Bachelor of Science in Nursing (Holistic Nursing)  
Completion Program for Registered Nurses

CATALOG

ACADEMIC YEARS  
FALL 2014 - 2015

Pacific College of Oriental Medicine
Bachelor of Science in Nursing (Holistic Nursing)

Completion Program for Registered Nurses

Academic Years Fall 2014 – 2015
Pacific College of Oriental Medicine - New York

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

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

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

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

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

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

Administrative Mission Statement
We, the Administration of Pacific College of Oriental Medicine, strive to provide personalized service and guidance to our students, faculty, and staff with respect, integrity, and compassion.
Publication Date September, 2014

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

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

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

Chicago Campus
65 East Wacker Place
21st Floor
Chicago, IL 60601
773-477-4822
888-729-4811
Message From the President

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

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

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

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

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

Jack Miller, LAc, MA
President
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Terminology</td>
<td>5</td>
</tr>
<tr>
<td>Approval, Accreditation &amp; Licensure</td>
<td>6</td>
</tr>
<tr>
<td>The Campus</td>
<td>8</td>
</tr>
<tr>
<td>Offsite Clinical Collaborations</td>
<td>10</td>
</tr>
<tr>
<td>Pacific College Libraries</td>
<td>11</td>
</tr>
<tr>
<td>Our Philosophy, Mission &amp; Goals</td>
<td>12</td>
</tr>
<tr>
<td>The Instructional Design of the Nursing Program</td>
<td>14</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>16</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (Holistic Nursing) Model Curriculum</td>
<td>21</td>
</tr>
<tr>
<td>Chart Codes</td>
<td>23</td>
</tr>
<tr>
<td>Our Faculty</td>
<td>24</td>
</tr>
<tr>
<td>Admissions</td>
<td>28</td>
</tr>
<tr>
<td>Applicant Status</td>
<td>34</td>
</tr>
<tr>
<td>Federal Consumer Disclosure Chart</td>
<td>37</td>
</tr>
<tr>
<td>New York Campus Tuition and Fees</td>
<td>38</td>
</tr>
<tr>
<td>Academic Calendar: New York Campus Fall 2014 – Fall 2015</td>
<td>40</td>
</tr>
<tr>
<td>Student Status</td>
<td>43</td>
</tr>
<tr>
<td>General Transfer Credit Policy</td>
<td>43</td>
</tr>
<tr>
<td>Auditing Classes</td>
<td>44</td>
</tr>
<tr>
<td>Challenge Examinations</td>
<td>44</td>
</tr>
<tr>
<td>Registration and Payment</td>
<td>45</td>
</tr>
<tr>
<td>Student Course Load</td>
<td>47</td>
</tr>
<tr>
<td>Schedule of Classes</td>
<td>47</td>
</tr>
<tr>
<td>Grading System</td>
<td>48</td>
</tr>
<tr>
<td>Course Completion Requirements</td>
<td>51</td>
</tr>
<tr>
<td>Satisfactory Progress</td>
<td>52</td>
</tr>
<tr>
<td>Changes in Student Status, Course Enrollment</td>
<td>52</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>53</td>
</tr>
<tr>
<td>Academic Probation, Disqualification, and Student Conduct Issues</td>
<td>54</td>
</tr>
<tr>
<td>Disciplinary Procedures</td>
<td>60</td>
</tr>
<tr>
<td>Student Services</td>
<td>62</td>
</tr>
<tr>
<td>Cancellation, Withdrawal, and Refund Policy &amp; Procedure</td>
<td>65</td>
</tr>
<tr>
<td>Student Records</td>
<td>68</td>
</tr>
<tr>
<td>Disabled Student Services</td>
<td>70</td>
</tr>
<tr>
<td>Student Rights</td>
<td>74</td>
</tr>
<tr>
<td>Board of Trustees/Administrative Staff</td>
<td>76</td>
</tr>
<tr>
<td>Application for Admission</td>
<td>78</td>
</tr>
<tr>
<td>Confidential Recommendation for Admission</td>
<td>80</td>
</tr>
</tbody>
</table>
IMPORTANT TERMINOLOGY

Holistic Nursing
Holistic nursing embraces all nursing that has enhancement of healing the whole person across the lifespan and the health-illness continuum as its goal.

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

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

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

Biomedicine
The term biomedicine refers to conventional 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 College identifies the level of its courses by number. Courses 100-200 are lower division level. Courses 300-400 are upper division. 500 and above are graduate level courses.
New York Campus
Pacific College of Oriental Medicine (New York), a branch of Pacific College of Oriental Medicine, was founded in 1993, 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), Bachelor of Professional Studies (Asian Holistic Health and Massage), Associate of Occupational Studies (Massage Therapies), and the Certificate of Chinese Herbal Studies.

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

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

Chicago Campus
Pacific College of Oriental Medicine (Chicago), a branch of Pacific College of Oriental Medicine was founded in 2000, has been approved by the Illinois Board of Higher Education to award the Master of Science (Traditional Oriental Medicine), Bachelor of Science (Asian Holistic Health and Massage), Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Massage Therapies), and the Massage Therapist (Asian Bodywork) Certificate.

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

Programmatic Accreditation

ACEN Candidacy
This Nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing.

WASC Candidacy
Pacific College of Oriental Medicine has been recognized as a Candidate for Accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of four years through spring 2017. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation.
Pacific College of Oriental Medicine is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for freestanding institutions and colleges of acupuncture or Oriental medicine that offer such programs. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone (952) 212-2434; fax (301) 313-0912.

The Master Degrees – Acupuncture and Oriental Medicine programs of Pacific College of Oriental Medicine - New York are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone (952) 212-2434; fax (301) 313-0912.

Veterans’ Information

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

Pacific College eLearning Coursework

The San Diego campus was approved in Fall 2010 by the ACCSC to begin offering courses using an eLearning platform. Pacific College believes that offering a portion of a course/program online will allow students to engage in academic activity at convenient times and relieve the pressure created by jobs and other responsibilities. The college hopes to expand distance education courses to the Chicago and New York campuses in the near future.

While at Pacific College students should expect to engage in either web-enhanced, hybrid, or fully online courses, subject to limits established by state licensure and accreditation. Although the Bachelor of Science in Nursing (Holistic Nursing) program is not an online program, many of the courses have web-based coursework (hybrid).
THE CAMPUS

New York Campus

The Bachelor of Science in Nursing (Holistic Nursing) Completion program is offered at Pacific College’s New York campus.

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

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

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

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

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

Life in New York

What can be said in this catalog about New York that hasn’t been said a hundred times before by a hundred different writers? One thing: Manhattan is the home of one of the finest schools of Oriental medicine in the country. Add that to the best universities, the tallest buildings, the finest restaurants, the liveliest lifestyle, and countless other superlatives and you have a microcosm of humanity in less than 300 square miles.

From the Metropolitan Museum to the Museum of Modern Art, from Carnegie Hall to the Blue Note jazz club, the list of world-class homes of art would fill this catalog. Add to the list the avant-garde, the adventurous, and the downright outrageous and you have all you could ask for and more at any time of the day or night. Hungry after an evening of great entertainment? You won’t have to walk more than a few blocks to find a restaurant that would turn most small-town gourmets green with envy.

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

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

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

Teaching and Learning Equipment & Resources

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

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

Holistic Living

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

With the growing acceptance of holistic healthcare, Pacific College has seen many healthcare practitioners acquire an interest in natural healing. It is part of the mission of Pacific College to encourage cooperation and communication between all healthcare professionals. A friendly alliance benefits the community by seeing that healthcare needs are met by professionals with an awareness of alternatives.

Technology Requirements for All Programs

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

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

- Intel Processor
- Office for MAC 2004 or later versions
- MAC OS X 10.5 and above with Firefox 11 or later versions

PC Specific Requirements:

- Pentium IV Processor (minimum)
- Windows XP with Firefox 9 or later versions
- Microsoft Office 2003 or later versions

Other important factors to consider:

- AOL, WebTV, and other proprietary browsers are not supported by the college’s LMS
- To prevent the spread of computer viruses and worms, Pacific College requires that you install and maintain antivirus software when using the Pacific College Wireless Network.
- The college LMS does not support any beta or preview release versions of browsers.

If students plan to access their courses from a place of employment, please note that corporations often place restrictions on the type of content allowed through the organization’s firewall or network security. These restrictions may affect access to online courses from work and are beyond the college’s ability to predict or control. Verify that your technology meets hardware and software requirements. The student will be required to obtain any software tools, plug-ins and/or applications identified in specific courses during the program of study.

OFFSITE CLINICAL COLLABORATIONS

The New York metropolitan area has many premier healthcare facilities that can provide Pacific College nursing students with a variety of outstanding clinical experience. In addition to its own clinical facilities, Pacific College has agreements with the following organizations to provide facilities for clinical learning experience.

- New York University Medical Center, Department of Integrative Nursing
- Beth Israel Continuum Center for Health and Wellness
- Visiting Nurse Service of NY
- The Fortune Society, a nonprofit organization to help prisoners, ex-offenders and those mandated to Alternative to Incarceration (ATI) programs
- Grand Meridian Clinic
- St. John’s Riverside Hospital
- Park Care Pavilion
- Montefiore Medical Center
- Hospital for Joint Diseases
- Veteran’s Administration Hospital, New York
- Lutheran Medical Center
- Catholic Charities of Brooklyn & Queens Senior Services Programs
- St. Mary’s Health Care Services for Children
- Housing Works
- NYC Health & Hospitals Corporation
- Institute for Family Medicine
- 92nd Street Y

The above facilities offer a wide variety of clinical opportunities to work with related healthcare professionals within the New York community.
Access to Information, Resources, and Health Information Literacy

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

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

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

In addition, we include the NLM tutorials, which are Quick tours. There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, Senior Health, and many subjects. The best place to start is the Databases under A to Z and the Popular Databases: http://www.pacificcollege.edu/acupuncture-massage-college-library/resources/databases-a-z.html. Students can request special assistance and tutorials at the library.

Holdings

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

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

Webpage Databases Link:

The other campuses also have a designated section.

Equipment & Resources

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

Borrowing Privileges

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

Nursing Philosophy

Pacific College’s Bachelor of Science in Nursing (Holistic Nursing) program offers a 42-60-credit program of study. It is composed of a series of courses in four terms full time or seven to nine terms part time in which each nursing student completes 12-18 didactic and clinical courses in a residency program.

The overarching purpose of the 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.

Programmatic Educational 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 client/patient and his/her 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.


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 relate to Person, Health/Healing, Practice, Role, Self-Care and 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 System
THE INSTRUCTIONAL DESIGN OF THE NURSING PROGRAM

Philosophy of Learning and Education

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.

Academic Freedom

In 1940 representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a set of principles known as the 1940 Statement of Principles on Academic Freedom and Tenure. Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. The principle of academic freedom at PCOM allows faculty involvement in formulation of the curriculum through the Curriculum Advisory Committee. However, Pacific College remains responsible for the academically sound formulation of curriculum and course content and faculty are responsible for teaching defined learning outcomes. Faculty members do have freedom with teaching style, classroom activities, and recommended reading. While some classes have standardized assessments, faculty are free to modify or supplement those assessments under the guidance of the academic
deans to ensure that they remain aligned with course learning outcomes. Traditional principles of academic freedom are maintained as adapted from the AAUP.
COURSE DESCRIPTIONS

NR300 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.

NR301 The Nurse As Facilitator Of Healing I: Role (plus 3 day retreat)

(2 didactic units, 1.5 lab units, 1 clinical unit = 4.5 total 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.

NR302 The Nurse As Facilitator Of Healing II: Modalities

(2 didactic units, 1 lab unit = 3 total 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: NR301, NR300

NR304 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: MA310

NR400 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.
NR401 Community Health Nursing/ Population Focused Healthcare

*(4 didactic units, 2 clinical units = 6 total 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 wellbeing 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.

NR402 Leadership In The Delivery Of Healthcare

*(4 didactic units, 2 clinical units = 6 total 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.

MA310 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 aims to: to learn the language of probability, to improve your statistical intuition and to understand the mathematical machinery necessary to express and prove stochastic concepts. In addition basic tools of probability, distributions and random variables and statistical methodologies connecting probability with data: estimation and testing.

WS331/WS531 Pathophysiology 1

*(3 didactic units)*

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

WS352/WS652a Health Assessment/ Physical Exam

*(2.5 didactic units)*

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

WS353/SE681 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.

**WS451/WS651 Pharmacology**

*(2 didactic units)*

This course provides the student with an overview of basic pharmacological principles, terminology and the use of drug references. These concepts are applied to help the student understand drugs and their application to the treatment process. At the end of the course, students understand the mechanisms and uses of the most common prescription drug classes that their patients may be taking. Unique to the college pharmacology course is the addition of information regarding drug-herb interaction and application of the ADME (Absorption/Distribution/ Metabolism/ Elimination) protocol. Prerequisite: WS331.

**Sample Elective Courses**

**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.

**WS303 Survey of Biochemical Principles**

*(3 didactic units)*

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

**WS305/WS505 Nutrition**

*(2.5 didactic units)*

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

**HB311/HB511 Herbology 1**

*(3 didactic units)*

Just as Foundations of Chinese Medicine brings to life the tradition of acupuncture, Herbology 1 introduces its equal partner. This course presents the history of Chinese herbal medicine, preparation of medicinals, dosage ranges, relevant combinations, traditional incompatibilities, and a comprehensive overview of the theory of herb categories in the materia medica. Students learn the pin yin and Latin name of all herbs covered; functions and indications; cautions and contraindications; the relevance of entering channels, taste, temperature characteristics of herbs, and the dosage range. Physical identification of each herb is also practiced.

