



PACIFIC COLLEGE
of HEALTH AND SCIENCE

CATALOG
FALL 2022 – 2023
All Programs

Pacific College of Health and Science Catalog

Fall 2022 – 2023

Mission

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

Core Value Statement and Core Values

All members of the Pacific College community embody the intention of improving lives exponentially by supporting health and wellbeing through our daily actions.

We lead by example and by practicing the values of:

Integrity Mindfulness

Compassion

Critical Thinking

Collaboration

Education

Vision

Pacific College is the recognized leader in delivering traditional medicine and integrative health science education to practitioners and the public.

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

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

Publication Dates September 1, 2022 – August 31, 2023

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

It is provided to students in printed form upon request.

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

We are happy to answer any question at length.

San Diego Campus

7445 Mission Valley Road, Suite 105

San Diego, CA 92108

619-574-6909

800-729-0941

New York Campus

110 William Street, 19th Floor

New York, NY 10038

212-982-3456

800-729-3468

Chicago Campus

65 East Wacker Place, 21st Floor

Chicago, IL 60601

773-477-4822

888-729-4811

Instruction may be held at the above addresses.

Pacific College of Health and Science is owned and operated by Pacific College of Health and Science, LLC.

Message from the Chair of the Board of Trustees

Americans have discovered the value of the healing system known to many as acupuncture or Chinese 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 Chinese medical professions. From the Institute of Medicine, “integrative medicine can be described as... a seamless engagement by patients and caregivers of the full range of physical, psychological, social, preventive, and therapeutic factors known to be effective and necessary for the achievement of optimal health.” Pacific College has pioneered this philosophy and has expanded its curriculum and programs in order that more students may fulfill its promise.

Therefore, in addition to our acupuncture, Chinese medicine, and massage programs, we have added holistic nursing. Holistic nursing focuses on promoting and optimizing health and wellness, and supporting people to find meaning, peace, comfort, harmony and balance through the diagnosis and treatment of human response.

Pacific College of Health and Science 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 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 Chinese medicine and related holistic fields with the freedom and innovation of our modern society. Through research and high educational standards, we will continue to increase our knowledge of the human condition. We will not only live up to the honored standards of the past, but also 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 Health and Science.

*Jack Miller, LAc, MA
Board of Trustees Chair*

TABLE OF CONTENTS

The Roots of the College	8
The Spirit of a Healer.....	8
Important Terminology	8
Approval and Accreditation	9
Licensing Examinations and Requirements.....	13
The Campuses	14
Our Faculty	17
eLearning Coursework.....	17
Integrative Medicine Collaborations.....	18
Pacific College Libraries.....	19
Student Services	20
Pacific Symposium	25
Continuing Education.....	25
Philosophy, Mission, Goals, Outcomes and Methods	26
Educational Methods.....	28
Academic Freedom.....	28
Program Review	29
Graduate Programs (Acupuncture and Chinese Medicine).....	29
Transitional-Doctor of Acupuncture (t-Dac)	29
transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-Dacchm).....	29
T-DAC/T-DACCHM Curriculum	31
Doctor of Acupuncture (Dac) and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DacCHM).....	34
Dac/DacCHM Curriculum	35
Master of Science in Acupuncture (MSAc) and Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)	36
Acupuncture and Chinese Medicine Curricula (Dac, DacCHM, MSAc, and MSAcCHM)	38
Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists.....	61
Preparatory Course Options	62
Master of Science (Health and Human Performance)	62
Master of Science (Health and Human Performance) Curriculum	64
Health Coach Certificate.....	67
Health Coach Certificate Curriculum.....	68
Master of Science (Medical Cannabis Therapeutics)	69
Master of Science (Medical Cannabis Therapeutics) Curriculum	71
Medical Cannabis Certificate	73
Medical Cannabis Certificate Curriculum: Healthcare Professionals	74
Medical Cannabis Certificate Curriculum: Foundations	75
Bachelor of Science (Public Health Education and Promotion).....	76
Bachelor of Science (Public Health Education and Promotion) Curriculum	77

Holistic Nursing Programs.....	81
Master’s in Nursing (Holistic Nursing) Program for Registered Nurses.....	85
Master’s in Nursing (Holistic Nursing) Curriculum.....	86
Bachelor of Science in Nursing (Holistic Nursing) Completion Program for Registered Nurses.....	92
Bachelor of Science in Nursing (Holistic Nursing) Curriculum.....	93
Post-Baccalaureate Certificate Program in Holistic Nursing	97
Certificate Program in Holistic Nursing Curriculum.....	97
Asian Holistic Health and Massage Programs	99
Associate of Applied Science (Holistic Health Science) (San Diego)	99
Associate of Occupational Studies (Massage Therapies) (New York).....	99
Certificate in Massage Therapy/Asian Bodywork (San Diego and Chicago).....	99
Massage Curricula	102
Associate of Applied Science (Yoga Teacher).....	123
Facial Applications for Cosmetic Enhancement (FACE) Certificate	126
Facial Applications for Cosmetic Enhancement (FACE) Curriculum	127
Wisconsin Students’ Guide to Tuition and Fees	129
Model Curriculum Charts	129
San Diego Campus	130
San Diego Model Curriculum Charts	130
San Diego Tuition and Fees	142
Associate of Applied Science (Yoga Teacher) Tuition and Fees.....	145
New York Campus	147
New York Model Curriculum Charts	147
New York Tuition and Fees	157
Chicago Campus.....	159
Chicago Model Curriculum Charts.....	159
Chicago Tuition and Fees	173
Online Campus	176
Transitional DAC/DacCHM Model Curriculum.....	177
Transitional DAC/DacCHM Tuition and Fees.....	177
Master of Science of Health and Human Performance (MSHHP) Model Curriculum	178
Master of Science Health and Human Performance (MSHHP) Tuition and Fees	181
Health Coach Certificate Model Curriculum	181
Health Coach Certificate Tuition and Fees.....	182
Master of Science (Medical Cannabis Therapeutics) Model Curriculum	183
Master of Science (Medical Cannabis Therapeutics) Tuition and Fees	184
Medical Cannabis Certificate Model Curriculum	184
Medical Cannabis Certificate Tuition and Fees.....	185
Bachelor of Science (Public Health Education and Promotion) Model Curriculum	186
Bachelor of Science (Public Health Education and Promotion) Tuition and Fees	189

