subsidized Federal Stafford Loans; (3) Federal Pell Grant Program; and (4) Federal Supplemental Educational Opportunity Grant. These must be refunded prior to any refund to students.

Financial aid students are entitled to a refund of refundable moneys not paid from the federal financial aid program.

Books and Supplies Refund Policy

To qualify for a refund, student or applicant must cancel within the cancellation period (the first eight days of a term), and books and supplies must be returned unmarked and unused in the original containers accompanied by the original sales receipt within 10 days of the cancellation notice. Books and supplies in perfect condition purchased at the college bookstore may be returned for bookstore credit after the cancellation period.

ACADEMIC PROBATION, DISQUALIFICATION, AND PROFESSIONAL CONDUCT

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) (2.5 for Bachelor of Science in Nursing).
2. The student receives a grade of "F" or "WF."
3. A master's or doctoral degree student fails to qualify for a comprehensive exam due to low GPA. Academic probation is program specific and may not carry over if a student transfers to a different program the following term.

During probation, some coursework and financial aid may be allowed.

Comprehensive Exam Probation (DACM, DAC, MSTOM and MSAc programs only)

Students failing all or part of any comprehensive examination will be placed on probation. A student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. Students registering in or attending clinical courses beyond this point without written permission of the registrar or academic dean will receive no credit for any completed clinical shifts and will be disqualified from the program. No refund will be granted in such cases. The third comprehensive exam is an optional licensing board preparation exam. Master's and doctoral degree program students are not required to sit for the third-year comprehensive exam and do not have to pass the exam to graduate.

Disqualification

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

A student on probation may be disqualified from the program and from financial aid for the following reasons:

1. After one academic term on probation, the student's cumulative grade point average is below "C" (2.0). (2.5 for Bachelor of Science in Nursing).
2. The term on probation resulted in a GPA less than "C" (2.0) (2.5 for Bachelor of Science in Nursing).
3. An "F" or "WF" grade was earned during the term on probation.
4. Failing the same class required for one's program more than once.
5. Massage students who remediate a course failed in the previous term, but earn an "F" in another additional class during the term of remediation will not be disqualified from their program. Instead, they are required to re-take and pass the failed class the following term. Disqualification is based on failing the same class required for one's program twice.
6. Master and doctoral students: failing more than one class in one's program in consecutive terms, even if the originally failed classes are remediated: this is grounds for disqualification.
7. The student failed to adhere to a schedule of remedial work or examination determined by the academic dean. In the case of failing a comprehensive exam, (master's students.
8. The student failed all or part of the first or second year comprehensive examination (master's students) for the fourth time.

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

Readmission from Academic Disqualification

A student who is disqualified from the program may be allowed to reapply to the program following the successful completion of requirements assigned by the academic dean. No guarantee of reacceptance is made.

Students disqualified due to failed comprehensive exams (master's students) are required to retake only the section failed unless they have not attended class for two or more semesters. If so, they would have to redo the failed comprehensive exam in its entirety. Graduate degree program students who are disqualified from one graduate degree program due to comprehensive exam failure must wait at least one term before they are eligible to reapply to the same or another graduate degree program.

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 or 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 manual
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 Success Committee, students present a risk to themselves, the reputation of the college, fellow students, or patients of the college, they 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.

Civility

As a diverse community of learners, students must work together in a setting of civility, tolerance, and respect for each other and for the faculty member. Rules of classroom behavior, (which apply to the online environment as well), include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations.
- There are to be no offensive comments, language, or gestures.

Appropriate Classroom Electronic Device Use

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

1. Taking notes
2. Following along with the faculty member on digital files such as PowerPoint
3. Working on assigned in-class activities, projects, and discussions for that class only.

Unacceptable in-class uses of laptops and other electronic devices*:

1. Instant messaging
2. Emailing
3. Surfing the Internet
4. Playing games
5. Writing papers
6. Doing homework
7. Use during examinations

*Pacific College faculty consider 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 alcohol at duly authorized functions. Organizations must adhere to stringent guidelines that comply with state beverage control laws prohibiting the sale, delivery, or providing of alcoholic

beverages to people under the age of 21. In addition, organizations granted permission to serve alcoholic beverages must provide adequate supervision for distribution and consumption. Any person found to have violated the college policy on alcohol and drug use is subject to discipline by 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.