**HM322/HM222 Essential Oils**

*(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.
OM302/OM102/ 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 field to acquire an overview of the subject that they will immerse themselves in over the next four years.

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

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

BT312 Tui Na Structural Techniques
(1 didactic unit, .5 lab units = 1.5 total 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 our comprehensive study of the basic theories of Chinese medicine, including qi, blood, fluids, five phases, and viscera-bowel (zang-fu) physiology. This course provides a firm foundation in Chinese medical theory.

BT451/BT251a Introduction to Kinesiology
(2 didactic units, .5 lab units = 2.5 total units)

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

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 University'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 1 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 3 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.
## BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING) MODEL CURRICULUM

### FULL-TIME Sample Curriculum

<table>
<thead>
<tr>
<th>YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>NR300</td>
</tr>
<tr>
<td>NR301</td>
</tr>
<tr>
<td>WS352/WS652a</td>
</tr>
<tr>
<td>WS331/WS531</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td><strong>Semester 1 Total:</strong></td>
</tr>
</tbody>
</table>

| **Semester 2** |
| **Course #** | **Course Name** | **Units** | **Total Credit Hours** |
| NR302 | The Nurse as Facilitator of Healing II: Modalities | 3 | 60 |
| WS451/WS651 | Pharmacology | 2 | 30 |
| MA310 | Research Statistics | 3 | 45 |
| Elective | Elective from approved list | 3 | 45 |
| Elective | Elective from approved list | 3 | 45 |
| **Semester 2 Total:** | | 14 | 225 |

| **Semester 3** |
| **Course #** | **Course Name** | **Units** | **Total Credit Hours** |
| NR401 | Community Health Nursing Population Focused Healthcare | 6 | 150 |
| NR304 | Research in Nursing | 3 | 45 |
| WS353/SE681 | Psychoneuroimmunology | 3 | 45 |
| Elective | Elective from approved list | 3 | 45 |
| **Semester 3 Total:** | | 15 | 285 |

| YEAR 2 |
| **Semester 4** |
| **Course #** | **Course Name** | **Units** | **Total Credit Hours** |
| NR402 | Leadership in the Delivery of Healthcare | 6 | 150 |
| NR400 | Issues and Trends in Professional Nursing and Healthcare | 3 | 45 |
| Elective | Elective from approved list | 3 | 45 |
| Elective | Elective from approved list | 3 | 45 |
| **Semester 4 Total:** | | 15 | 285 |

**PROGRAM TOTAL:** 60 1095

*This curriculum represents a model for full-time students.*

### Sample Electives

| **Course #** | **Course Name** | **Units** | **Total Credit Hours** |
| RES101 | DE Information Literacy | 2 | 30 |
| WS303 | Survey of Biomechanical Principles | 3 | 45 |
| WS305/WS505 | Nutrition | 2.5 | 37.5 |
| HB311/HB511 | Herbology 1 | 3 | 45 |
| HM322/HM222 | Essential Oils | 3 | 45 |
| OM302/OM102/OM501 | Philosophy and History of Asian Medicine | 3 | 45 |
| BT311 | Tui Na Hand Techniques | 1.5 | 30 |
| BT312 | Tui Na Structural Techniques | 1.5 | 30 |
| WS432/WS232 | Pathology East/West | 3 | 42 |
| OM311/OM511 | Fundamentals of Chinese Medicine 1 | 3 | 45 |
| BT451/BT251a | Introduction to Kinesiology | 2.5 | 45 |
# PART-TIME Sample Curriculum

## YEAR 1

### Semester 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 1</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR300</td>
<td>Theoretical Foundations of Holistic Nursing</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>WS331/WS531</td>
<td>Pathophysiology I</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 1 Total:</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 2</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR301</td>
<td>The Nurse as Facilitator of Healing I: Role (Plus 3 Day Retreat)</td>
<td>4.5</td>
<td>120</td>
</tr>
<tr>
<td>MA310</td>
<td>Research Statistics</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 2 Total:</strong></td>
<td></td>
<td><strong>7.5</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 3</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR304</td>
<td>Research in Nursing</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>WS353/SE681</td>
<td>Psychoneuroimmunology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 3 Total:</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

## YEAR 2

### Semester 4

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 4</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR302</td>
<td>The Nurse as Facilitator of Healing II: Modalities</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>WS451/WS651</td>
<td>Pharmacology</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td><strong>Semester 4 Total:</strong></td>
<td></td>
<td><strong>5</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

### Semester 5

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 5</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS352/WS652a</td>
<td>Health Assessment/Physical Exam</td>
<td>2.5</td>
<td>45</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective from approved list</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 5 Total:</strong></td>
<td></td>
<td><strong>5.5</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

### Semester 6

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 6</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR400</td>
<td>Issues and Trends in Professional Nursing and Healthcare</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective from approved list</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 6 Total:</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

## YEAR 3

### Semester 7

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 7</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR401</td>
<td>Community Health Nursing Population Focused Healthcare</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective from approved list</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 7 Total:</strong></td>
<td></td>
<td><strong>9</strong></td>
<td><strong>195</strong></td>
</tr>
</tbody>
</table>

### Semester 8

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 8</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR402</td>
<td>Leadership in the Delivery of Healthcare</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective from approved list</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 8 Total:</strong></td>
<td></td>
<td><strong>9</strong></td>
<td><strong>195</strong></td>
</tr>
</tbody>
</table>

### Semester 9

<table>
<thead>
<tr>
<th>Course #</th>
<th>Semester 9</th>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>Elective from approved list</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective from approved list</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td><strong>Semester 9 Total:</strong></td>
<td></td>
<td><strong>6</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL:**

<table>
<thead>
<tr>
<th>Units</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>1095</td>
</tr>
</tbody>
</table>

*This curriculum represents a model for part-time students.*
<table>
<thead>
<tr>
<th>CHART CODES</th>
<th>DEFINITION/DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Hour</td>
<td>An academic hour is defined as 54 minutes of instruction</td>
</tr>
<tr>
<td>Units</td>
<td>Term units or credits equal 15 hours of instruction per unit. Lab units or credits equal 30 hours of instruction per unit. Clinical credits or units equal 45 hours of instruction per unit.</td>
</tr>
<tr>
<td>Prereq.</td>
<td>Prerequisite to indicated course.</td>
</tr>
</tbody>
</table>

**Sample Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES101</td>
<td>DE Information Literacy</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>WS303</td>
<td>Survey of Biomechanical Principles</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>WS305/WS505</td>
<td>Nutrition</td>
<td>2.5</td>
<td>37.5</td>
</tr>
<tr>
<td>HB311/HB511</td>
<td>Herbology 1</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>HM322/HM222</td>
<td>Essential Oils</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>OM302/OM102/OM501</td>
<td>Philosophy and History of Asian Medicine</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>BT311</td>
<td>Tui Na Hand Techniques</td>
<td>1.5</td>
<td>30</td>
</tr>
<tr>
<td>BT312</td>
<td>Tui Na Structural Techniques</td>
<td>1.5</td>
<td>30</td>
</tr>
<tr>
<td>WS432/WS232</td>
<td>Pathology East/West</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>OM311/OM511</td>
<td>Fundamentals of Chinese Medicine 1</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>BT451/BT251a</td>
<td>Introduction to Kinesiology</td>
<td>2.5</td>
<td>45</td>
</tr>
</tbody>
</table>
OUR FACULTY

Dr. David Rabinowitsch, DNP, RN, CHTP/I CNE is a holistic nurse who has practiced and taught guided imagery and energetic healing for many years. He is Program Director and teaches in the BS Completion Program in Holistic Nursing at Pacific College of Oriental Medicine (NYC). He received a Doctor of Nursing Practice from Case Western University completing research on Healing Touch offered for college credit. His MS education from Sage Colleges prepared him to be a Mental Health Clinical Nurse Specialist. He is a certified Healing Touch Practitioner and Instructor as well as certified Nurse Educator. Working in hospice, he maintains clinical practice and incorporates principles of holistic nursing into every day care. Dr. Rabinowitsch has spread the gifts of holistic health and wellness in the U.S. and abroad.

Dr. Carla Mariano, EdD, RN, AHN-BC, FAAIM, developed and is immediate past coordinator of the Advanced Practice Adult Holistic Nurse Practitioner Program in the College of Nursing at New York University, (the first Holistic Nurse Practitioner Program in the country). She was integrally involved with the American Holistic Nurses Association in developing the Scope and Standards for holistic nurses and the Holistic Nursing Core Curriculum. She spearheaded the initiative, which gave holistic nursing official recognition by the ANA as a Specialty within the discipline of nursing. Her publications in this area include Nursing and Holistic Ethics, Research in Holistic Nursing, Holistic Healing and the Advance Practice Nurse, Complementary/Alternative Therapies in End of Life Care, Self-Care, and a forthcoming book Teaching and Learning: An Holistic Perspective. She is a member of the editorial review board of Journal of Holistic Nursing and has conducted qualitative research on the Nature of Natural Healing and Clients’ Responses to Alternative/Complementary modalities. In addition to her co-authored book, Research in Nursing and Health: Understanding and Using Quantitative and Qualitative Methods, Dr. Mariano has numerous publications on the qualitative research process, interdisciplinary collaboration, and aging. Dr. Mariano is Past-President of the American Holistic Nurses Association. She chaired the Values and Competencies Task Force of the National Education Dialogue, the White House Commission on Integrative Health Care. She is the recipient of the American Holistic Nurses Association 2003 Holistic Nurse of the Year Award as well as the distinguished Achievement in Nursing Education Award from Teachers College, Columbia University, was inducted in the Teachers College Columbia University Hall of Fame, and was presented the Rose and George Doval Award for Excellence in Education. She was awarded the Sri Chinmoy Humanitarian award. Dr. Mariano developed the curriculum for Holistic Nursing at Pacific College.

Sandra Maldonado, EdD, CNM, WHNP earned her Doctor of Education in from Richard W. Riley College of Education and Leadership Walden College. She acquired a Post-Master’s Certificate in Nursing Education from College of Mount Saint Vincent, as well as a Post-Master’s Certificate in Nurse Midwifery from University of Medicine and Dentistry of New Jersey. Sandra holds a MS in Nursing from Hunter-Bellevue School of Nursing, a BS in Nursing from SUNY Downstate Medical Center College of Nursing, and a BS in Health Science from Hunter College. Sandra is a Women’s Health Nurse Practitioner, Certified Nurse Midwife and Advanced Practice Colposcopist with solid experience in providing primary and specialized healthcare to patients, from adolescence through adulthood. Her clinical practice has focused on wellness care, health promotion, disease prevention, and diagnostic management. She has significant experience in providing primary care to medically, socially and economically disadvantaged families. Her background encompasses nursing education in undergraduate, simulation learning, and post-graduate degree programs. Sandra has established her reputation as a women’s health care resource, interdisciplinary consultant, and patient advocate.

Fern Baudo holds a MS in Nursing from Columbia University, an AS in Nursing from Ulster County Community College, and a BA from University at New Paltz. She is certified as an Advanced Care Planning Facilitator, Community Conversations Facilitator, Legal Nurse Consultant, Advanced Practice Registered Nurse, and Nurse Practitioner for Adult Health, as well as having certification in Advanced Cardiac Life Support. While practicing as an Adult Health Nurse Practitioner for her own company, Fern currently teaches at Pacific College of Oriental Medicine in New York, CUNY, Lehman College, and St. Paul’s School of Nursing. She has also taught at Swedish Institute. Among other work experiences, Fern was a Registered Professional
Nurse at St. Luke’s Roosevelt Hospital Center, and was the President of New York Legal Nurse Consultants, Inc. Fern is also the author of several publications, including If I Only Knew: Making Educated Medical Decisions Through Life’s Journey, Acknowledgement Journal of Vascular Surgery, and Acknowledgement Annals of Vascular Surgery. She continues to participate in various presentations and lectures throughout New York.

**Dr. Kenneth Zwolski** is Professor of Nursing at the College of New Rochelle. He holds a BS degree from Manhattan College, an MS degree in Biology from Fordham University, a BSN in Nursing from Columbia University School of Nursing, and an MA in Nursing Education and an EdD in Nursing Education from Teacher’s College, Columbia University. He is certified as a Family Nurse Practitioner. He teaches courses in health assessment, pathophysiology and psychoneuroimmunology on both the undergraduate and graduate levels. He has published a book and several articles on HIV/AIDS. One of his interests is the integration of art into healthcare principles. He is currently engaged in a research project that explores the use of haiku in healing.

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

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

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

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

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

**Lynn Temenski, LMT** is a doctoral student in the Fielding Graduate University School of Psychology. She has been a licensed massage therapist since 1989, and has been teaching massage and bodywork since 1991. Lynn Temenski’s ongoing practice reflects training in Postural Integration, Trigger Point Therapy, Thai Medical massage, Sports massage, Swedish massage, Reflexology, CranioSacral Therapy, and Lymphatic Drainage Therapy, among other modalities. Her long-standing interest in energy medicine inspired her to devise a meditative movement approach that blends breath work, qi gong, body rhythms, stretch, myofascial unwinding, and narrative reflection. Lynn Temenski is currently Director of the Asian Holistic Health and Massage Therapy Program at Pacific College of Oriental Medicine (PCOM).