Master’s in Nursing (Holistic Nursing) Model Curriculum	191
Master’s in Nursing (Holistic Nursing) Tuition and Fees.....	193
Bachelor of Science in Nursing (Holistic Nursing) Model Curriculum	194
Bachelor of Science in Nursing (Holistic Nursing) Tuition and Fees	196
Post-Baccalaureate Certificate Program in Holistic Nursing Model Curriculum	197
Post-Baccalaureate Certificate Program in Holistic Nursing Tuition and Fees.....	198
Facial Applications for Cosmetic Enhancement (FACE) Certificate Model Curriculum	199
Facial Applications for Cosmetic Enhancement (FACE) Certificate Tuition and Fees	199
Policies and Procedures	200
Admissions.....	200
Disability Support Services	214
International Student Applicants.....	218
Information Technology and Support	220
Student Responsibility to Stay Informed	220
Financial Aid Information	220
Student Status	224
Transfer Credits.....	224
Registration and Payment.....	229
Schedule of Classes.....	232
Grading System	232
Course Completion Requirements	237
Satisfactory Progress.....	240
Graduate Degree Comprehensive Examinations	243
Changes in Student Status, Course Enrollment	245
Cancellations, Withdrawals, and Refunds.....	247
Academic Probation, Disqualification, and Professional Conduct	250
Discrimination and Harassment	254
Disciplinary and Complaint Procedures	261
Campus Guidelines	262
Student Records	263
Student Rights	265
Board of Trustees/Administrative Staff	267
Academic Calendar: Fall 2022 - 2023	270

The Roots of the College

THE SPIRIT OF A HEALER

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

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

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

IMPORTANT TERMINOLOGY

Acupuncturist and Chinese Medical Practitioner

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

Holistic Nursing

Holistic nursing embraces all nursing that seeks to enhance the health of the whole person across a lifespan.

Massage Practitioner

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

Integrative Medicine

PCHS defines integrative medicine as a model of healing that goes beyond the treatment of disease to embrace a holistic approach to health and healing. Integrative medicine focuses on the patient as an individual and healing the whole person using the best treatments from all medical approaches possible. Patients and practitioners work as partners in addressing the different physical, social and

emotional reference points that shape a patient's well-being. Prevention and disease minimization represent the foundation of integrative healthcare, and call upon the coordination of care across disciplines and institutions to help patients manage, maintain and restore their health.

Evidence-Informed Practice (EIP)

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

Biomedicine

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

Chinese Medicine

The term "Chinese 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. It might be that an expression such as "Pan-Asian classical Chinese medicine" might be more precise, but the term "Chinese 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 and Chinese are sometimes used interchangeably when generally describing the medicine; the dated term "Oriental" persists in some places such as program names, but is in the process of being phased out. When other terms are used (for example, Japanese or Korean medicine), they describe specific paradigms or techniques.

Course Numbering System

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

APPROVAL AND ACCREDITATION

All courses, degree, diploma, and certificate programs offered have been approved by the Board of Trustees or those invested with the power to do so by the Board of Trustees. Accreditation and approval documents may be obtained for review by contacting the campus director.

Institutional Accreditation

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

Pacific College's WSCUC approval to offer the transitional doctorate allows those who enter the program with a master's degree in acupuncture or equivalent to earn the Doctor of Acupuncture (DAC) and students who enter with a master's degree in acupuncture with a Chinese herbal medicine specialization or equivalent to earn the Doctor of Acupuncture with a Chinese herbal medicine specialization (DACCHM). The doctoral curriculum is the same for either student.

Pacific College's Medical Cannabis Certificate is accredited through WSCUC and the college is listed as a "partner" with the American Cannabis Nursing Association.

San Diego Campus

Pacific College of Health and Science (San Diego), founded in 1986, is a private institution approved by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate by the BPPE means compliance with state standards as set forth in the California Private Postsecondary Act of 2009 and Division 7.5 of Title 5 of the California Code of Regulations.

The San Diego campus offers the following degrees and certificates:

- Associate of Applied Science (Yoga Teacher)
- Associate of Applied Science (Massage Therapy/Asian Bodywork),
- Bachelor of Science Public Health Education and Promotion
- Certificate in Chinese Herbal Medicine (CCHM)
- Certificate in Massage Therapy/Asian Bodywork
- Doctor of Acupuncture
- Doctor of Acupuncture (Transitional)
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (Transitional)
- Facial Applications for Cosmetic Enhancement (FACE) Certificate
- Health Coach Certificate
- Master of Science in Acupuncture
- Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Medical Cannabis Therapeutics
- Master of Science (Health and Human Performance)
- Master of Science (Nursing)
- Medical Cannabis Certificate

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834, Toll Free Number 888-370-7589; Fax Number 916-263-1897, <http://www.bppve.ca.gov>). As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The Associate of Applied Science (Holistic Health Science) and the Certificate in Massage Therapy/Asian Bodywork programs at the San Diego campus are approved by the California Massage Therapy Council (Approval Code #SCH0099). Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC.

Applicants for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq. A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 320, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5336, or fax (916) 669-5337

New York Campus

Pacific College of Health and Science (New York) was founded in 1993 and is registered with the New York State Education Department and approved by the Board of Regents. The New York campus offers:

- Associate of Occupational Studies (Massage Therapies)
- Bachelor of Science in Nursing (Holistic Nursing)
- Bachelor of Professional Studies/Master of Science in Acupuncture
- Bachelor of Professional Studies/Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Certificate in Chinese Herbal Medicine (CCHM)
- Certificate in Holistic Nursing
- Doctor of Acupuncture (Transitional)
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (Transitional)

Chicago Campus

Pacific College of Health and Science (Chicago) was founded in 2000 and is authorized for operation by the Illinois Board of Higher Education (IBHE) to award:

- Certificate in Chinese Herbal Medicine (CCHM)
- Certificate in Massage Therapy/Asian Bodywork
- Doctor of Acupuncture
- Doctor of Acupuncture (Transitional)
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (Transitional)
- Master of Science in Acupuncture
- Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization

Programmatic Accreditation

Pacific College of Health and Science's acupuncture master's degrees, professional doctorates, and certificate in Chinese herbal medicine programs are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). Institution/program accreditation locations, history, notes, and dates of review may be viewed at: <http://acahm.org/directory-menu/directory/>

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture and herbal medicine practitioners. ACAHM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068; www.acahm.org

The accreditation status of the professional doctorate curricula applies to both the Doctor of Acupuncture and the Doctor of Acupuncture with a Chinese herbal medicine specialization. This status also applies to Pacific's professional doctorate completion track. Pacific advertises the degree

completion opportunity as the “transitional doctorate” programs in order to distinguish that pathway from the entry-level pathway. However, this professional doctorate completion track for graduates of ACAHM-accredited/pre-accredited master’s-level programs is considered by ACAHM as a component of the overall professional doctorate.