Anyone found in possession of or using illegal drugs on college property will be dealt with severely and may be suspended, in addition to facing criminal charges and arrest.

DISCRIMINATION AND HARASSMENT

Policy Statements

General Philosophy

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

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

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.

College Policy on Consensual and Therapeutic Relationships

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions, and parties in such a relationship assume those risks, even if affirmative consent exists. At a college, the role of the teacher is multifaceted including serving as intellectual guide, mentor, role model and advisor. However, in the educational context, such positions can include (but are not limited to) teacher and student, teaching assistant and student, staff member and student, and supervisor and employee.

Because of the potential for conflict of interest, exploitation, favoritism and bias, such relationships may undermine the real or perceived integrity of the supervision and evaluation provided. Further, these relationships are often less consensual than the individual whose position confers power or authority believes. In addition, circumstances may change, and the conduct that was previously welcome may become unwelcome.

Such relationships may also have unintended, adverse effects on the climate of an academic program or work group, thereby impairing the learning or working environment for others-both within or outside of the duration of the relationship. Relationships in which one party is in a position to evaluate the work or influence the career of the other may provide grounds for complaint by third parties when that relationship gives undue access or advantage, restricts opportunities or simply creates a perception of these problems.

For all of these reasons, romantic or sexual relationships- whether regarded as consensual or otherwise--between individuals in inherently unequal positions should in general be avoided while an instructional or professional relationship exists. Additionally, the college discourages students, staff and faculty from having a therapeutic relationship anywhere other than in a professional, medical office setting.

Because of the relative youth of undergraduates and their particular vulnerability in such relationships, sexual or romantic relationships between teachers and undergraduate students are even more strongly discouraged.

Individuals in inherently unequal positions must disclose to the administration if a dating or sexual relationship does develop within seven to ten days of any sexual or romantic involvement. Doing so will not only help the administration protect the student(s) but the faculty/staff member(s) as well. Consensual relationships will be reported to the supervisor, campus director and human resource director, preserving as much confidentiality as possible.

Where such a relationship develops, individuals in the position of greater authority or power must recuse themselves to ensure that they do not exercise any supervisory or evaluative function over the other person in the relationship. In the case of a faculty member, the administration will make arrangements to adjust the faculty's teaching schedule. This may result in a reduction in the faculty's teaching responsibilities for an indefinite period until such time as the student graduates or is no longer attending.

Failure of faculty/staff members to report consensual relationships to the administration in a timely fashion and recuse themselves from the position of authority obligates the supervisor, campus director and human resource director to conduct a prompt and thorough investigation. Where it is concluded that there was failure to report the relationship to the administration and/or a position of authority and a consensual relationship exists, the position of authority will be terminated, and the faculty or staff member will be subject to disciplinary action, up to and including dismissal.

If there is any doubt whether a relationship falls within this policy, individuals should disclose the facts and seek guidance from the administration rather than fail to disclose. Questions may be addressed to the appropriate supervisor, campus director, or human resource director.

Definitions

Affirmative consent – Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Discrimination - While it is not easy to define precisely all instances that may be discriminatory, they include: slurs, epithets, threats, derogatory comments, visual depictions, unwelcome jokes, and teasing.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward individuals because of their veteran status, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, physical or mental disability, marital status, citizenship, medical condition including genetic characteristics, pregnancy status, or any other characteristic protected by law, or that of his or her relatives, friends or associates, and that:

- a) has the purpose or effect of creating an intimidating, hostile or offensive work or school

environment, b) has the purpose or effect of unreasonably interfering with an individual's work or study performance, or c) otherwise adversely affects an individual's employment or education opportunities.

Hostile environment harassment occurs when unwelcome conduct, particularly of a sexual nature, is so severe, persistent, or pervasive that it affects a student's or an employee's ability to participate in or benefit from an educational program or activity or work, or creates an intimidating, threatening or abusive educational or working environment. Hostile environments can be created by one or multiple persons and can have one or more intended and unintended targets.

An offended observer is a person who is not the direct target of the offensive conduct, rather is a witness to the harassing behavior and to whom the conduct is offensive. For example, a student may make offensive comments about sexual orientation to a fellow student while in a group of peers. The targeted student is the intended victim of the bullying student, but any of the peers who heard the comments are potentially the unintended victims of the behavior. Both targeted individuals and offended observers can initiate the anti-discrimination/harassment process. Offended observers are generally people who are able to speak for the targeted individual when that person is unable to speak for themselves.