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

**Dr. Gene Desepoli, LMT, CMTPT, CSCS, RRT, BS, DC** has been in the field of bodywork for close to 30 years. He is a licensed massage therapist, respiratory therapist and chiropractor. He holds several advanced personal trainer certifications and is a nationally certified myofascial trigger point therapist. Dr. Desepoli’s practice focused on the assessment, treatment and rehabilitation of myofascial disorders. He now devotes most of his time to teaching.

**Neil Hwang** has been teaching college-level statistics and mathematics courses for about 10 years. In addition to teaching, Neil works in the venture investments field, and has worked for a number of years as a management consultant and investment-banking analyst on Wall Street. He earned his MBA from the Massachusetts Institute of Technology, a Master’s degree in accounting from the University of Massachusetts, and a masters degree in public policy from Harvard University.

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

**John Jaeger, DC, PT, CAC, BS** is an instructor with over 11 years of experience in the classroom and lab environment. In 1995, John published a book called *Life Works, “Within v. Between Variability in Thoracic Spine Range of Motion”*. He attended Life Chiropractic College-West In San Lorenzo, California, where he earned his Doctor of Chiropractic in 1996. During this time, he acted as a teaching assistant for anatomy and dissection labs. He also tutored orthopedic and neurological Evaluation, musculoskeletal anatomy, and neuroanatomy. After college, John owned a family chiropractic business in New York City until 2007. He also
began an in-home animal chiropractic business in New Jersey and Pennsylvania, which he still currently owns. In addition, John has worked at Pacific College of Oriental medicine in New York since 2000 as an instructor of orthopedic and neurologic evaluation, gross anatomy, physical exam, kinesiology, and biology.

Mohammed Shahid, MB, BS earned his Bachelor of Medicine and Bachelor of Surgery in 1979 from Chittagong Medical College in Bangladesh. After interning in various positions at this college, Mohammed was a primary care physician at the Ministry of Health in Bangladesh as well as in Iran. He then became a Lecturer of Pathology and later, a House Physician of Internal Medicine at his alma mater.

In the United States, Mohammed received his MS in Medical Microbiology at Long Island University in 1997. From 2001 to 2003, he worked in the Division of Cardiology at Maimonides Medical Center in New York to examine and supervise patients, as well as interpret interrogated pacemakers. His teaching experience in the U.S. includes the Municipal Training Center as well as Access Careers in Brooklyn, the Caliber Training Institute in New York City, and Pacific College of Oriental Medicine, where he presently teaches as a full-time faculty member. Mohammed has been on the Pharmacy Technician Certification board, and has certifications as an EKG Technician, Phlebotomy Technician, and in Nerve Conduction Studies. He obtained his private school full teacher license from the University of the State of New York.

Additional New York Faculty:

Hal Asbury, MSTOM, LAc
Touro College

Adriano Borgna, MSAc, LAc
Pacific College of Oriental Medicine

Marc Gian, MSTOM, LMT, LAc
Pacific College of Oriental Medicine

Henry McCann, DAOM, LAc
New England School of Acupuncture

Eleanor Yung, MSAc, LAc
Pacific College of Oriental Medicine

Mark Gross, MSTOM, LAc
Pacific College of Oriental Medicine

Adam Wasserman, MSTOM, LAc
Seattle Institute of Oriental Medicine
ADMISSIONS

Prospective applicants are welcome to schedule a pre-application appointment with a Pacific College admissions representative who will assist the prospective candidate in making application decisions. With the broad choice of degrees and programs offered at three different campuses, we expect that a potential student will have many questions. We are happy to spend the time necessary to answer every question, no matter how big or small, so that the potential student will feel confident in their decision.

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

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

Philosophy

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

Statement of Non-Discrimination

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

Sexual Harassment Prevention

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

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

Statement on Diversity

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

Students with Disabilities

Pacific College provides assistance for students, faculty, staff, and patients with disabilities and does not discriminate on the basis of disability in its programs, benefits, and services, including the admission and retention of students. Under Title III of the Americans with Disabilities Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), qualified persons with disabilities are entitled to reasonable accommodations, including modifications to the academic requirements, and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College. Section 504 and the ADA define a 'disability,' with respect to an individual, as (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such impairment, or (3) being regarded as having such an impairment.

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

For Undergraduate Programs:
English Language Requirements

Academic success at Pacific is dependent upon the student’s ability to communicate in English. The ability to understand, speak, read, and write in English must be well developed in order to learn material with full comprehension in a reasonable period of time. This level of proficiency is greater than that required for daily living. Therefore, every effort should be made to perfect English skills prior to being admitted to the college. Unless exempted by the Admissions Committee, students who are not native speakers of English must take the Test of English as a Foreign Language (TOEFL) iBT (internet Based Test) of both written and spoken English. Applicants must achieve a TOEFL/iBT score of 61. The result of the examination determines if a student must take special courses in English prior to enrollment or if they may be allowed to take an English course while concurrently enrolled in the program. Proficiency can also be established through the completion of two-years (60 semester credits or 90 quarter credits) of baccalaureate level education in an institution accredited by an agency recognized by USDE or from an equivalent English language institution in another country.

Admissions Eligibility

Pacific College values creativity, scholarship, and an independent spirit in the discovery and application of new knowledge.

Applicants for admission to PCOM’s bachelor degree completion programs must have earned an associate degree or higher, 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 within the first year of enrollment 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

\textit{Required courses}

• Mathematics

• Natural and physical sciences

\textit{Required courses}

• Anatomy & Physiology I (or Human Anatomy)*
• Anatomy & Physiology II (or Human Physiology)*
• Chemistry*
• Microbiology*

• Social and Behavioral Sciences

\textit{Required courses}

• Developmental Psychology or Human Growth and Development*
• Sociology

• Humanities and Fine Arts

\textbf{Nursing Courses}

Graduates from an accredited associate 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 degree or higher 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 eligible. In some cases, an applicant who is currently scheduled to sit for a license exam will be considered if they complete licensing by the end of the full semester of classes in the Bachelor of Science in Nursing completion at Pacific College.

All students enrolled in education programs in NY State must provide evidence of the following:

• Two doses of measles vaccination
• One dose each of mumps and rubella
Admissions Procedure

Application to the Pacific College Bachelor of Science in Nursing (Holistic Nursing) degree program is self-managed, that is, following the submission of the application form, we request that the student obtain all transcripts and letters of recommendation and complete all writing assignments and then submit a portfolio to Pacific College - New York campus, Admissions Office. Please include a note if you are aware that some materials will be arriving under separate cover, i.e., transcripts or recommendation letters. The Admissions Office will acknowledge receipt of your Admissions Portfolio and notify you of any missing documents, or that the material is complete and ready for review.

1. Send a completed Application Request Form.
2. Send your Admissions portfolio when it is complete. A completed portfolio contains the following:
   1. A completed Pacific College application form
   2. Application fee
   3. One current, full-face, passport-size photo for student file
   4. Two letters of reference from persons familiar with the applicant’s academic abilities, maturity, and integrity
   5. Personal essay describing the student’s motivation for continuing education in the field of Nursing. This essay should be a typed, double-spaced, and approximately 2-3 page in length.
   6. Official transcripts from all colleges previously attended should be sent directly to Pacific College from the institution.
   7. Copy of an active, unencumbered registered nurse license in New York State.
   8. A test of English as a foreign Language (TOEFL) score of 61 or higher for international students
   9. Proof of CPR certification (Level C American Heart Association Healthcare Provider)
10. Completion of all required health and immunization information
11. 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.
12. 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. The number of lecture and laboratory hours or units devoted to each course as well as grades received must be indicated. Copies of official documents indicating the award of degrees with the title and date conferred should be included.
13. If the student attended an international school, an academic evaluation of international transcripts/documents in terms of American accredited equivalency must be sent to Pacific College

Admissions Interview

An admissions interview is required of all applicants seeking first-time admission, readmission, or admission with advanced standing (transfer from another school). Interviews are scheduled with a member of the Admissions Committee. Applicants for the Nursing Program will meet with the Program Director in Nursing. In this meeting, the member attempts to determine the candidate’s level of motivation and the seriousness with which s/he is approaching the program. The candidate is asked about their plans for work outside the program and if they have the moral support of family and friends. They also will be asked about their particular interests in Holistic Nursing.

As importantly, the College offers the candidate an opportunity to ask senior members of the institution any question they like. During the interview, the committee member informs the candidate of the program’s workload, testing requirements, financial aid responsibilities, and the institutions policies about tuition increases and schedule of classes. They are reminded to read the policies and procedures section of the catalog. An applicant with a grade point average lower than 2.75 will meet with at least two members of the Admissions Committee.
Notification of Decision

The Admissions and Advancement Committee makes all final acceptance decisions. Each applicant is given notification in writing of full acceptance, conditional acceptance (if an option), placement on a waiting list, or denial, normally within 30 days of the interview.

Appeal of Admissions Decision

An applicant who is denied admission based on not meeting one or more of the criterion required, may appeal the admissions decision in writing within 30 days of denial. The Admissions Committee will consider the Appeal and may offer the applicant a way to demonstrate evidence of meeting any deficiencies for consideration of admission to the following term.

Other Enrollment Documents

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

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

Deferred Acceptance

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

International (Non-Immigrant) Applicants

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

In addition to the previous requirements, international (F-1 and M-1 nonimmigrant) applicants must submit an affidavit of financial support, together with supporting documentation such as bank statements or a bank letter dated within 6 months of their first semester start date, from their sponsor verifying that they have adequate resources to pay tuition, food, lodging, books, fees, and incidental expenses for one academic year, and barring unforeseen circumstances, that funds will be available for subsequent years. For the amount required, please contact a Pacific admissions representative. Furthermore, international applicants must provide two official transcripts for each previous institution attended.

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. The tuition deposit is credited toward tuition upon matriculation. A non-refundable I-20 fee of $100 will be withheld from the deposit if the applicant does not attend the college. Students coming to the college from outside the U.S. will receive detailed instructions regarding how to apply for the visa and how to enter the U.S. together with the I-20 form. Non-immigrant F-1 or M-1 students transferring from another approved school within the U.S. must also provide a copy of their current I-20, passport name page, visa and front and back of the I-94 card with the application along with the completed school transfer information form.

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

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

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

International students who apply for admission from outside the United States may be admitted each term (3 times a year). A student is accepted only for the term indicated on the I-20 and on the letter of acceptance and must complete class registration that term. If the student would like to change the admission date to a different term, the applicant must request a change of their starting date in writing, possibly submit new financial documents, and receive a new I-20.

Once enrolled, international students must report any of the following activities to the college immediately: change of legal name, address, program of study, request for program extension, and/or desire to transfer to another institution.

There is currently no dormitory housing available at Pacific College.

Applicants for whom English is a second language must meet English language requirements. See "English Language Requirements" at the beginning of this Admissions section.
APPLICANT STATUS

Applicants with an undergraduate grade point average of 2.75 or higher will be considered for full acceptance to the program. Applicants with lower grade point averages will be considered for full acceptance or acceptance with requirements to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study at Pacific College, and academic goals to fulfill the conditions for full acceptance into the program.

Full Acceptance

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

Acceptance with Requirements

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 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, RN license, 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.

Acceptance with Conditions

Acceptance with Conditions indicates that the applicant has not completed the requirements for RN licensure. These students will have until the end of the 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.

Orientation

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

College Learning Management System (LMS) Orientation Class

All new students are required to attend an orientation to the college learning management system. The main LMS orientation class is held during the Orientation to the College, prior to or at the start of the first term. However, a makeup LMS orientation class is available at a schedule time during the first week of the term. Many faculty members are integrating the LMS platform into their class assignments, testing and learning.
Students are required to be familiar with all rules and regulations set forth in the College Catalog, the Student Financial Aid Bulletin, Clinic Manuals, and PCOM Update notices and memos posted on the college bulletin board or distributed in the Student Communication files or by Pacific College email.

Financial Aid Information

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

Federal financial aid is available to qualified students at all three campuses. All consumer information required to be disclosed to students pursuant to the financial aid programs available can be found in the Financial Aid Policy and Procedure Bulletin at http://www.pacificcollege.edu. It is important to note that if a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus loan fees and accrued interest, less the amount of any refund. If the student has received federal student financial aid funds and withdraws from the college, a refund must be calculated based on federal student aid requirements. (See also: Refund Policy, “Refund Attribution”)

The Financial Aid Office is committed to assisting students in achieving their educational objectives with the highest degree of student service. Some of the services include:

• Electronic Processing of Federal Student Aid. The financial aid application process is available online at http://www.pacificcollege.edu.
• Students can apply for financial aid using one of the computers available in the Financial Aid Office.
• Personalized loan counseling for prospective and continuing students, as well as our graduates.
• The Financial Aid Policy & Procedure Bulletin, a booklet designed to assist students through the financial aid process, is available online at http://www.pacificcollege.edu.
• Pacific College offers a variety of Federal Financial Aid programs to assist students in financing their education.
• Students required to repeat coursework may qualify for financial aid. Please contact the financial aid office to determine your eligibility.