At its February 2020 semi-annual meeting, the Commission [ACAHM] finalized its Program Naming Policy requiring that, “no later than 31 December 2021, all ACAHM accredited/pre-accredited PD degree programs must designate the PD degree as Doctor of Acupuncture (DAc).” This program naming policy affects all acupuncture and Chinese medicine degrees and certificate programs accredited by ACAHM. The following are the accepted degree names: Master of Science in Acupuncture (MSAc), Master of Science in Acupuncture with a Chinese herbal medicine specialization (MSAcCHM), Doctor of Acupuncture (DAc), Doctor of Acupuncture with a Chinese herbal medicine specialization (DAcCHM), and certificate in Chinese herbal medicine. Pacific College implemented the degree name change beginning Spring 2022.

ACEN Accreditation

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

AHNCC Endorsement

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

Veterans Information

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

International Students

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

Online Education Approvals

Pacific College is approved to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

Pacific College of Health and Science is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227; (651) 642-0567; <https://www.ohe.state.mn.us/>

LICENSING EXAMINATIONS AND REQUIREMENTS

Licensure and Certification Disclosure

Licensing and certifying agencies or employers may perform background checks to determine eligibility to become licensed or employed. Applicants who have a conviction should check the regulations of the states in which they want to become licensed to consider their eligibility. Therefore, it is impossible for any institution to guarantee admission to, eligibility for, or passage of any licensing exam required by any state or national licensing or testing board. The date of graduation may affect a student's eligibility date to sit for required exams. Please refer to <https://www.pacificcollege.edu/about/licensure-disclosure> for up-to-date information.

Acupuncture Licensure

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

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

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

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

Massage Certification

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

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

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

Qualified graduates of Pacific's associates' massage degrees, depending on course selection, are eligible to be certified by the American Organization for Bodywork Therapies of Asia (AOBTA). Massage certification in the state of California is awarded by the California Massage Therapy Council (CAMTC). A Certified Massage Therapist (CMT) is required to have the equivalent of 500 or more hours (or the credit unit equivalent) of formal education and training in massage therapy.

Applicants for CAMTC certification shall have attended 500 supervised hours total with 100 of those hours satisfying CAMTC specified subjects.

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

- To hold himself or herself out or to use the title of "certified massage therapist" or "certified massage practitioner," or any other term, such as "licensed," "certified," "CMT," or "CMP," in any manner whatsoever that implies or suggests that the person is certified as a massage therapist or massage practitioner, unless that person currently holds an active and valid certificate issued by the California Massage Therapy Council.
- To falsely state or advertise or put out any sign or card or other device, or to falsely represent to the public through any print or electronic media, that he or she or any other individual is licensed, certified, or registered by a governmental agency as a massage therapist or massage practitioner.

Attendance or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC.

THE CAMPUSES

Hours of Operation

Pacific College hours of operation are 6:00 am Pacific to 9:30 pm Pacific.

San Diego Campus

The main campus of Pacific College of Health and Science is conveniently located at 7445 Mission Valley Road in the heart of San Diego's Mission Valley, situated in a nicely landscaped medical and technology park. Main Building 1 is a modern, spacious facility, which houses classrooms, the Campus Information Center, most administrative offices, a student lounge, library and the Pacific College of Health and Science Clinic. Main Building 2, houses classrooms, a quiet student study lounge with private study spaces, a kitchen/break room, a meditation and massage practice room and offices. Annex 1, located at 7540 Metropolitan Avenue, houses classrooms and offices. The school has several parking options available, easy freeway access, and is minutes from shopping centers, beaches, and affordable housing.

The busy Pacific College of Health and Science Clinic offers acupuncture, herbal medicine, health coaching, and massage therapy to the San Diego community. Licensed acupuncturists, interns,

assistants, and massage practitioners work as a holistic team. Their use of the herbal pharmacy, massage and Chinese physical therapies demonstrates that holistic healers have many tools at their fingertips.

The library provides a large physical collection and vast electronic resources in a facility conducive to study and research. Portions of the Chinese medical classics collections of Giovanni Maciocia and Drs. Ted Kaptchuk and Richard Yeh reside here. The libraries may be open to interested health professionals, patients, researchers, and alumni by special arrangement. Pacific College was recognized as one of the top 10 finalists in the country for the 2006 National Commission on Libraries and Information Sciences (NCLIS) Health Awards. It is regularly recognized by the National Library of Medicine for its services to support community health information in San Diego.

The central location of the school and clinic makes it ideal for serving the expanding population of San Diego. The clinic provides a perfect location from which to start an acupuncture practice as an intern. Pacific interns have participated in research funded by the National Institutes of Health as well as institutionally sponsored research. The effective treatment provided by Pacific College students will ensure that the clinic remains one of the busiest in San Diego and will continue to provide a valuable educational experience for Pacific College students.

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

Close to Mission Valley, the North Park and Clairemont areas of San Diego offer some of central San Diego's most affordable housing, while Hillcrest, Mission Hills, and the beach areas provide a community feeling at reasonable prices. Pacific does not have dormitory facilities under its control but assists students in finding housing through identifying neighborhoods close to the college. Many homes and apartments in San Diego are built on canyons and offer spectacular views and a feeling of country living within the city.

The approximate cost of housing in areas near the college is \$1800/month for a one-bedroom and \$2600/month for a two-bedroom apartment.