Sexual Harassment - While it is not easy to define precisely what sexual harassment is, it includes: unwelcome sexual advances, requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sexually-related drawings, pictures, jokes, teasing, uninvited touching, or other sexually-related comments. In addition to creation of a hostile environment, sexual harassment can also occur as *quid pro quo*.

Quid pro quo harassment occurs when a school employee causes a student or colleague to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program, activity, or as a condition of employment. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is *quid pro quo* harassment. It does not matter whether the student refuses to submit to the teacher's demands and suffers the threatened harm, or does what the teacher wants and thus avoids the harm. In both cases, this act of harassment by the school employee is unlawful.

Retaliation

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

It is extremely important to note that Pacific College will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting incidents of harassment or discrimination. The school will take steps to prevent any retaliation by the alleged harasser or person who has displayed discrimination against another or anyone else at the school. Students and staff members can be sure that the school will take strong responsive actions, should any act of retaliation occur.

Malicious or Frivolous Allegations

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

Confidentiality

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

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

Even Pacific College of Oriental Medicine offices and employees who cannot guarantee confidentiality will maintain complainant privacy to the greatest extent possible. The information provided to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

Sanctions

If the school discovers an incident of harassment or discrimination, it has an obligation to stop it and make sure that it does not happen again. Sanctions may include appropriate disciplinary and/or remedial action, warning, censure, suspension, or dismissal from employment or from the program.

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C.

1092(f)(1)(F)(i)(I)-(VIII), Pacific College shall make a notation on the transcript of students found responsible after a conduct process that they were "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." For the respondent who withdraws from Pacific College while such conduct charges are pending, and declines to complete the disciplinary process, Pacific College shall make a notation on the transcript of such students that they "withdrew with conduct charges pending." If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Complaint Procedure: Sexual Harassment and/or Discrimination

Any student, staff member, faculty member, or other person who believes he or she has been unlawfully harassed or discriminated against should immediately report it to a responsible school official. These include the campus director, academic deans, or directors of clinical services, or in the case of an employee, his or her immediate supervisor. Generally, in compliance with state laws, an incident should be reported within 180 days (within six months) from the date of occurrence. It is noted that there are some circumstances in which the reporting timeframe extends to 300 days from the date of occurrence, per federal law. However, differences in the definitions of protected classes in federal and state laws governing harassment and discrimination make an exhaustive list impractical here. Complainants are advised to consider the deadline for filing as 180 days. The

school will move quickly to determine what happened. When a student reports sexual harassment or an act of discrimination, the school will explain how its grievance and investigation procedures work and offer the student the opportunity to use them.

Campus Director: Teri Powers

619-574-6909 ext. 142

7445 Mission Valley Rd. Suite 105

San Diego, CA 92108

Campus Director: Malcolm Youngren

212-982-3456 ext. 201

110 William St. 19th Floor

New York, NY 10038

Campus Director: Elaine Gates-Miliner

773-477-4822 ext. 301

65 E. Wacker Place 21st Floor

Chicago, IL 60601

Levels of Resolution

Consultation

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

Direct

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

Informal Resolution

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

Formal Resolution

- A complaint of discrimination/harassment form will be completed by the school official first hearing the complaint.

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

Interim Measures and Accommodations

The reporting individual(s) may obtain reasonable and available interim measures and accommodations that effect a change in academic, employment, transportation or other applicable arrangements in order to help ensure safety, prevent retaliation and avoid an ongoing hostile environment, consistent with Pacific College's policies and procedures. Both the accused or respondent and the reporting individual(s) shall, upon request and consistent with Pacific College's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her, and shall be allowed to submit evidence in support of his or her request.

Additional Enforcement Information

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

Prevention of Harassment

Pacific is committed to provide awareness of the complaint procedure, to ensure immediate and appropriate action, and to do its best so that each student/staff member is comfortable bringing any issue to the school's attention.

Consumer Information

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

DISCIPLINARY AND COMPLAINT 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. A concern or complaint form may be obtained from the campus director or other administrative staff. 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.