Eligible students may apply for the following federal student aid programs:

Federal Pell Grant

The Federal Pell Grant program provides need-based grants to eligible undergraduate students to promote access to postsecondary education. Grant amounts are dependent on the student’s FAFSA data, 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 to promote access to postsecondary education. The Financial Aid Office determines eligibility by using extensive criteria. Availability depends upon the federal allocation awarded to the school and the student’s financial need based on their FAFSA data, cost of attendance, and enrollment status. FSEOG funds are only available to students who are awarded a Pell Grant.

Federal Work Study (FWS)

FWS is a program that provides part time employment for students who demonstrate financial need. The maximum amount awarded is 4,000 for two semesters. 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 a non-need-based, credit-based loan with a variable interest rate that is determined by the federal government each year on July 1. The Graduate PLUS Loan allows graduate students to borrow up to the total cost of attendance less any other financial aid.

**Alternative Loans (Private Education Loans)**

Alternative loans (private loans) are useful if you need to find another source of assistance to supplement your federal and state aid. Private loans are more expensive than government loans and should only be used when you have exhausted all other financial aid options.

**General Procedures for Applying for Financial Aid**

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

Applicants will be notified by the Financial Aid Office if additional documents are needed to award student aid. If you would like to know more about financial aid please contact the Financial Aid Office at the campus you plan to attend or visit the Financial Aid web page at http://www.pacificcollege.edu/financialaid.
## FEDERAL CONSUMER DISCLOSURE CHART

<table>
<thead>
<tr>
<th>Program</th>
<th>Career Information</th>
<th>Total Cost (Tuition &amp; Fees)</th>
<th>Books/Supplies</th>
<th>Grad Rates</th>
<th>Grad with Loan Debt</th>
<th>Median Loan Debt</th>
<th>Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Programs</td>
<td><a href="http://www.onetoneline.org">http://www.onetoneline.org</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSTOM</td>
<td>SOC #29-1199.01</td>
<td>$85,251</td>
<td>$4,955</td>
<td>Total: 51 Students 11 Terms: 25% 12-13 Terms: 27% 14 or more Terms: 47%</td>
<td>41 out of 51</td>
<td>Title IV: $101,990 Private Debt: 0$</td>
<td>F13 ACCSC Annual Report: 84%</td>
</tr>
<tr>
<td></td>
<td>CIP #51.3301</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSAc</td>
<td>SOC #29-1199.00</td>
<td>$80,474</td>
<td>$3,901</td>
<td>Total: 15 Students 11 Terms: 47% 12-13 Terms: 40% 14 or more Terms: 13%</td>
<td>14 out of 15</td>
<td>Title IV: $108,160 Private Debt: 0$</td>
<td>F13 ACCSC Annual Report: 100%</td>
</tr>
<tr>
<td></td>
<td>CIP #51.3301</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AOS</td>
<td>SOC #31-9011.00</td>
<td>$30,418</td>
<td>$1,419</td>
<td>Total: 62 Students 5 Terms: 39% 6-7 Terms: 37% 8 or more Terms: 24%</td>
<td>37 out of 62</td>
<td>Title IV: $14,853 Private Debt: 0$</td>
<td>F13 ACCSC Annual Report: 74%</td>
</tr>
<tr>
<td></td>
<td>CIP #51.3502</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS (Holistic Nursing)</td>
<td>SOC #29-1141.00</td>
<td>$31,643¹</td>
<td>$2,992</td>
<td>Program began Fall 2012 No data yet</td>
<td></td>
<td></td>
<td>100%*</td>
</tr>
<tr>
<td></td>
<td>CIP #51.3801</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Assumes 60 credits
*Students who enter the BSN (Holistic Nursing) program are usually employed upon enrollment.

Cost: F14-15 Catalog
Grad/Loan Information: 2012-2013 Financial Aid Award Year

### Employment Rate, Fall 2013 ACCSC Annual Report:

MSTOM: Winter, Spring, Fall 2007 cohorts; of 50 available for employment, 42 are employed in the field.
MSAC: Winter, Spring, Fall, 2007 cohorts; of 5 available for employment, 5 are employed in the field.
AOS: Winter, Spring, Fall 2010 cohorts; of 61 available for employment, 45 are employed in the field.
BS (Holistic Nursing): New program, Fall 2012, no data yet.
## NEW YORK CAMPUS TUITION AND FEES

*Effective September 1, 2014*

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost Per Course Hour <em>(Non-NR-code Didactic Classes)</em></td>
<td>$27.30</td>
</tr>
<tr>
<td>Cost Per Course Hour <em>(NR-coded Classes)</em></td>
<td>$33.70</td>
</tr>
<tr>
<td>Externship Clinical Hours</td>
<td>$29.60</td>
</tr>
<tr>
<td>Lutheran Labor and Delivery Clinic Shifts for students entering all programs</td>
<td>$27.30</td>
</tr>
<tr>
<td>Public Education Hours</td>
<td>$27.30</td>
</tr>
<tr>
<td>Non-Credit, Remedial Hours</td>
<td>$27.30</td>
</tr>
<tr>
<td>Independent Study <em>(Non-NR-coded Classes)</em></td>
<td>$54.60</td>
</tr>
<tr>
<td>Independent Study <em>(NR-coded Classes)</em> per hour of the regular course</td>
<td>$67.40</td>
</tr>
<tr>
<td>Audit Fee <em>(Pacific College students repeating successfully completed course)</em></td>
<td>$100</td>
</tr>
<tr>
<td>Programs with Elective Courses – Electives that are additional to the number the program requires</td>
<td>$100 discount per course</td>
</tr>
</tbody>
</table>

### Total Tuition per Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S., Nursing</td>
<td>$31,018</td>
</tr>
</tbody>
</table>

*None of the above tuitions include fees, CPR, and supplies.*

### Books and Supplies*

<table>
<thead>
<tr>
<th>Books and Supplies</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Books and Supplies</td>
<td>$2,992</td>
</tr>
</tbody>
</table>

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

### Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee <em>(not refundable) (fee waived for all US Veterans)</em></td>
<td>$50</td>
</tr>
<tr>
<td>Advanced Transfer Assessment Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Re-Application Fee *(not refundable)</td>
<td>$50</td>
</tr>
<tr>
<td>International Application Fee *(not refundable)</td>
<td>$100</td>
</tr>
<tr>
<td>I-20 Fee <em>(collected from international applicant deposit, when student doesn’t enroll at Pacific College)</em></td>
<td>$100</td>
</tr>
<tr>
<td>International Student Service Fee <em>(for non-education-related services)</em></td>
<td>$64/hr.</td>
</tr>
<tr>
<td>Registration Fee, per term <em>(not refundable)</em></td>
<td>$30</td>
</tr>
<tr>
<td>International Applicant Deposit</td>
<td>$3,000</td>
</tr>
<tr>
<td>Late Registration Fee <em>(not refundable)</em></td>
<td>$25</td>
</tr>
<tr>
<td>Student ID Card/Replacement <em>(not refundable after issued)</em></td>
<td>$15</td>
</tr>
<tr>
<td>Student Council Fee, per term <em>(not refundable after the drop/add period)</em></td>
<td>$10</td>
</tr>
<tr>
<td>Add/Drop Fee *(free in first two weeks of class) per transaction, not per course</td>
<td>$10</td>
</tr>
<tr>
<td>Returned Checks <em>(plus late tuition fee, if applicable)</em></td>
<td>$25</td>
</tr>
<tr>
<td>Certified Copy of Documents <em>(PCOM student)</em></td>
<td>$15</td>
</tr>
<tr>
<td>Copy of Document Fee <em>(Non-PCOM student)</em></td>
<td>$30</td>
</tr>
<tr>
<td>Duplicates of Diplomas</td>
<td>$25</td>
</tr>
<tr>
<td>Special Certificates</td>
<td>$25</td>
</tr>
<tr>
<td>CPR/1st Aid Certifications <em>(paid to provider)</em></td>
<td>Approx. $100</td>
</tr>
<tr>
<td>Documentation/Graduation Fee *(non refundable) <em>(includes transcripts and extensive documentation for NCCAOM and CA, IL, and NY licensing boards. Other states, $15/hour)</em></td>
<td>$0</td>
</tr>
<tr>
<td>Transcripts</td>
<td>$5</td>
</tr>
<tr>
<td>Late Tuition Fees <em>(plus $25 after 14 days, if still late. After 28 days, students will not be allowed to continue the)</em></td>
<td>$25</td>
</tr>
<tr>
<td>Fee Type</td>
<td>Amount</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Tuition Payment Plan Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Malpractice Insurance Per Term</td>
<td>$50</td>
</tr>
<tr>
<td>Massage Course Linens and Supply Fee per Term</td>
<td>$15</td>
</tr>
</tbody>
</table>

Please note:
- Each student must maintain an email account with a provider of their choosing at their own expense, or use the college email system to receive important communications about the college.
- College items lost or broken will be charged at the college’s replacement cost plus expenses.
- Cash not accepted for tuition and fees.
ACADEMIC CALENDAR: NEW YORK CAMPUS FALL 2014 – FALL 2015

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

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

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

<table>
<thead>
<tr>
<th>SEPT 2 – DEC 13</th>
<th>FALL 2014 TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2</td>
<td>Tues</td>
</tr>
<tr>
<td>Sept 8</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 9</td>
<td>Tues</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Sat</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Tues</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Mon</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Sat</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Sun</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Fri</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Sat</td>
</tr>
<tr>
<td>Nov 2</td>
<td>Sun</td>
</tr>
<tr>
<td>Nov 4 - 11</td>
<td>Tues - Tues</td>
</tr>
<tr>
<td>Nov 7</td>
<td>Fri</td>
</tr>
<tr>
<td>Nov 26</td>
<td>Wed</td>
</tr>
<tr>
<td>Nov 27 - 30</td>
<td>Thurs - Sun</td>
</tr>
<tr>
<td>Dec 11 - 12</td>
<td>Thurs - Fri</td>
</tr>
<tr>
<td>Dec 12</td>
<td>Fri</td>
</tr>
<tr>
<td>Dec 15 – Jan 4</td>
<td></td>
</tr>
<tr>
<td>Dec 19</td>
<td>Fri</td>
</tr>
<tr>
<td>Dec 24 - 25</td>
<td>Wed - Thurs</td>
</tr>
<tr>
<td>Dec 26</td>
<td>Fri</td>
</tr>
<tr>
<td>Dec 31</td>
<td>Wed</td>
</tr>
<tr>
<td>Jan 1</td>
<td>Thurs</td>
</tr>
<tr>
<td>JAN 5 – APR 18</td>
<td></td>
</tr>
<tr>
<td>Jan 5</td>
<td>Mon</td>
</tr>
<tr>
<td>Jan 9</td>
<td>Fri</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 12</td>
<td>Mon</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Sat</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Mon</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 29</td>
<td>Thurs</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Mon</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Thurs</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Mon</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Sat</td>
</tr>
</tbody>
</table>