New York Campus

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

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

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

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

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

Chicago Campus

On August 24, 1999, the Illinois Board of Higher Education approved Pacific College to offer the first graduate program in Chinese medicine in the state. While some said that the home of the American Medical Association would be a challenging environment for Chinese medicine, we disagreed, and we were right. Pacific College has received an enthusiastic welcome from the medical establishment in Chicago, including Evanston Northwestern and St. Joseph's Hospitals. The proximity of such influential organizations offers an opportunity for unprecedented cooperation and mutual respect. In our opinion, the combined efforts of the biomedicine and Chinese medicine communities in Chicago will lead to the recognition and acceptance of Chinese medicine as an integral and indispensable part of America's healthcare system. We expect that students and graduates of Pacific College's Chicago campus will continue to play an important role in this achievement. In 2004, working together with the acupuncture associations of Illinois, Pacific College helped to eliminate the requirement that an acupuncture patient obtain a medical referral prior to treatment. Now acupuncturists can see their patients directly. This is a testament to the confidence that state legislators have in the safety of acupuncture and the qualifications of licensed acupuncturists. Pacific's Chicago campus occupies two floors of a landmark building in the North Bridge area of downtown Chicago. Its bright and colorful facilities house classrooms, offices, a library with tutoring rooms, a meditation room and three comfortable student lounges and common area. The college also provides an acupuncture and massage clinic and an herbal dispensary for student training.

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

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

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

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

Pacific College does not have a dedicated parking area. We recommend the use of public transportation as a green alternative to driving. However, if you are driving to our campus, we have several discounted parking garages nearby. As part of its green initiative, the city of Chicago has installed multiple bike racks on every street corner, making our campus truly accessible by all forms of transportation.

OUR FACULTY

The history of Chinese medicine and massage spans centuries and crosses international borders. Pacific College has assembled an expert and varied academic team to do justice to this expansive body of knowledge. Pacific College's well-known faculty is one of the most respected in this country and abroad. Faculty members have been selected for their ability to convey both a deep appreciation of Chinese medical theory and holistic nursing and an understanding of the problems that affect patients in today's modern culture. The Pacific faculty has the ability to understand the students' questions, answer them, and lead the students to greater understanding and even more profound questioning.

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

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

ELEARNING COURSEWORK

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

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

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

Pacific College provides online classes to students in the United States and across the globe. We offer online classes to the following states: Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming. Please check <https://www.pacificcollege.edu/state-authorization-of-distance-education> for continual updates as state laws/rules/regulations are frequently subject to change. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state authority and cannot be offered to students residing in that state.

Students in the Bachelor of Science (Holistic Nursing) (RN-BSN) and Certificate in Holistic Nursing programs follow the New York campus academic calendar while students in all other online programs follow the San Diego campus academic calendar.

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

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

INTEGRATIVE MEDICINE COLLABORATIONS

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

- Bronx Lebanon – Dept. of Family Medicine Inpatient Services
- Chicago Women's Health Center
- Columbia Health at Columbia University
- First Lutheran Church Free Clinic
- First Lutheran Church Senior Clinic

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

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

PACIFIC COLLEGE LIBRARIES

Digital Library

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

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

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

Students can request special assistance and tutorials at the library.

Holdings

There are many resources available in the Pacific College libraries, including Eastern and biomedical books, journals, multi-media resources, and anatomical models. The three campuses'

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

STUDENT SERVICES

“WellConnect” by Student Resource Services

Pacific College has partnered with WellConnect by Student Resource Services to provide students and their immediate family members with 24/7, confidential support services, including immediate access to counselors, online self-help tools and assistance in identifying community-based agencies to facilitate childcare, transportation, and other daily living needs. Common reasons why students reach out to WellConnect by Student Resource Services include, but are not limited to, feelings of stress related to school, family, or work; struggles with depression or anxiety; relationship issues; drug or alcohol problems; childcare concerns; and/or financial troubles.

To contact WellConnect:

Phone Number: 866-640-4777

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

School Access Code:

- San Diego L357
- New York M662
- Chicago T172

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

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

Students Succeed with Academic Tutors

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

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

Undergraduate Success Education (USE) Class (Chicago campus)

Study Skills Class (San Diego campus)

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

Academic Advising

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

Career and Alumni Services

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

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

Though the college supports graduates in the variety of ways listed above, it makes no guarantee of employment or referral. Student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Placement services provided by the college is offered as an assistance in working out the student's placement but is not offered as an assumption of the responsibility for finding the student a job.

Information Technology (IT) Support Services

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

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

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

Housing

The college has no dormitory facilities or other housing options on campus or under its control. However, a wide range of housing is available near the Pacific College facilities. An admissions representative can provide information about neighborhoods, pricing, or rental resources.

The availability of housing will adjust slightly throughout the year, however, each of our campuses are located near apartments, condos, and homes and each campus is located near public transportation to accommodate those that choose to live further away. Please see below for campus-specific information:

San Diego Campus

Cost estimate for renters:

A 1-bedroom rental in San Diego county ranges from \$1,995-\$3,349 according to zumper.com (August 2022)

Housing resources:

Apartment Finders – (619) 296-2787
Apartment Locators – (858) 569-7368
Tenant Finders – (619) 574-8035
Roommate Finders – (619) 574-6876

New York Campus

Cost estimate for renters:

A 1-bedroom rental in NYC ranges from \$1,975-\$4,200 according to zumper.com (August 2022)

Housing resources:

Apartment Finders (212) 489-6943
Roommate Finders (212) 362-0162

Chicago Campus

Cost estimate for renters:

A 1-bedroom rental in Chicago ranges from \$1,175-\$2,476 according to zumper.com (August 2022)

Housing resource:

Apartment Finders – (773) 883-8800

Licensure Exam Preparation

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

Licensing Examinations

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

To obtain the California acupuncture licensing exam application write to

California Acupuncture Board
1747 N. Market Blvd, Suite 180
Sacramento, CA 95834
Phone: 916-515-5200
<http://www.acupuncture.ca.gov>

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

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

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

or

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

To obtain Illinois acupuncture and massage license information contact:

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

To obtain the NCCAOM application contact:

National Commission for the Certification of Acupuncture and Oriental Medicine
2001 K Street, NW, 3rd Floor North

Washington, D.C. 20006

[\(888\) 381-1140](tel:8883811140) (toll-free phone number)

[\(202\) 381-1140](tel:2023811140) (direct phone number)

[\(202\) 381-1141](tel:2023811141) (main fax)

<http://www.nccaom.org>
info@thenccaom.org

For a NCBTMB application, contact:

National Certification Board for Therapeutic Massage and Bodywork

1901 S. Meyers Road Suite 240

Oakbrook Terrace, IL 60181-5243

Phone: 800-296-0664

<http://www.ncbtmb.com>

For an MBLEx examination application, contact:

The Federation of State Massage Therapy Boards

<http://www.fsmtb.org>

Massage and Bodywork Licensing Exam Office

150 4th Avenue North, Suite 800

Nashville, TN, 37219

Phone: 866-962-3926

Complete an online application for exam registration.