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 Trustees will decide. 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 notify the involved parties 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 by contacting:

San Diego Campus:

The Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's website <http://www.bppve.ca.gov>

New York Campus:

New York State Education Department, Office of Professions, Albany, NY 12230, Phone Number: (518) 474-3817; Fax Number: (518) 474-1449, www.op.nysed.gov

Chicago Campus:

Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377 (217) 782-2551, Fax: (217) 782-8548, TTY: (888) 261-2881, Institutional Complaint Hotline: (217) 557-7359, www.ibhe.state.il.us General Information: info@ibhe.org

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's degree programs only.

CAMPUS GUIDELINES

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 Trustees as are immediately available, place into immediate effect any emergency regulations or procedures necessary to meet the emergency, safeguard persons and property, and maintain educational activities.

The campus director may immediately impose an interim suspension in cases where there is reasonable cause to believe that such action is required in order to protect lives or property, and/or to ensure the maintenance of order.

Any clinical faculty member or clinic director may immediately impose an interim suspension upon a clinical trainee in cases where there is reasonable cause to believe that such action is required in order to protect the health and welfare of persons and/or the professional reputation of the school.

Campus and Classroom Safety

Classrooms are often used for multiple teaching purposes. Therefore, please adhere to the designated "Healthcare Training Area" signs, which state, "In classrooms where training is occurring do not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses."

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

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 approval.

STUDENT RECORDS

Notification Under FERPA of Student Rights Concerning Education Records & Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See paragraph 6 below on students' right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

1. Students have the right to inspect and review their education records. Students should submit to the registrar or other appropriate official written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal to the college's FERPA appeals officer, the Registrar. Additional information regarding the appeal procedures will be provided if a request is denied.
2. Students have the right to request an amendment of their education records that they believe are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by students, the college will notify students of the decision and advise students of their rights to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided when students are notified of their rights to a hearing.
3. Students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the college in an administrative, supervisory, academic or clinical, or support staff position; a person or company with whom the college has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other college officials in performing their tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform instructional, research, administrative, or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. Students may appeal the alleged denial of FERPA rights to:

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:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

6. The college will make the following student directory information available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, email address, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, previous schools attended, and degrees, honors, and awards received. By sending a note to the office of the registrar, students may request that any or all of this directory information not be released without their prior written consent. This note remains in the student's file and may be withdrawn, or replaced with new directions at any time.

Maintenance of Student Records

In addition to permanently retaining a transcript the college also maintains pertinent student records for all graduates and students who attend the college but withdraw before completion for an indefinite amount of time. The college maintains records relating to federal financial aid programs as provided by federal law.

STUDENT RIGHTS

Student Right-to-Know Information

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

Student Rights and Responsibilities

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

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

By registering, the student agrees 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 deemed necessary to govern its operations.

Student Rights

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

- The right to express concerns and complaints without retaliation
- The right to review their student files
- The right to appeal grades to the department chair and/or academic dean and receive an unbiased review

- The right to an orderly review of complaints and concerns to the administration and, if needed, to the campus director and/or state or accreditation regulatory body
- The right to confidentiality when consulting with an advisor or counselor
- The right to reasonable assistance from the instructional staff concerning academic problems, including consultation and affordable tutoring

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution."

Disclaimers

Pacific College disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of practice of Oriental medical or massage techniques in or outside of class, athletic, or extra-curricular activities. The college disclaims any liability as a result of any printing error in this catalog.

Enrollment in this institution or the payment of a fee in advance does not constitute a contract beyond any single academic term. This catalog does not constitute a contract between the student and the institution. Pacific reserves the right to alter the curriculum, schedules, tuition, fees, and requirements at any time without prior notice. This catalog supersedes and replaces past issues. Students must meet the specific curriculum and graduation requirements detailed in the catalog current at the time of their initial enrollment in their current program, plus any upgraded, revised, or additional requirements applicable to them set forth by the institution in subsequent catalogs or catalog addenda.

Please note that Pacific College can only guarantee acupuncture and Oriental medicine eligibility for the relevant NCCAOM exams, and state licensure in California, New York, and Illinois. The office of the registrar will assist in completing paperwork for licensure in other states for an hourly fee, and

as time allows. All costs incurred for becoming licensed in states other than New York, Illinois, and California are the responsibility of the graduate. Pacific College can only guarantee massage eligibility for relevant NCCAOM and NCBTBM exams, and licensure in Illinois, New York, and California. It is likely that students will be eligible in other locales. Please check with a college representative.

Institutional Financial Status

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.

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