40
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 22</td>
<td>Sun</td>
<td>Last day to drop a class and not receive a failing grade (most classes)</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Fri</td>
<td>Financial Aid priority deadline (continuing student due to re-apply: Spring 2015)</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Sun</td>
<td>Daylight Savings Time Begins: Set clocks forward one hour</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Fri</td>
<td>Good Friday: Entire College Open</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Sun</td>
<td>Easter Sunday: Entire College Closed</td>
</tr>
<tr>
<td>Apr 16-17</td>
<td>Thurs-Fri</td>
<td>Winter 2015 Term/April Comprehensive Exam: 1st, 2nd &amp; 3rd Year End Exam</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Sun</td>
<td>2015 Commencement Ceremony (Tentative)</td>
</tr>
<tr>
<td>Apr 20 - May 3</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Mon</td>
<td>Evaluations must be completed by students who want grades mailed to them Mon, Apr 27, 2015</td>
</tr>
<tr>
<td>Apr 27</td>
<td>Mon</td>
<td>Winter 2015 Term Grades mailed to students who completed class/clinic evals as of Mon, Apr 20</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Wed</td>
<td>Deadline for Exit Loan Counseling: Winter 2015 graduates</td>
</tr>
<tr>
<td>May 1</td>
<td>Fri</td>
<td>Fall 2015-16 Academic Calendar Released</td>
</tr>
<tr>
<td>May 4 - Aug 15</td>
<td></td>
<td>SPRING 2015 TERM</td>
</tr>
<tr>
<td>May 4</td>
<td>Mon</td>
<td>Spring 2015 Term Begins: First Day of Classes</td>
</tr>
<tr>
<td>May 8</td>
<td>Fri</td>
<td>1st Spring 2015 Term Tuition Payment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2015 Term Tuition Due in Full</td>
</tr>
<tr>
<td>May 11</td>
<td>Mon</td>
<td>Financial Aid disbursement begins</td>
</tr>
<tr>
<td>May 16</td>
<td>Sat</td>
<td>Last day to clear Winter 2015 “Incomplete” or “In Progress” grades to avoid retaking courses</td>
</tr>
<tr>
<td>May 18</td>
<td>Mon</td>
<td>Last day to Add/Drop most classes without tuition charges or fees</td>
</tr>
<tr>
<td>May 25</td>
<td>Mon</td>
<td>Memorial Day (Entire College Closed)</td>
</tr>
<tr>
<td>June 1</td>
<td>Mon</td>
<td>NY State Massage Therapy Exam and Licensure Application Deadline for August 2015 Exam</td>
</tr>
<tr>
<td>June 8</td>
<td>Mon</td>
<td>Fall 2015 Term Schedule of Courses is published</td>
</tr>
<tr>
<td>June 20</td>
<td>Sat</td>
<td>Last day to petition for the Spring 2015 Term/August Comprehensive Exams without late fee</td>
</tr>
<tr>
<td>June 21</td>
<td>Sun</td>
<td>Last day to drop a class and not receive a failing grade (most classes)</td>
</tr>
<tr>
<td>June 26</td>
<td>Fri</td>
<td>Financial Aid priority deadline (continuing student due to re-apply: Fall 2015)</td>
</tr>
<tr>
<td>July 3-4</td>
<td>Fri-Sat</td>
<td>Independence Day Observed (Entire College Closed)</td>
</tr>
<tr>
<td>Aug 13-14</td>
<td></td>
<td>Spring 2015 Term/August Comprehensive Exams: 1st, 2nd &amp; 3rd Year End Exam</td>
</tr>
<tr>
<td>Aug 17 - Sept 7</td>
<td></td>
<td>SUMMER BREAK</td>
</tr>
<tr>
<td>Aug 17-22</td>
<td>Mon-Sat</td>
<td>Clinic Intensive Shift (Tentative)</td>
</tr>
<tr>
<td>Aug 17</td>
<td>Mon</td>
<td>Evaluations must be completed by students who want grades mailed to them Fri, Aug 14, 2015</td>
</tr>
<tr>
<td>Aug 24</td>
<td>Mon</td>
<td>Spring 2015 Term Grades mailed to students who completed class/clinic evals as of Fri, Aug 17</td>
</tr>
<tr>
<td>Aug 25</td>
<td>Tues</td>
<td>Deadline for the Exit Loan Counseling for Spring 2015 Term Graduates</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Mon</td>
<td>Labor Day Observed (Entire College Closed)</td>
</tr>
<tr>
<td>Sept 8</td>
<td>Tues</td>
<td>Fall 2015 Term Begins: First Day of Classes</td>
</tr>
<tr>
<td>Sept 11</td>
<td>Fri</td>
<td>1st Fall 2015 Term Tuition Payment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2015 Term Tuition Due in Full</td>
</tr>
<tr>
<td>Sept 15</td>
<td>Tues</td>
<td>Financial Aid disbursement begins</td>
</tr>
<tr>
<td>Sept 19</td>
<td>Sat</td>
<td>Last day to clear Spring 2015 “Incomplete” or “In Progress” grades to avoid retaking courses</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Tues</td>
<td>Last day to Add/Drop most classes without tuition charges or fees</td>
</tr>
<tr>
<td>Oct 12</td>
<td>Mon</td>
<td>Winter 2016 Schedule of Courses is published</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Sat</td>
<td>Last Day to petition for the Fall 2015 Term/December Comprehensive Exams without late fee</td>
</tr>
<tr>
<td>Oct 25</td>
<td>Sun</td>
<td>Last day to drop a class and not receive a failing grade (most classes)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Tues</td>
<td>27th Pacific Symposium 2015 in San Diego</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Sun</td>
<td>Daylight Saving Time Ends: Set clocks back one hour</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Wed</td>
<td>New York State Massage Therapy Exam and Licensure Deadline for January 2016 (Tentative)</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Fri</td>
<td>Veteran’s Day Observed: College Open (classes and clinic in session): Attendance for U.S. Veterans is optional/excused if communicated ahead of time with faculty/clinic</td>
</tr>
<tr>
<td>Nov 25</td>
<td>Wed</td>
<td>Financial Aid priority deadline (continuing student due to re-apply: Winter 2016)</td>
</tr>
<tr>
<td>Nov 26 - 29</td>
<td>Thurs- Sun</td>
<td>Thanksgiving “Eve”- Administration Closes at 2pm</td>
</tr>
<tr>
<td>Dec 17 - 18</td>
<td>Thurs - Fri</td>
<td>Fall 2015 Term/December Comprehensive Exam: 1st, 2nd, &amp; 3rd Year End Exam</td>
</tr>
<tr>
<td>Dec 21</td>
<td>Mon</td>
<td>Evaluations must be completed by students who want grades mailed to them Fri, Dec 28, 2015</td>
</tr>
<tr>
<td>Dec 21 - Jan 3</td>
<td></td>
<td><strong>Winter Break</strong></td>
</tr>
<tr>
<td>Dec 24 - 25</td>
<td>Thurs - Fri</td>
<td>Christmas Holiday (Entire College Closed)</td>
</tr>
<tr>
<td>Dec 30</td>
<td>Wed</td>
<td>Fall 2015 Term Comprehensive Exam Results mailed to students</td>
</tr>
<tr>
<td>Dec 31</td>
<td>Thurs</td>
<td>New Year’s Eve – College Closes at 2pm</td>
</tr>
</tbody>
</table>

**2016**

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

Bachelor degree students in the BS in Nursing still receiving undergraduate level loans:

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

Non-Matriculated Students

Registered Nurses who meet the prerequisites for admission to the program and specific courses may, upon a space available basis, take Pacific courses with the approval of the Nursing Program Director and Academic Dean.

GENERAL TRANSFER CREDIT POLICY

Transfer credit is examined to determine content, complexity, grading standards, individual grades, and suitability. No transfer credit is granted for workshops and continuing education classes. The maximum number of transfer credits granted to a student from a 2 year program shall not exceed 70 credits. Students who have taken additional courses at the bachelor's level can transfer up to 20 additional credits for a maximum total of 90 transfer credits if applicable. 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 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.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Pacific College of Oriental Medicine is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in any Pacific College of Oriental Medicine program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Pacific College of Oriental Medicine to determine if your credits or degree or certificate will transfer. Currently, the College does not have any articulation or transfer agreements with any other college or university.

Award of transfer credit will be based on the following criteria:

1. Transfer credit may be awarded for equivalent coursework documented by official transcript or an official letter/certificate that indicates the units or hours of training in each subject. These documents cannot be returned to the applicant or forwarded to another institution or agency.
2. Coursework completed at an institution accredited by an agency recognized by the Secretary of Education may be directly transferable.
3. A grade of “Pass” or “C” (2.0) or above is required for transfer.
4. Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the field of nursing.
5. Transfer credit is granted only when the total hours for any given course have been documented.
6. Coursework taken at another institution after admission to Pacific College is not transferable unless approved in advance in writing by the Registrar or Academic Dean.
7. Transfer credit is officially recorded on the student’s Pacific College transcript only upon completion of the program, even if previously recorded unofficially for administrative purposes.
8. Coursework transferred into the program is not included when computing grade point average.

Residency Requirement - At least 25% of any program must be completed at Pacific College. Courses taken at different branches of Pacific College are interchangeable and not considered a transfer credit issue. However, any Pacific College student transferring between campuses must meet with the Registrar or Academic Dean at the current campus prior to transfer, and with the Registrar or Academic Dean at the new campus as soon as possible upon arrival, but not later than week 2 of the semester. 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 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 degree programs to facilitate seamless transition to the Bachelor of Science Degree:

- Queensborough Community College
- Sullivan County Community College
- Swedish Institute

Please check the PCOM Nursing website for an updated list.

AUDITING CLASSES

Students may audit classes on a space available basis. Classes for which transfer credit has been granted or a challenge exam has been passed have a special fee (See fee pages, Part One). Classes for which there is no challenge or transfer credit must be taken at full price. Auditors must be respectful of the privilege of attending a class for which he or she does not need credit by allowing credit students primary access to teachers and class question/answer time.

CHALLENGE 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 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 "Pass" of the Nursing Health Assessment Exam and the payment of the fee. Students who have taken WS352 Health Assessment/Physical Exam course at PCOM, previously earning 2.5 credits, will not obtain extra credit for passing the Nursing Health Assessment Exam.
Students transferring in a 2 or more Health Assessment course will not obtain extra credit. If a student does not pass the Nursing Health Assessment Exam he/she may have a second opportunity. If a student fails one Nursing Health Assessment Exam or wishes 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.

REGISTRATION AND PAYMENT

Registration Procedures
Continuing students may register for the next term, without late fees, at any time up to the 9th week of the term, generally the day students that register on time get their confirmation of classes for the following term. Newly accepted students may register for courses without late fees at any time prior to the beginning of the term but are encouraged to register early to avoid being closed out of classes.

Registration fees for any term are due with the student’s first tuition payment, rather than at the time of registration.

Late Registration
Continuing students who have not registered during the official registration period will be assessed a Late Registration Fee in addition to the regular registration fee.

Academic Course Load
The maximum academic coursework for which a student may register is 20 units in any term; higher levels of registration must be approved by the Academic Dean or Student Advisor in writing, and such approval will only be granted after reviewing the student’s previous unit load and grade point average.

A student is considered registered for courses only when all registration forms have been completed, and tuition has been paid or a promissory note has been signed, for the term. Academic credit will not be given for attendance in classes unless the student is properly registered.

Tuition Payment Plans
Tuition and fee payments are due and payable on the first day of the term or by the Friday of the first week of the term. However, Pacific offers students the option of paying tuition in four equal monthly payments over the course of the term. Students who have selected this method are responsible for a Finance Handling Charge for the term. Choosing this option does not obligate the student to use this method of payment in subsequent terms. Payments are due as follows (subject to modification): Regardless of when a course first meets, the first tuition payment is due by the first Friday of the term, and the three subsequent payments are due on the 7th calendar day, or the first business day thereafter if the 7th falls on a weekend, of the second, third, and fourth months of the term. Any pre-payment of tuition is subject to the refund policy and any tuition increase.

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

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

Late Payment Fees
If a student is late in making payments, they are charged a late fee when the payment due date is missed plus an additional late fee 14 days after the payment due date is missed. This continues each month a student
owes the college a payment until the end of the term. Students with a balance due will not be allowed to register for subsequent terms.

In the case of students expecting financial aid, the following procedures apply: late fees and tuition payments are waived for a student who submits a complete financial aid application and whose financial aid file is certified as complete by a Financial Aid Officer or Assistant by the priority processing deadline (30 days prior to the beginning of the term). Any time after this deadline, if a complete financial aid application is submitted, any further late fees will be waived. However, any late fees incurred prior to the submission of a complete student loan application will not be waived and will be charged at the same rate as those students who have selected the monthly payment method described above; that is, two late fees per month will be charged.

**Account Balance**

A student’s previous account balance must be cleared prior to attending classes in a subsequent term. Account balances remaining after a term ends may be subject to a 9% annual interest rate. Any future credits to the student’s account will be applied first toward any balance due. Transcripts will not be issued for any student who has any outstanding financial balance or, at the discretion of the Campus Director, may be issued if courses not paid for in full are removed from the student transcript. These courses and grades may be reinstated after payment of tuition due. Students who drop out of the institution with an outstanding balance are reported to a credit reporting agency after an attempt has been made to contact the student for repayment.
STUDENT COURSE LOAD

Actual time in class varies slightly from term to term. On the average, students completing the Nursing program in four terms full time will spend approximately 16 hours per week in class and clinical. 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. Study outside the classroom is an integral and important part of every program. The average student should expect to study at least two hours for every hour of instruction in academic courses while clinic preparation may require less outside work. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation from course to course, and term to term. If you call the school, a representative can assist you in gaining a more complete understanding of the commitment necessary to succeed at Pacific College. Your questions are more than welcome.

SCHEDULE OF CLASSES

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

Day classes are typically three hours and offered from 9:00 a.m. to 12:00 p.m. or 1:00 p.m. to 4:00 p.m., however, students should expect some variation. Most evening classes are three hours and held between the hours of 5:30 to 8:30 p.m., 6:00 to 9:00 p.m. or 6:30 to 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 9:00 a.m. and 6:00 p.m.

Clinical instruction is scheduled separately from class time. 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 clinical courses 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 is 15:1. One teaching assistant is assigned per 15 students in addition to the instructor.

Each term is 15 weeks. Seven weeks of vacation time normally includes two weeks for the winter holiday season, two weeks in the spring, and three weeks in the summer.

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

Study outside the classroom is an integral and important part of every program. The average student should expect to study approximately two hours for every hour of instruction in academic courses while clinic preparation may require less outside work. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation from course to course, and term to term.

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

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

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

Challenging a Grade Received

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

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

Extenuating Circumstances

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

Authorized Incomplete Grade

The symbol "I" (Incomplete Authorized) indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justifiable reasons and that there is still a possibility of earning credit. Students must submit a Petition for Incomplete Grade at least 72 hours before the final class and receive approval by their instructor and the Academic Dean. An Incomplete shall not be assigned when the only way a student can make up the work would be to attend a major portion of the course when it is next offered. An "I" may not be assigned when the student's GPA in the class is less than 70%.