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

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

Please see Licensure and Certification Disclosure on page 13. Pacific College can only guarantee that its acupuncture and Chinese medicine curricula meet the relevant requirements of California, New York, and Illinois. Pacific College can only guarantee its massage curricula meet the standards of the NCCAOM and NCBTMB exams, and the states of Illinois, New York, and California. It is likely that students will be eligible in other locales. Please check with a college representative.

Student Financial Assistance

Eligible United States citizens or permanent residents in the massage and nursing certificate programs, associate, bachelor's, master's, entry-level, and transitional doctoral degree programs may participate in federal and state student aid programs. For further eligibility information or for more details on Federal Pell Grants, Federal Direct Loan, Federal Supplemental Education Opportunity Grants and Federal Work Study Programs, please visit the U.S. Department of Education website: <http://www.studentaid.ed.gov>. Your rights and responsibilities as a borrower

are included. Students should read this information before applying for a student loan. Additional important information is detailed in Pacific's Financial Aid Policy and Procedure Bulletin available on Pacific's website: <http://www.pacificcollege.edu/prospective/financial-aid>. Deadlines may apply, so contact Pacific's Financial Aid Office early. For information about state financial aid programs, please contact the Financial Aid Office.

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

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

Private Sector Financial Aid Programs

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

PACIFIC SYMPOSIUM

Pacific Symposium provides the international community of holistic healers access to the authors, researchers and exceptional practitioners of Chinese and holistic medicine. The finest speakers from around the world join students, faculty, alumni, and hundreds of acupuncturists for an entire week of learning, sharing and community building. Past guests have included Michio Kushi, Dr. Deepak Chopra, Dr. Ted Kaptchuk, Ravi Shankar, Dr. Andrew Weil, Dr. Bruce Pomeranz, Dr. Michael Smith, Kiiko Matsumoto, Dr. Yoshiaki Omura, Giovanni Maciocia, Bob Flaws, Mantak Chia, Dr. Bernard Jensen, Shudo Denmei, Dr. Paul Unschuld, Alex Tiberi, Dr. Richard Gold, and others, along with many members of Pacific College's faculty. Pacific College students serve as hosts to the Symposium lecturers, creating an inspiring and rewarding experience for both host and guest. More information can be found at: <http://pacificsymposium.org/>

CONTINUING EDUCATION

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

In addition, the college offers a wide range of live and recorded online continuing education courses and short certificate programs via the Pacific Center for Lifelong Learning:

<http://pacificcenterforlifelonglearning.com>

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

PHILOSOPHY, MISSION, GOALS, OUTCOMES AND METHODS

Educational Philosophy

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

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

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

The Mission of Pacific College of Health and Science

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

The Goals of Pacific College of Health and Science

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

healthcare system. Pacific College graduates are increasingly participating in multi-disciplinary biomedical settings. See examples on page 13 of the catalog.

4. To inspire, through the presentation of Chinese and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit. It is the college's observation that exposure to the principles of Chinese medicine does indeed lead to an appreciation for the integrity of the human body, mind, and spirit. Observation of advanced students and graduates reveals a maturation process and a synthesis of knowledge, skills and personal growth that enhances their abilities as healers and their development as human beings.
5. To provide continuing education and post-graduate programs for graduates and other practitioners of Chinese medicine, holistic nursing, and body therapy.
6. To provide a supportive, educational environment conducive to personal growth and academic advancement. The college offers a host of free or low-cost personal development courses for its students, such as yoga, push hands, taiji, conversational Chinese language, student council activities and more, in addition to its for-credit courses. The college's overall curriculum, and particularly its counseling courses as well as access to a 24-hour counseling service, reflects an institutional commitment to the personal development of both our practitioners and their patients. The institution's administrative staff strives to make the daily business of running an institution supportive of the students' educational goals.
7. To further the understanding of the professions of Chinese medicine, massage therapy and holistic nursing through dialogue with other members of the healthcare community and the public at large.
8. To participate in state and national Chinese medicine, massage therapy, and nursing issues, and convey the essence of professionalism to its students.
9. To engage in complementary and integrated healthcare research. The college is currently funded (2013-2018) by the National Institutes of Health (NIH) Center for Complementary and Alternative Medicine to develop a curriculum and faculty training in evidence-informed practice.
10. To provide Chinese medical, body therapy, and holistic nursing services to the community. The Pacific College San Diego Library's NLM community outreach awards help support public workshops on access to health information. Pacific provides over 50,000 low- and no-cost treatments annually at its onsite, offsite and community clinics.

Institutional Learning Outcomes

1. **Critical Thinking:** Identify and solve problems that require the integration of multiple contexts.
2. **Ethical and Moral Decision-Making Skills:** demonstrate the highest quality of decision-making, governed by ethical principles, integrity, honesty, and compassion.
3. **Evidence-informed Practice:** utilize best available research and apply relevant findings to teaching, learning and the care of the patients, clients, families, and communities.
4. **Integrative Health:** understand factors that influence health, wellness, and disease including mind, body, spirit, and community.
5. **Compassionate Practice:** provide compassionate approaches to health care delivery when interacting with patients, clients, families, and communities.
6. **Interpersonal Communication Skills:** use interpersonal skills to maintain professional relationships with patients, clients, health care professionals and communities.
7. **Collaboration Skills:** collaborate with patients, clients, health professionals and communities to develop plan of care to achieve positive health outcomes.

8. **Equity, Diversity, and Inclusion:** interact and collaborate with diverse individuals and groups while acknowledging each other's perspectives and biases.
9. **Life-Long Learning:** engage in life-long, self-directed learning to validate continued competence in practice.

EDUCATIONAL METHODS

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

ACADEMIC FREEDOM

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

they remain aligned with course learning outcomes. Traditional principles of academic freedom are maintained as adapted from the AAUP.

PROGRAM REVIEW

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

Graduate Programs (Acupuncture and Chinese Medicine)

TRANSITIONAL-DOCTOR OF ACUPUNCTURE (T-DAC)

TRANSITIONAL-DOCTOR OF ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION (T-DACCHM)

Educational Purpose

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

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

The T-Dac/DacCHM is a post-professional, transitional, doctorate completion curriculum. The program enables graduates of master's programs of acupuncture and Chinese medicine to augment their knowledge, skills, and behaviors to a level consistent with the college's entry-level Doctorate of Acupuncture (Dac) and Doctorate of Acupuncture with Chinese Herbal Medicine specialization (DacCHM) standards. The program enables master's graduates to attain degree parity with licensed

acupuncturists who hold the professional DAc or DAcCHM by filling in any gaps between their master's degree education and current professional DAc or DAcCHM degree education.