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

Academic Grading System

A plus/minus system is used at Pacific at the discretion of the instructor. The grades A+, C-, F+, and F- are not used. In general, “A” indicates outstanding achievement and is available for the highest accomplishment. “B” indicates average and satisfactory performance. “C” is minimally passing. “F” is failing. “P” indicates passing and is not calculated in the grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>n/a</td>
</tr>
<tr>
<td>P</td>
<td>n/a</td>
</tr>
</tbody>
</table>

ΔR
Administrative Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP</td>
<td>n/a</td>
<td>In Progress (Satisfactory)</td>
</tr>
<tr>
<td>W</td>
<td>n/a</td>
<td>Official Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
<td>Unofficial or Late Withdrawal Failure</td>
</tr>
<tr>
<td>RD</td>
<td>n/a</td>
<td>Report Delayed</td>
</tr>
<tr>
<td>Au</td>
<td>n/a</td>
<td>Audit (No Credit)</td>
</tr>
<tr>
<td>T</td>
<td>n/a</td>
<td>Credit by Transfer</td>
</tr>
<tr>
<td>CH</td>
<td>n/a</td>
<td>Credit by Challenge</td>
</tr>
<tr>
<td>NG</td>
<td>n/a</td>
<td>No Grade - issued by administration for failure of comprehensive exam section(s).</td>
</tr>
<tr>
<td>RF</td>
<td>n/a</td>
<td>Failure grade replaced</td>
</tr>
<tr>
<td>RC</td>
<td>n/a</td>
<td>C grade replaced</td>
</tr>
</tbody>
</table>

Calculation of Grade Point Average (GPA)

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

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

Withdrawal Grade

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

Withdrawal Failure

Students who drop a course after 60% of the course has been presented earn a grade of “WF” (Withdrawal - Failure). A “WF” grade counts as an “F” (0.0) when calculating grade point averages and other academic requirements. There is no refund for the course and it must be repeated at normal tuition costs.

Administrative Transcript Notations

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

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

Make-Up Examination Rules

Make-up of a missed examination is subject to approval by the faculty member involved. Make-up exam fees are applicable (See Fee Schedule). Faculty is under no obligation to excuse a student from an exam and may assign a failing or lower grade to a missed exam. Excessive use of the make-up exam policy may require meeting with the Academic Dean or Student Advisor.

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

It is the decision of each instructor whether make-up of quizzes will be allowed. The make-up of quizzes, if permitted, is administrated by the instructor.
**Failed Examinations:** Students are not permitted to retake any failed exam in academic courses without the permission of the Instructor and the Academic Dean. Such permission is granted only in the case of extenuating circumstances.

**Clinical Attendance**

Attendance at all clinical sessions is mandatory. Special permission from the instructor is needed is 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 of lateness 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 instructor’s discretion. All clinical work must be completed prior to the end of the term.

**Repeated Courses/Forgiveness Policy**

Courses in which a “Fail” or “Withdrawal Failure” grade is earned must be retaken at normal tuition rates the next time the course is offered. The student may not progress to the next sequential course in the respective series until the “F” or “WF” has been remedied. When a student repeats a course in which an “F” or “WF” has been earned, only the new grade will be calculated in the student’s GPA. A student may repeat a course in which a “C” was earned and replace it with a new grade only when such replacement is required to raise the GPA to allow further progress in a program. The cost of retaking a course is used in calculating a student’s cost of attendance only if it is required or recommended by the Advancement 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. A teacher or a student tutor can show you the method you need to succeed. Contact the Academic Dean or Student Advisor for help.
COURSE COMPLETION REQUIREMENTS

The successful completion of a course at Pacific College indicates the student has met minimum attendance and grade requirements, has earned transfer credit, or has successfully challenged the course, in addition to fulfilling all financial obligations.

Minimum Attendance Requirements

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

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

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

The following are guideline examples for 14 meeting dates:

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

Tardiness Policy

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

Minimum Grade and Grade Point Average

A grade of “C” (2.0) or higher must be earned in each academic course, all clinical nursing courses must be completed with a grade of B- or better, and an overall grade point average of “B-” (2.5) must be maintained in all academic coursework. 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. Students may receive no more than 6 units of a grade of “C” or below without being subject to termination from the program.
SATISFACTORY PROGRESS

To make satisfactory progress in the course of study toward a bachelor degree in nursing, a student must meet attendance requirements, earn specified grades in each course, maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame.

The Academic Year

For academic purposes, the Pacific College nursing academic year consists of three 15-week terms. New nursing cohorts begin when a sufficient number of applicants are accepted.

The Nursing program consists of four terms of coursework totaling 16 months on a fulltime basis. The program may be completed in 7-9 terms (36 months) on a part time basis.

Maximum Completion Period

When applicable, please refer to the Financial Aid Bulletin for information pertaining to financial aid satisfactory progress. A student must complete the Bachelor of Science in Nursing (Holistic Nursing) in no more than 4 years and 6 months. Students who have not completed the program in the required time period must reapply, and if accepted, must complete the requirements of the program in place at the time of reapplication in addition to any remedial work prescribed by the Academic Dean.

Completion of Program

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

CHANGES IN STUDENT STATUS, COURSE ENROLLMENT

Adding and Dropping of Courses

Students may add or drop courses by submitting an Add/Drop form to the administration office with no tuition charges or fees if the form is submitted by the 15th day of the term (the "Drop/Add Period"). Courses dropped after the drop/add period are subject to the college’s refund policy.

For classes starting after the first 15 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, except courses that meet for only one or two classes. Tuition for these courses is non-refundable after the start of class.

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

Withdrawals

Students who discontinue their training must notify the Office of the Registrar immediately as outlined under the college refund policy and, if they intend to return, should apply for a leave of absence. See 'Refund Policy' and 'Leave of Absence'. Students who drop all courses or who do not register for the following term
without notifying the college that they are withdrawing from the program will be presumed to have dropped the program. They will be designated as an “Unofficial Withdrawal” and must apply for readmission.

**Unofficial Withdrawal**

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

Courses dropped at any time are subject to a refund based on the date that notification is submitted to the Office of the Registrar or the date that the school can reasonably determine that the student last attended class (see "Refund Policy").

**Leave of Absence**

No leave will be granted without an appointment with the Student Advisor. Leaves of absence are granted for one term at a time. A leave of absence period may not exceed 180 days within any 12-month period. A student may be granted more than one leave of absence in the event unforeseen circumstances arise, such as medical reasons affecting the student or a member of the student’s immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed 180 days within the 12-month period. The college requires a leave of absence request to be signed by the student on leave. If the student does not return following the leave of absence period, the school will apply its refund policy in accordance with the applicable and published requirements.

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

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

**Readmission from Leave of Absence**

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

**GRADUATION REQUIREMENTS**

A student is eligible for graduation and the award of the Bachelor of Science degree when he or she has satisfactorily completed all didactic and clinical courses, with a cumulative GPA of 2.5 or higher, passed any and all exams, completed an exit interview, and met all financial and record keeping responsibilities of the program.

**Degree Awarded**

Students who complete the requirements for this program are awarded a Bachelor of Science in Nursing.
ACADEMIC PROBATION, DISQUALIFICATION, AND STUDENT CONDUCT ISSUES

Academic Probation

A student may be placed on academic probation for any of the following reasons:

1. Student’s overall or term cumulative Grade Point Average (GPA) falls below a “B-” (2.5).
2. The student receives more than 6 units of “C" or below grades.
3. The student receives a grade of “F” or "WF".

When applicable during probation, students may continue permitted coursework and receive financial aid to which they are entitled, when applicable. Academic probation is program specific and will not carryover if a student transfers to a different program the following term.

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 less than “B-” (2.5).
2. The term on probation resulted in a GPA less than “B-” (2.5).
3. An “F” or “WF” grade was earned during the term on probation.
4. The student failed to adhere to a schedule of remedial work and re-examination determined by the Academic Dean. Probation and disqualification are documented in the student’s academic file and transcript.

Disciplinary Actions

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

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

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

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

Readmission from Disciplinary Disqualification

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

Professional Conduct

Students must maintain appropriate professional standards of conduct and appearance at the school and in
clinical settings. Specific regulations related to the clinical experiences are found in the Clinical Practicum
Requirements section of the course syllabi. The use of cellphones is prohibited both during classes and while
on clinical experience.

Appropriate Classroom Laptop Use

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

1. Taking notes
2. Following along with the instructor on digital files such as PowerPoint
3. Working on assigned in-class activities, projects, and discussions for that class only

Unacceptable in-class uses of laptops and other web-enabled devices*:

1. Instant messaging
2. Emailing
3. Surfing the Internet
4. Playing games
5. Writing papers
6. Doing homework
7. During Examinations

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

Alcohol and Drug Use Policy

Pacific College is dedicated not only to teaching and to the advancement of knowledge but also to the
development of ethical and responsible individuals. The College seeks to achieve these goals through a sound
educational program and policies that encourage maturity and independence. The regulations that govern
student and employee conduct have been formulated with those objectives in mind. The U.S. Department of
Education has issued regulations implementing the provisions of the Drug-Free Schools and Communities
Act Amendments of 1989. These regulations require that a college distribute information annually about the
possession, use, and distribution of alcohol and illicit drugs at that college. Members of the Pacific College
community are bound by federal, state, and municipal laws as well as by the regulations of the Board of
Trustees of Pacific College of Oriental Medicine.

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

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

Any person found to have violated the college policy on alcohol and drug use is subject to discipline by
Pacific College officials and may be cause for disqualification from Federal student aid. As stated earlier, it is
also against the law in New York to sell or give away alcohol to anyone under the age of 21.
The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on College property will be dealt with severely and may be suspended from the College, in addition to facing criminal charges and arrest.

Pacific College Policy on Discrimination and Sexual Harassment

1. Policy Statements:

General Philosophy:

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

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

Discrimination, including sexual harassment, stops these processes.

Statement of Non-Discrimination:

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

Title IX and Sexual Harassment:

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

Title VII and Sexual Harassment:

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

College Policy on Consensual and Therapeutic Relationships:

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

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

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

2. Definitions

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

Sexual Harassment - While it is not easy to define precisely what sexual harassment is, it includes: unwelcome sexual advances, requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sexually-related drawings, pictures, jokes, teasing, uninvited touching, or other sexually-related comments.
Further Clarification of Sexual Harassment of Students - Sexual harassment can take two forms: *quid pro quo* and *hostile environment*.

**Quid pro quo** harassment occurs when a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment. It does not matter whether the student refuses to submit to the teacher’s demands and suffers the threatened harm, or does what the teacher wants and thus avoids the harm. In both cases, this act of harassment by the school employee is unlawful.

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

### 3. Retaliation

Pacific College encourages reporting of all incidents of harassment regardless of 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 including sexual harassment. The school will take steps to prevent any retaliation by the alleged harasser or anyone else at the school. Titles IX and VII prohibit retaliation and students and staff members can be sure that the school will take strong responsive actions, should any occur.

### 4. Malicious or Frivolous Allegations

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

### 5. Confidentiality

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

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

### 6. Sanctions

If the school discovers an incident of harassment, it has an obligation to stop it and make sure that it does not happen again. Sanctions may include appropriate disciplinary and/or remedial action, warning, censure, suspension, or dismissal from employment or from the program.
7. Complaint Procedure: Sexual Harassment/Discrimination

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

New York Campus:
Campus Director Malcolm Youngren
212-982-3456
110 William Street, 19th Floor
New York, NY 10038

Levels of Resolution

Consultation

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

Direct

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

Informal Resolution

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

Formal Resolution

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

8. Additional Enforcement Information

In addition to PCOM’s internal complaint procedure, the U.S. Equal Employment Opportunity Commission (EEOC), the Office for Civil Rights, and the U.S. Department of Education investigate and prosecute complaints of sexual harassment.

9. Prevention of Harassment

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

Consumer Information

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

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

During a period of suspension, interim suspension, or after expulsion or disqualification, the student shall not, without prior written permission of the Campus Director or his designated representative, enter the premises other than to attend a disciplinary hearing. Violation of any condition of suspension or interim suspension shall be grounds for expulsion.

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

Grievance Committee

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

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

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

If a complaint is still unresolved after the Grievance Committee’s decision a student or any member of the public may file a complaint about this institution with the State Education Department, Office of Professions, Albany, NY 12230, Phone Number: (518) 474-3817; Fax Number: (518) 474-1449, www.op.nysed.gov.

In addition, per our ACCSC accreditation:

STUDENT COMPLAINT PROCEDURE

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by
filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools & Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting the Campus Director or online at www.accsc.org.

Emergency Procedures

During periods of campus emergency, as determined by the Campus Director of the school, the Campus Director may, after consultation with the President and such members of the Board of Directors as are immediately available, place into immediate effect any emergency regulations or procedures necessary to meet the emergency, safeguard persons and property, and maintain educational activities.

The Campus Director may immediately impose an interim suspension in cases where there is reasonable cause to believe that such action is required in order to protect lives or property, and/or to ensure the maintenance of order. Any Clinical Instructor or Clinic Director may immediately impose an interim suspension upon a student in cases where there is reasonable cause to believe that such action is required in order to protect the health and welfare of persons and/or the professional reputation of the school.

Campus and Classroom Safety

Shoes must be worn on campus at all times, except during practical classes where it is required/appropriate to remove them. Classrooms at Pacific are often used for multiple teaching purposes. Therefore, please adhere to the designated “Healthcare Training Area” signs, which state, “In classrooms where training is occurring do not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses.”

Minor Children on Campus

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

Pets on Campus

Pets of any kind, aside from documented service animals, are not permitted in the school’s buildings at any time. If you are the owner of a service animal, please follow the Disabled Student Services steps for accommodation approval.
STUDENT SERVICES

WellConnect by Student Resource Services

Pacific College has partnered with WellConnect by Student Resource Services to provide students with 24 hours a day, 7 days a week, confidential support services to help them work through any personal challenges that may be interfering with their academic success. Support services include immediate access to Master degree level counselors, a nationwide network of licensed providers for one-on-one counseling, online self-help tools, and individualized assistance identifying up-to-date community-based agencies and organizations to facilitate access to childcare, transportation and other daily living needs. A specialist can be reached by telephone at any time of day, including weekends and holidays, so that students have access to round-the-clock support, whether at school or at home. One-on-one counseling is available on an as needed basis. Common reasons why students reach out to WellConnect by Student Resource Services include, but are not limited to, feelings of stress related to school, family, or work; struggles with depression or anxiety; relationship issues; drug or alcohol problems; childcare concerns; and/or financial troubles. The contact information to utilize this service is the following:

Phone Number: 866-640-4777
Website: http://www.studentlifetools.com

School Access Codes:
San Diego: L357
New York: M662
Chicago: T172

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

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

Tutorial Assistance

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

Academic Advising

Students often need assistance with academic planning and course selection. The Nursing Program Director and staff members from the offices of the Academic Dean, Student Services, of the Registrar are available for academic and schedule advisement. In cases where a student is not making satisfactory progress in a course, or in the program as a whole, counseling is usually required with the Nursing Department Program Director.

Career and Alumni Services

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

**Placement Assistance**

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

*Career Services Advising Staff*

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

The Career Services Department provides:

- An Alumni Newsletter, emailed to graduates with updates, support, and ideas 3 times a year.
- Several online business resources that walk our graduates through the first steps of starting their practice.

*PCOM Website: Alumni Referral List*

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

*Alumni Email Group List/Google Group*

Graduates have access to an alumni email group list for job postings, and other employment and networking opportunities. The Google Group serves graduates who seek each other's advice and experience regarding referrals, case studies, and profession-related queries.

*Alumni Website Classifieds page*

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

*The Pacific College MyPCOM*

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

*Practice Building Classes and Seminars*

The college offers free or low cost seminars for graduates at least once each year.

Some topics offered or to be offered include the following:

- Business Plan Resources
- Interview Skills
- Resume Writing
- Public Speaking
- Insurance Coverage
- Marketing

*Additional Services that Support Graduate Success*

- The college leads and organizes many outreach initiatives for students and alumni to serve and make connections in the local community.
- Job development is accomplished by the college's cultivation and maintenance of relationships with existing health clinics, sports medicine facilities, hospitals, addiction centers, doctors, chiropractors, and other acupuncturists who currently hire holistic health practitioners or have interest in expanding their services.
- The college facilitates nationwide press releases and public relations campaigns to bring awareness to the fields of holistic health.
Though the college supports graduates in the ways listed above, it makes no guarantee of employment or referral.

**Study Groups**

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

**Information Technology (IT) Support Services**

- All students are assigned a Pacific College email account that is vital to keeping informed while on campus. Students also have access to MyPCOM ([http://mypcom.pacificcollege.edu](http://mypcom.pacificcollege.edu)): the main online information center.
- Wireless Internet access is provided at no charge to all students on each campus.
- The library contains a computer lab for research and use by students at no charge.

**Pacific College eLearning/Learning Management System Support Services**

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

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

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

**Financial Aid Advising**

Financial aid information and counseling are available at the Pacific College Financial Aid Office.
CANCELLATION, WITHDRAWAL, AND REFUND POLICY & PROCEDURE

Informing the Administration of Cancellation or Withdrawal

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

Withdrawal – Refund Policy

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

1. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation or following a tour of the school facilities and inspection of equipment where training and services are provided. (Reg: BPPE)

2. All monies paid by an applicant will be refunded if requested within three days after signing an enrollment agreement and making an initial payment. (Reg: BPPE)

3. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus the application and registration fee (Total $80). (Reg: BPPE)

4. A student or applicant may cancel the enrollment agreement for a program at any time until the close of business on the fifteenth day of the term. (For classes starting after the first 15 days of the term, the student has 3 business days from the start of the class to drop the course with no fees or tuition charges. For classes starting in week 2 of the term, the college allows until the end of week 3 for the student to drop the class with no fees or tuition charges.)

- A full refund of tuition will be made if the student cancels or the DOD is within the first 15 days of the term either to the Federal Direct Loan Program or to the non-financial aid student. The refund will be issued within 60 days after the date of cancellation or 60 days after the LDA (Last Date of Attendance). Certain fees in addition to the Application and Registration Fee may be nonrefundable. (See “Fees and Charges”)

For example only: A student who pays $2000 in tuition and $80 in fees (non-refundable resident application and term registration fee), $2080 total, in advance for the term, and then cancels before the close of business on the fifteenth day of the term receives $2000 as a refund. (Payable to the Federal Direct Loan Program, if a financial aid student.)

After the 15th day of the term start date:

1. If the college is notified that a student drops all courses after fifteen days from the start of the term, a refund will be made for the unused portion of tuition paid, based upon the last date of attendance (LDA) in the last class attended for all courses not dropped at the time of withdrawal. This policy parallels return to Title IV funds policy, and is effective with the Fall 2013 term.

2. A “Petition to Withdraw from Program” is necessary for a student to officially withdraw from a program at Pacific College. These forms may be obtained from the Registrar, Dean, or Student Advisor or in an area where student forms are kept for student use.

3. If no “Petition to Withdraw from Program” is submitted and the Registrar’s department determines that a student has stopped attending classes, the Registrar’s department will determine the student’s last date of attendance (LDA) for purpose of determining a refund by reviewing his or her courses’ attendance records.
4. The refund will be made within 60 days of the last date of attendance (LDA).

5. The student will be coded as an unofficial withdrawal and he or she will receive a Withdrawal Failure (WF) in any course not completed by the last date of attendance.

6. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/Failure) grade.

**Dropped Class Refund Policy, Enrolled Student**

*Adding and Dropping classes during your term of enrollment*

1. To drop (or add) a class or classes while still enrolled at the college, the student must complete a Drop/Add form.

2. The class will be dropped and the refund calculated based on the date the form is received by the Administration. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/Failure) grade.

3. **USE Drop/Add Cards:** The refund amount for a class or classes a student stops attending without notifying the administration (using a Drop/Add form) is calculated based on the DOD (Date of Determination), the date by which the college has determined that the student is no longer attending the class. The following indicates the timing of an administrative drop of a student from a class:

   - 42 or more classroom hour class: 3 absences, 4th absence: student will be dropped
   - 28-35 classroom hour class: 2 absences: 3rd absence: student will be dropped
   - 14-21 classroom hour class: 1 absence: 2nd absence: student will be dropped

**Refund Calculation:**

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

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

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

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

   1. A student pays $600 in tuition for 3 units/42 classroom hours of instruction, then attends 14 classroom hours, but hands in a drop card after the next class meeting (Class meets 3 hours/week); this leaves 25 hours of non-attended coursework. A tuition refund of $357.14 ($600 x 25/42) will be made.

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

**Refund Attribution**

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

Books and Supplies Refund Policy

If a student or applicant cancels enrollment within the cancellation period (the first 15 days of a term), to be eligible for a refund for books or supplies, supplies must be returned unmarked and unused in the original containers accompanied by the original sales receipt within 10 days of the cancellation notice to the school. Books and supplies in perfect condition purchased at the College Bookstore may be returned for credit after the cancellation period.
NOTIFICATION UNDER FERPA OF STUDENT RIGHTS CONCERNING EDUCATION RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See paragraph 6 below on students’ right to prevent the disclosure of directory information. The FERPA rights of students are as follows:

1. Students have the right to inspect and review their education records. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, the student may appeal to the college’s FERPA appeals officer, the Registrar. Additional information regarding the appeal procedures will be provided if a request is denied.

2. Students have the right to request an amendment of their education records that they believe are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his/her right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided when the student is notified of his/her right to a hearing.

3. Students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the College in an administrative, supervisory, academic or clinical, or support staff position; a person or company with whom the College has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative, or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. Students may appeal the alleged denial of FERPA rights to:
   
   Jack Miller, President
   Pacific College of Oriental Medicine
   7455 Missions Valley Road, Suite 105
   San Diego, CA 92018

5. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, D.C. 20202-4605
6. The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, email address, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, previous schools attended, and degrees, honors, and awards received. By sending a note to the Office of the Registrar’s Office, students may request that any or all of this directory information not be released without their prior written consent. This note remains in the student’s file and may be withdrawn, or replaced with new directions at any time.

**Maintenance of Student Records**

In addition to permanently retaining a transcript the college also maintains pertinent student records for all graduates and students who attend the college but withdraw before completion for an indefinite amount of time. The college maintains records relating to federal financial aid programs as provided by federal law.

The student’s Social Security Number is used to maintain student records, as well as for purposes of determining eligibility and disbursement of financial aid funds and the repayment of financial aid and other debts payable to the institution. However, the student’s Social Security number is omitted from most official documents at the College. The Registrar maintains records of each student enrolled at Pacific. A student’s record contains an application file, personal information necessary for the business of the college, credit history, transfer credit granted, registration history with grade reports and comments, and records of any official action by the college concerning that student. The Administrative Offices and the Financial Aid Office, when applicable, may also maintain files as required for their respective functions. Student health records required by clinical facilities will be maintained by the Administrative Manager of the Nursing Department. Documents in an applicant or student file become the property of Pacific College and may not be issued nor returned to applicants or students.
The college provides assistance for students, faculty, staff, and patients with disabilities and does not discriminate on the basis of disability in its programs, benefits, and services, including the admission and retention of students. Under Title III of the Americans with Disabilities Amendments Act of 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), qualified persons with disabilities are entitled to reasonable accommodations, including modifications to the academic requirements, and auxiliary aids and services, to achieve nondiscriminatory access to programs, services, and activities of Pacific College. Section 504 and the ADA define a ‘disability,’ with respect to an individual, as (1) a physical or mental impairment that substantially limits one or more major life activities, (2) a record of such impairment, or (3) being regarded as having such an impairment.”

In order to ensure that qualified students with disabilities are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in all academic and other programs, services, and activities of Pacific College, as required by law, reasonable accommodations and auxiliary aids and services will be provided unless it is determined that doing so would alter the essential academic requirements of the College program being pursued or to any directly related licensing requirement. These may include modifications to the academic requirements and auxiliary aids and services, including, but not limited to, auxiliary aids and services for students with hearing visual impairments (readers and such technology as adaptive computer software and hardware, reading machines); note takers; extended or divided time on examinations for students with learning disabilities or reduced physical stamina; adjustments in course load when appropriate; and taping classes.

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

For Undergraduate Programs
   Academic Services Assistant, Kellie Knight: kknight@pacificcollege.edu

For Graduate Programs
   Student Advisor, Joe Oppedisano: joppedisano@pacificcollege.edu

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

Confidentiality is subject to the Family Educational Rights and Privacy Act of 9174 (FERPA).

Complaint-Resolution Procedures

The purpose of the Complaint-Resolution Procedures are to afford students an opportunity to resolve complaints regarding accommodation eligibility decisions, accommodations, auxiliary services, communication services, denial of services or other administrative decisions of the Disabled Students’ Services officers. Students have options to express their concerns, an “Informal Resolution Procedure,” a “Mid-level Informal Complaint Resolution Procedure,” or a “Formal Grievance Process.”

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

   Jaime Rabin
   Campus Director
   7445 Mission Valley Rd., Suite 109
   San Diego, CA 92108
   619-574-6909 ext. 142
Disabled Student Services - Informal Complaint-Resolution Procedures

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

Mid-Level Informal Complaint Resolution Procedure

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

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

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

The panel will review claims brought under this Mid-level Resolution Procedure, make a determination, and provide written notification of the outcome to the complainant within 20 business days of a student’s
pursuance of the Mid-level Informal Complaint-Resolution Procedure. These timelines may be extended for good cause shown by the Campus Director in writing to the complainant. In all cases, current services authorized by the Campus Director will continue during the complaint resolution process.

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

**Disabled Student Services - Formal Grievance Procedure**

The Disabled Student Services - Formal Grievance Procedure may be used for complaints of disability discrimination, including discrimination, regarding the provision of accommodations alleged to have occurred in any College program or activity. A student may pursue a formal resolution by submitting a “Concern or Complaint Form” to the Campus Director 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 his 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.

If a complaint is still unresolved, a student or any member of the public may file a complaint about this institution with the State Education Department, Office of Professions, Albany, NY 12230, Phone Number: (518) 474-3817; Fax Number: (518) 474-1449, www.op.nysed.gov, or the student may contact the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM) 8941 Aztec Drive, Eden Prairie, Minnesota55347; phone 952/212-2434; fax 301/313-0912. ACAOM addresses issues that involve students in the master degree programs only.

In addition, per our ACCSC accreditation:

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints considered by the Commission must be in written forms, with permission from the complainant(s) for the Commission to forward a copy of the complaint to the school for a response. The
complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission.

Please direct all inquiries to:

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

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

**Prohibition Against Retaliation**

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

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

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

- Pacific College of Oriental Medicine provides students with broad, comprehensive programs of in massage, acupuncture, Oriental medicine, and nursing. The College also provides cultural and community service activities.
- It is, in turn, the responsibility of the student to observe campus rules and regulations and to help maintain appropriate conditions in the classroom, on the campus, and in the community.
- A student’s registration obligates him/her to comply with the policies and regulations of the College. Pacific will restrict a student's admission to or registration with the College and will withhold degrees and academic transcripts as prescribed by the College and/or state guidelines if a student fails to meet financial obligations to the College or other legal reasons.