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

Program Learning Outcomes

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

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

Graduates of Pacific College's T-DAC, T-DACCHM, DAc and DAcCHM will be able to:

Patient Care Domain

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

System-based Medicine

- A. Guide a patient into health care systems, e.g., homeless care, elder care, and family services.
- B. Identify, describe, and assess possible solutions to healthcare disparities due to socioeconomic factors.
- C. Describe the role of acupuncture professionals within current healthcare systems and the impact

of that role on patient care.

- D. Employ patient care in the context of relevant health care systems.
- E. Differentiate between models of care and treatment modalities.

Collaborative Care

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

Formulating and Implementing Plans for Individual Professional Development

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

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

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

T-DAC/T-DACCHM CURRICULUM

Instructional Design

Instructional design includes synchronous, online faculty presentations with an emphasis on case-based instruction complemented by small group discussions, online forum participation, individual projects and presentations, faculty mentorship, and integrative clinical observation. Classes occur in "real time" and are interactive. Students and teachers can see and hear each other. The program is 100% online and will not involve any on-ground instruction. Classes may be offered seven days a

week, typically between the hours of 9:00 a.m.-5:30 p.m. Pacific time zone. Schedules vary from term to term. A student must attend at least 75% of the course hours to satisfy course completion requirements.

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

BU805 Inter-Professional Communication (1 didactic unit) (15 academic hours)

(offered as BU800 in full, on-ground DAC/DACCHM program)

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

CL820 Health Care Systems (3 didactic units) (45 academic hours)

(offered as CL810 in full, on-ground DAC/DACCHM program)

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

CL830 Applications of Inter-Professional Communication (2 lab units) (60 academic hours)

(offered as CL770 in full, on-ground DAC/DACCHM program)

This course provides advanced clinical communication training and experiences in an approved biomedical setting. Doctoral candidates will observe and discuss cases at practicum sites of their choosing in their own locales with, e.g., medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths, etc. **Prerequisite: BU805**

IPM800 Integrated Pain Management (2 didactic units) (30 academic hours)

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

OM806 Practice-Based Learning (3 didactic units) (45 academic hours)

(offered as OM805 in full, on-ground DAC/DACCHM program)

The course will help students examine the two fundamental aspects of their health care careers: patient care and practice building. Students will identify areas in which both can be improved and

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

OM810 Integrative Case Management (3 didactic units) (45 academic hours)

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

WS800 Evidence Informed Practice (3 didactic units) (45 academic hours)

(offered as WS550 in full, on-ground DAC/DACCHM program)

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

WS810 Advanced Integrative Diagnosis (3 didactic units) ((45 academic hours)

(offered as WS860 in full, on-ground DAC/DACCHM program)

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

WS820 Preventive Medicine and Public Health (2 didactic units) (30 academic hours)

(offered as WS830 in full, on-ground DAC/DACCHM program)

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

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

Continuing Education Credits

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

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

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

There will be a \$50/per course administrative fee for students to receive CEU certification for these courses. To request a CEU certificate, please contact the [Career Services Coordinator](#).

DOCTOR OF ACUPUNCTURE (DAC) AND DOCTOR OF ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION (DACCHM)

Educational Purpose

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

Program Learning Outcomes

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

12. Demonstrate competency in Chinese herbal medicine (DacCHM only).

Educational Process

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

DAC/DACCHM CURRICULUM

Dac/DacCHM Course Descriptions

(Dac and DAcCHM course descriptions shared with MSAc and MSAcCHM programs begin on page 39.)

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

BU800 Inter-Professional Communication (1 didactic unit) (15 academic hours)

(offered as BU805 in online T-Dac/T-DacCHM program)

This course will increase effective communication with patients, patient families, and healthcare team members. Student will explore recognized methods of communicating healthcare issues to patients and their families. They will be challenged to describe Chinese medicine theory, techniques, and case information to biomedical professionals, as well as patients. Conversely, they will improve their ability to apply biomedical terminology. **Prerequisite: CL211, CL542;**
Concurrent: CL542 ok

CL810 Health Care Systems (3 didactic units) (45 academic hours)

(offered as CL820 in online T-Dac/T-DacCHM program)

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

CL770 Applications of Inter-Professional Communication (2 lab units) (60 academic hours)

(offered as CL830 online T-Dac/T-DacCHM program)

This course provides advanced clinical communication training and experiences in an approved biomedical setting. Doctoral candidates will observe and discuss cases at practicum sites of their choosing in their own locales with, e.g., medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths, etc. **Prerequisite: CL612a, BU800**

OM805 Practice-Based Learning (3 didactic units) (45 academic hours)

(offered as OM806 in online T-Dac/T-DacCHM program)

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

WS550 Foundations of Evidence-Informed Practice (3 didactic units) (45 academic hours)

(offered as WS800 in online T-DAC/T-DACCHM program)

Evidence Informed Practice is an approach to clinical reasoning that integrates clinical experience and findings, patient preferences and research (all important types of evidence) into the process of healthcare delivery. The student will learn the strengths and limitations of each element of the EIP model and how to use them together to enhance clinical decision-making and patient outcomes. The student will gain knowledge of the academic peer review process and research methods and apply it to critique of research methods and research evidence presented. **Prerequisite: OM511**

WS860 Advanced Integrative Diagnosis (3 didactic units) (45 academic hours)

(offered as WS810 in online T-DAC/T-DACCHM program)

Students will further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine labs, and more. Student will increase their ability to exchange diagnostic information with other healthcare providers. Most importantly, students will critically analyze the diagnostic options and be able to inform patients of their relative merits. **Prerequisite: WS656**

WS830 Preventive Medicine and Public Health (2 didactic units) (30 academic hours)

(offered as WS820 in online T-DAC/T-DACCHM program)

Preventive medicine and public health presents epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climates on the incidence of disease, and more. In addition to conventional therapies, students will analyze and evaluate the role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more. **Prerequisite: WS550**

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

MASTER OF SCIENCE IN ACUPUNCTURE (MSAC) AND MASTER OF SCIENCE IN ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION (MSACCHM)

Educational Purpose

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

Program Learning Outcomes

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

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

Educational Process

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

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

their incomes, and provide the real experience of healing. The first academic and clinical phase of the program prepares the student for the associate intern experience.