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

Student Rights
PCOM students retain certain rights while engaged in their educational program:

- The right to complain express concerns and complaints without retaliation.
- The right to review their student file.
- The right to appeal grades to the Department Chair/Program Director and/or Academic Dean and receive an unbiased review.
- The right to an orderly review of complaints and concerns to the administration and, if needed, to the Campus Director and/or state or accreditation regulatory body.
- The right to confidentiality when consulting with an advisor or counselor.
- The right to reasonable assistance from the instructional staff concerning academic problems, including consultation and tutoring.

Disclaimers
Pacific College disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of practice of Nursing, Oriental medical or massage techniques in or outside of class, athletic, or extra-curricular activities. The college disclaims any liability as a result of any printing error in this catalog.

Enrollment in this institution or the payment of a fee in advance does not constitute a contract beyond any single academic term. This catalog does not constitute a contract between the student and the institution. Pacific College reserves the right to alter the curriculum, schedules, tuition, fees, and requirements at any time without prior notice. This catalog supersedes and replaces past issues. Students must meet the specific curriculum and graduation requirements detailed in the catalog current at the time of their initial enrollment in their current program, plus any upgraded, revised, or additional requirements applicable to them set forth by the institution in subsequent catalogs or catalog addenda.
Specific sections of this catalog referring to nursing policy supersede Pacific College general policy and procedure. Students should refer to Pacific College policy and procedure in this Nursing Catalog.

Licensing for students of the nursing program is a prerequisite for entry into the Bachelor of Science in Nursing (Holistic Nursing) Program. Acceptance of the credential varies by state and by hospital. It is the student's responsibility to ascertain the acceptance of the Pacific College degree by prospective employers and states other than New York. Please check with a college representative.
BOARD OF TRUSTEES/ADMINISTRATIVE STAFF

Board of Trustees
Jack Miller, LAc, MA
Robert Baizer, MBA
Daniel Neuwirth, MBA
Brian D. Lawenda, MD
Terry Blatnick, BA

Clarisse Croteau-Chonka, PhD
Benjamin Kligler, MD
Janet R. Kahn, PhD, LMT
Tara Cotes, PhD, RN, FAAN

San Diego Advisory Committees

Massage Programs
Bertram Furman, LAc
Mark Kastner, LAc
Kimberly Hoover, LAc, MSTOM
Laurel Holloway, PhD, LAc
Brent Keime, HHP, LAc
Scott Dinho, MS
Barbara Clark, HHP

Master Degree Program
Bertram Furman, LAc
Mark Kastner, LAc
Laurel Holloway, PhD, LAc
Pamela Richter, Pharm D, LAc
Scott Dinho, MS

New York Advisory Committees

Massage Programs
Gail Balas, LMT
Thomas Droge, LAc, MSTOM
Donald D’Angelo, MD
Carlyle Miller, MD
Irene H. Grant, MD, CAC

Master Degree Programs
Pamela Richter, Pharm D, LAc
Scott Dinho, MS

Nursing Program
Kim Glassman, PhD, RN, NEA-BC
Alexandra Tarasko, MS, RN
Peg Scribner, RN, MS
Linda Valentino, MSN, RN
Mary Rhona Francoeur, MSN, RN, CNE

Chicago Advisory Board

Massage Programs
Clarisse Croteau-Chonka, PhD
Dan Plovanich, LAc
Melinda Ring, MD
Jason Bussell, LAc
Shanna Fritch, DC
Eric Rothgeb, LAc, LMT

Master Degree Program
Clarisse Croteau-Chonka, PhD
Dan Plovanich, LAc
Melinda Ring, MD
Jason Bussell, LAc
Eric Rothgeb, LAc, LMT

Institutional Administration

Jack Miller, LAc, MA - President
Elaine Gates-Miliner, BA - Vice President of Operations
Stacy Gomes, EdD - Vice President of Academic Affairs
Kyle Poston - Vice President of Financial Aid
Roland Zakaria - Vice President of Information Technology
Todd Luger, MS, MAcOM - Vice President of eLearning
Gail Vogt – Vice President of Marketing
Campus Administration

San Diego
Jaime Rabin, DAOM, LAc – Campus Director
Stacy Gomes, EdD – Director of Education
Deborah Reuss, MA, CMT, NCBTMB - Academic Dean, Massage Programs
Teri Powers, DAOM, LAc – Academic Dean and Vice President of Program Development
Gregory Lane, LAc – Director of Clinical Services
Nayeli Corona, AA - Registrar

New York
Malcolm Youngren, MA, MEd – Campus Director
Belinda Anderson, PhD, LAc – Academic Dean
Amy Laiken, LAc – Director of Clinical Services
Shana Garwood – Registrar
David Rabinowitsch, RN, DNP, CHTP/I, CNE – Director of Nursing Program

Chicago
Edward Lamadrid, LAc, DAOM – Campus Director
Frank Scott, LAc – Academic Dean, Master Degree Program
Jennifer Voudrie, LAc, MSTOM – Director of Clinical Services
Christopher Swenor - Registrar
APPLICATION FOR ADMISSION

Bachelor of Science in Nursing (Holistic Nursing) Program

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

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

1. Applying for program: Bachelor of Science in Nursing (Holistic Nursing) (New York)
   Beginning: Year ________________ Term: Fall  Winter  Spring

2. Personal information:
   Social Security Number: - - -

   Name (Last, First, Middle):

   Other Names Used:

   Present Address:

   City:         (NY Residents) County:         State:         Zip:
   Home Phone:          Business Phone: (    )
   Cell Phone:  
   Email Address:  Fax, if available: (    )

   Permanent Address:

   City:         State:         Zip:
   Home Phone:          Business Phone: (    )
   Date of Birth: /  /  Age:  Country of Birth:

   Male  Female  T-Shirt size:________________________

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

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

   If yes, please fill in the following information:

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

   b) My financial sponsor is (include name and relationship): ____________________________________________

   c) Will you be bringing your spouse and/or children?  Yes  No  If yes, please write the first and last name, date of birth, country of birth, and relationship of each dependent on a separate sheet of paper.

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

4. Have you applied previously at Pacific College?  Yes  No  If yes, what year? __________________________

5. Prior education (Please chronologically list your high school and all colleges and universities attended):

<table>
<thead>
<tr>
<th>High School</th>
<th>Name of Institution</th>
<th>From</th>
<th>To</th>
<th>Major</th>
<th>Degree/Diploma or # of Units*</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College(s)</th>
<th>Name of Institution</th>
<th>From</th>
<th>To</th>
<th>Major</th>
<th>Degree/Diploma or # of Units*</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Attach extra sheet if necessary)
6. **Personal statement:** The nature and demands of the holistic health profession require personal attributes and motivation, which complement intellectual abilities. To enable us to evaluate these qualities, please address the following topics.
   
   1) Describe what you think makes you a good candidate to become a holistic health-oriented nurse.
   
   2) Discuss experiences you have had and how these experiences and your values could make a contribution to your own and your patients’ healthcare.
   
   3) As this education is also a process of self-exploration, identify some ways you hope to develop personally on your journey to becoming a facilitator of healing and how you envision that process.

7. **In case of emergency, notify:**
   
   Name: ____________________________  Phone: (_________)
   
   Address: __________________________
   
   City: ____________________________  State: _______  Zip: _______

8. **Personal limitations:** Please describe any physical or other limitations that may require special planning.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

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

10. **Employment and volunteer service:** Please list all paid employment (full and part-time) and/or voluntary service for at least the last three years, beginning with your most recent position:

<table>
<thead>
<tr>
<th>From Month/Yr</th>
<th>To Month/Yr</th>
<th>Total Months</th>
<th>Hours Per Wk</th>
<th>Position</th>
<th>Organization</th>
<th>City &amp; State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. **References:** Please email, fax, or mail 2 letters of reference directly to the college.

12. **Racial/Ethnicity status** (optional):
    
    Race *(Check only one)*:  White  Black/African American  American Indian/Alaska Native  Asian  Native Hawaiian/Other Pacific Islander  2 or more races
    
    Ethnicity *(Check only one)*:  Hispanic or Latino  Not Hispanic or Latino

13. **Other information:** Have you ever been convicted of a felony or a first-degree misdemeanor?  Yes  No

I hereby make Application for Admission to Pacific College of Oriental Medicine, and certify that all information given on this application is true. I authorize Pacific College to investigate all statements on my application and to request a consumer credit report.

DATE ___________  SIGNATURE OF APPLICANT ________________

**Application Check List:**

An application is complete when ALL of the following have been received or completed:

- A completed Application Form
- An application fee ($100) *(non-refundable)*
- A personal statement (typed essay), 1-2 pages
- Official transcripts from all colleges attended, mailed directly to Pacific from your previous college, e-transcripts accepted
- Proof of Immunization
- An academic evaluation (required for International schools only)
- Copy of RN License
- TOEFL test of ability to read and write in English *(If English is 2nd language)*
- An Affidavit of Financial Resources and other supportive documentation *(1-20 applicants only)*
- One passport-sized photograph
- 2 letters of reference
- Admissions interview
- Advanced Transfer Assessment Fee ($100) - for students who attended another school for at least 1 year. *(Credited to student account, if enroll)*
The selection process for admitting applicants to the Bachelor of Science in Nursing (Holistic Nursing) program at Pacific College includes an assessment of recommendations provided to the college by referents selected by the candidate.

The information you provide on this form will be carefully reviewed and given considerable weight as part of the selection process. Pacific College is looking for individuals who have the attributes and abilities to contribute to the nursing profession.

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

- Have a genuine and well-informed interest in integrative and holistic nursing
- Be emotionally mature

We ask that you provide candid responses to our questions and take time to comment at length upon the applicant’s character. The personal insights you offer are instrumental to Pacific College in maintaining a well-rounded student population. Should the Admissions and Advancement Committee have questions regarding your comments, we may call you for further information.

If the student has waived his/her right to review this report, all answers will be kept in confidence in accordance with the Buckley Amendment concerning the privacy rights of students.

Please complete the reverse side of this form and return to:

☐ Pacific College of Oriental Medicine
   Attention: Admissions Officer
   110 William St., 19th Floor
   New York, NY 10038

TO BE COMPLETED BY STUDENT

Applicant’s Name: ________________________________ ________________________________ ________________________________
LAST                FIRST                MIDDLE

Referent’s Name: ________________________________ ________________________________ ________________________________
LAST                FIRST                MIDDLE

Address: __________________________________________________________
P.O. BOX/STREET_______________________________________________________
CITY                      STATE                      ZIP

Email: _____________________________________________ Phone: ________________________________

Your Relationship with the Referent (Recommendations from relatives and family members are not accepted):
☐ Health Care Professional  ☐ Employer
☐ Faculty Professor, Instructor  ☐ Other

PRIVACY STATEMENT:

Under the Family Education Rights and Privacy Act of 1974, you have the right to review any information collected as part of your admissions application, including letters of reference. Most individuals you may ask for character references would prefer that their responses be kept confidential. Furthermore, the Admissions Committee at Pacific College gives greater weight to confidential responses where the prospective student waives the right to review such letters. Please indicate below if you would like to waive the right.

☐ I waive my right to review any information provided by the referent for evaluation in support of my application to Pacific College.

SIGNATURE ________________________________ DATE ________________________________

PLEASE FORWARD THIS FORM TO YOUR REFERENT TO COMPLETE.
CHARACTER REFERENCE

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

- Instructor (Specify courses: ________________________________)
- Employer (Please specify: ________________________________)
- Academic advisor (Specify institution: ________________________________)
- Other (Please specify: ________________________________)

How long have you known the applicant?
- More than a year
- Six months to a year
- Less than six months
- New acquaintance

How well do you know the applicant?
- Very well
- Fairly well
- Slightly
- New acquaintance

What would be your attitude toward having this person in a position under your direction?
- I would definitely want the applicant.
- I would find the applicant satisfactory.
- I would not want the applicant.
- Uncertain

Please rate the applicant relative to the following categories:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Inadequate</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Awareness</td>
<td>Decision-Making Ability</td>
<td>Initiative</td>
<td>Integrity</td>
<td>Intellectual Potential</td>
<td>Interpersonal Skills</td>
</tr>
</tbody>
</table>

STUDENT ASSESSMENTS

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

________________________________________________________________________________________

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

________________________________________________________________________________________

________________________________________________________________________________________

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

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

SIGNATURE  DATE
TRANSCRIPT REQUEST FORM

TO: Office of the Registrar

College: ____________________________

Address: ____________________________

Dates Attended: From _____/_____/_____ to _____/_____/_____

☐ Transcript Fee Enclosed

$________.00

☐ Please Bill me

STUDENT: ____________________________

SOC. SEC. NO. ____________________________

ADDRESS: ____________________________

PHONE (____) ____________________________

________________________________________

________________________________________

________________________________________

________________________________________

Please forward an official transcript of my grades to:

☐ PACIFIC COLLEGE OF ORIENTAL MEDICINE
   ATTN: ADMISSIONS OFFICER
   7445 MISSION VALLEY ROAD
   SUITE 105
   SAN DIEGO, CA 92108

☐ PACIFIC COLLEGE OF ORIENTAL MEDICINE
   ATTN: ADMISSIONS OFFICER
   110 WILLIAM STREET
   19TH FLOOR
   NEW YORK, NY 10038

☐ PACIFIC COLLEGE OF ORIENTAL MEDICINE
   ATTN: ADMISSIONS OFFICER
   65 EAST WACKER PLACE
   21ST FLOOR
   CHICAGO, IL 60601

________________________________________

STUDENT SIGNATURE

DATE