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

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

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

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

ACUPUNCTURE AND CHINESE MEDICINE CURRICULA (DAC, DACCHM, MSAC, AND MSACCHM)

The Doctor of Acupuncture with a Chinese herbal medicine specialization programs in San Diego and Chicago comprise 192 and 190 units of study, respectively. The Doctor of Acupuncture program

is only offered on the Chicago campus and comprises 150 units of study. The Master of Science in Acupuncture with a Chinese herbal medicine specialization program comprises 180.5 (San Diego) or 178.5 (New York and Chicago) units of study. The Master of Science in Acupuncture program is only offered on the New York and Chicago campuses and comprises 133.5 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change. For prerequisites to each course, please see the model curriculum chart.

CF0.00 Cardiopulmonary Resuscitation/ First Aid (0 units) (eight hours required for DAc/DAcCHM and master's programs) Students are taught how to effectively assess and respond to injuries and life threatening situations. Skills taught include the ABC's of lifesaving, CPR, the Heimlich maneuver, bandaging, splinting, and wound care. This is an approved course taught by the American Red Cross or American Heart Association and must include at least eight hours of instruction for students taking the CALE (California Acupuncture Licensing Exam).

TTS101 Technology Training for Online Students (0 units) (0 hours) This course introduces the online services of Pacific College and Moodle, the learning management system. The learning modules cover common activities used for the online portions of your courses. The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

Department of Acupuncture and Herbal Medicine

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

OM501 Philosophical and Historical Foundations of Chinese Medicine (Applied General Education Course) (3 didactic units) (45 academic hours)

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

OM511-514 Fundamentals of Chinese Medicine 1-4

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

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

OM511 Fundamentals of Chinese Medicine 1 (3 didactic units) (45 academic hours)

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

OM512 Fundamentals of Chinese Medicine 2 (3 didactic units) (45 academic hours)

Fundamentals of Chinese Medicine 2 presents the etiology and pathomechanisms of disease in Chinese medicine. Once students have a clear grasp of etiology and pathomechanisms, they are ready to advance to the Chinese medical diagnostic paradigms presented in FCM 3 and FCM 4. **Prerequisite: OM511**

OM513 Fundamentals of Chinese Medicine 3 (3 didactic units) (45 academic hours)

Fundamentals of Chinese Medicine 3 begins with general treatment principles in Chinese medicine and proceeds to the four examinations, comprehensive history taking including tongue and pulse examination. As the latter half of the course focuses on clinical impressions and the formation of a working diagnosis, diagnosis, and practical exercises for tongue and pulse examination are a vital part of the course. **Prerequisite: OM512**

OM514 Fundamentals of Chinese Medicine 4 (3 didactic units) (45 academic hours)

Fundamentals of Chinese Medicine 4 presents systems of diagnosis in Chinese medicine including six evil pattern diagnosis, viscera-bowel pattern diagnosis, six-channel pattern identification, and four-aspects diagnosis. Case-based exercises provide a significant opportunity to apply the diagnostic paradigms. **Prerequisite: OM513, AC504a (starting Fall 2022)**

MSAc Program: Acupuncture Therapeutics 1-4

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

OM613 Acupuncture Therapeutics 1 (3 didactic units) (45 academic hours) The first course in the sequence begins with respiratory and gastrointestinal disorders. **Prerequisite:**

OM514, WS550

OM614 Acupuncture Therapeutics 2 (3 didactic units) (45 academic hours) OM614 covers gynecology, andrology, pediatrics, and gerontology. **Prerequisite: OM613**

OM615 Acupuncture Therapeutics 3 (3 didactic units) (45 academic hours) OM615 covers psychology, cardiology, neurology, and nephrology. **Prerequisite: OM613**

OM616 Acupuncture Therapeutics 4 (3 didactic units) (45 academic hours) OM616 covers dermatology, oncology, immunology, and miscellaneous disorders. **Prerequisite: OM613**

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

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

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

OM651 Diagnosis and Treatment of Disease 1 (3 didactic units) (45 academic hours)
Prerequisite: HB516, OM514, WS550; Concurrent: HB621

OM652 Diagnosis and Treatment of Disease 2 (3 didactic units) (45 academic hours)
Prerequisite: HB621, OM651

OM653 Diagnosis and Treatment of Disease 3 (3 didactic units) (45 academic hours)
Prerequisite: HB621, OM651

OM704 Diagnosis and Treatment of Disease 4 (3 didactic units) (45 academic hours)
Prerequisite: HB621, OM651

OM705 Diagnosis and Treatment of Disease 5 (3 didactic units) (45 academic hours)
Prerequisite: HB621, OM651

Acupuncture Point Location, Theory, and Application

The study of the anatomy and application of the meridian and acupuncture point system comprises a 3-course series. The courses present: 1) the interrelationship of the 72 meridians and their effect

on the energetic integrity of the human body; 2) the numerous categories of the acupuncture points; 3) the location of the internal and external primary meridians and their associated Luo-connecting, divergent, tendino-muscular, extraordinary, and cutaneous meridians; 4) the location of all meridian and major non-meridian points; 5) the functions, indications, and contraindications of individual points and categories of points; and 6) the use of points in traditional combinations.

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

AC504a Acupuncture Channels and Points 1 (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

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

The students will locate channels and palpate points using anatomical references and a system of proportional body measurements. **Prerequisite: WS521, WS525.L1, OM511**

AC505a Acupuncture Channels and Points 2 (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

AC505a continues the framework of study established in AC504a. **Prerequisite: AC504a, OM512; Concurrent: OM512 ok**

AC506a Acupuncture Channels and Points 3 (2 didactic Units; .5 lab unit; Total: 2.5 units) (45 academic hours)

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

Prerequisite: AC505a, OM513; Concurrent: OM513 ok

Methods and Theories of Meridian and Acupuncture Point Stimulation

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

AC511a Introduction to Clinical Techniques (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

This course is designed to teach students the manual clinical skills necessary for their role as clinical assistants. Students begin with the non-invasive techniques of cupping (flashing, stationary,

sliding, etc.) gua sha, liniments and plasters, heat and cold therapy, including moxibustion (direct, indirect, with other agents), ultrasound, and the indications, functions, and cautions, and contraindications for these techniques. Students learn to use adjunctive acupoint stimulation devices including magnets and beads. Students are taught equipment maintenance and safety applied in the practice of Chinese medicine. Students begin their needling skills by first understanding and applying Clean Needle Technique (CNT). Students practice simple needle insertion and stimulation techniques and learn cautions and contraindications for needling. Patient positioning and draping, pulse, tongue, and abdominal diagnosis are also practiced. **Prerequisite: AC504a; Concurrent: CL32 or CL32a**

AC512a Needle Techniques (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)
Chinese and Japanese needling techniques are presented. Students develop hand strength by doing one-handed Chinese technique and proceed from needling inanimate objects to non-acupuncture points to real points. There is also a progression from less to more sensitive points. Methods for redirecting the qi in the channels (supplementing and draining) are presented. The order of needle placement during treatments is discussed. Students are taught equipment maintenance and safety applied in the practice of Chinese medicine and must practice Clean Needle Technique (CNT) whenever needling. Students should be familiar with OSHA and CNT standards presented in Introduction to Clinical Techniques prior to the first-class meeting. **Prerequisite: AC505a, AC511a; Concurrent: AC506a**

AC601 Acupuncture Channels and Points 4 (3 didactic units) (45 academic hours)
The first section of this course is devoted to skill in auricular acupuncture, including its use in the treatment of chemical dependency. Clinical applications and treatment formulas are emphasized. The next section of the course compares and contrasts the physiology and pathology of luo, sinew and divergent channels, and applies these theories to clinical case studies. **Prerequisite: AC506a, AC512a; Concurrent: AC601L**

AC601L Acupuncture Channels and Points 4 Lab (.75 lab unit) (22.5 academic hours)
In the lab, students will accurately locate and needle auricular points, as well as acupuncture channel points. They will practice diagnostic techniques and acupuncture treatments secondary channels. **Prerequisite: AC506a, AC512a; Concurrent: AC601**

AC602 Acupuncture Channels and Points 5 (3 didactic units) (45 academic hours)
This course is a presentation of physiology and pathology of the Eight Extraordinary Vessels, as well as acupuncture therapy related to Five Phase Theory and Meridian Therapy (San Diego) or Classical Chinese Medicine (New York and Chicago). **Prerequisite: AC506a, AC512a; Concurrent: AC602L**

AC602L Acupuncture Channels and Points 5 Lab (.75 lab unit) (22.5 academic hours) Students will accurately locate and needle acupuncture channel points. They will practice diagnostic techniques and treatments using Eight Extraordinary Vessels and other topics discussed in the didactic course. **Prerequisite: AC506a, AC512a; Concurrent: AC602**

AC611a Advanced Needle Techniques (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

In this class, students needle the most sensitive points, practice needle threading, through-and-through needling, and dermal stimulation (including pellets, press needles, etc.). Students learn to use adjunctive acupoint stimulation devices, and specialized acupuncture techniques such as electro-acupuncture and combining needling with moxibustion. Equipment maintenance and safety is stressed. They practice scalp acupuncture and more advanced methods for redirecting the qi in the channels (supplementing and draining). Emergency procedures are also taught. The use of acupuncture for such specialized procedures as facial rejuvenation, stress reduction, drug detox and habit control are also practiced. **Prerequisite: AC512a**

AC613a Treatment of Orthopedic Disorders (1 didactic unit; 1 lab unit; Total: 2 units) (45 academic hours)

This course applies the diagnostic skills learned in Orthopedic and Neurological Evaluation 1 and 2 to the treatment of these disorders with acupuncture. In addition, this course provides students with detailed reviews of acupuncture channels, pathways, and point location. It introduces and provides practice in Chinese medical approaches to athletic and other injuries, and refines the student's ability to palpate anatomical structures. **Prerequisite: AC611a, WS542a**

Specialty Courses

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

BT124 Taiji/Qigong (1 didactic unit; .5 lab unit; Total: 1.5 units) (30 academic hours)

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

BT130 Tui Na Hand Techniques (1 didactic unit; .5 lab unit; Total: 1.5 units) (30 academic hours)

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

BT230 Tui Na Structural Techniques (1 didactic unit; .5 lab unit; Total: 1.5 units) (30 academic hours)

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

The Department of Herbology

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

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

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

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

HB501 Introduction to Herbology (2 didactic units) (30 academic hours)

This course is the first of a series that spans nearly the entire DAcCHM and MSAcCHM programs. Just as Acupuncture Channels and Points 1 brings to life the tradition of acupuncture, Introduction to Chinese Herbology introduces its equal partner. This course presents the history and fundamental concepts of Chinese herbal medicine: nomenclature, categorization, basic botany, preparation and delivery methods, safety issues. *Note: DAC degree students (Chicago) and MSAc degree students (New York and Chicago) take only the HB501 Introduction to Herbology from this series. Prerequisite: OM511*

HB514 Herbology 1 (2 didactic units) (30 academic hours)

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

Prerequisite: HB501

HB515 Herbology 2 (2 didactic units) (30 academic hours)

This course continues the presentation of the Chinese materia medica. **Prerequisite: HB501, OM512**

HB516 Herbology 3 (3 didactic units) (45 academic hours)

This course completes the presentation of the Chinese materia medica. **Prerequisite: HB501, OM513**

HB621 Herbology 4 (3 didactic units) (45 academic hours)

This course comprehensively presents Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. Students learn 1) the theories of the seven relations (mutual enhancement, etc.), 2) representative combinations, 3) theory of formula construction, 4) hierarchy of ingredients, 5) forms of administration (decoction, powders, pills, etc.), 6) Chinese and English names for each formula, 7) each ingredient and function in the formula, 8) the historical context and source texts discussed for each formula, 9) pattern and disease treated by each formula, 10) basic modifications for each formula, 11) methodology for understanding the construction and use of formulas the student has not encountered before (self-directed learning), 12) recognition of common traditional combinations present in many formulas, 13) modular understanding of formulas and “familial” relationships between formulas, and 14) application to case studies. **Prerequisite: HB516**

HB622 Herbology 5 (3 didactic units) (45 academic hours)

This course continues the presentation of Chinese herbal formulas and modifications within the framework of their traditional therapeutic functions. **Prerequisite: HB621**

HB623 Herbology 6 (3 didactic units) (45 academic hours)

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

Prerequisite: HB621

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

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

HB631 Chinese Herbs and Internal Medicine 1(3 didactic units) (45 academic hours)

Chinese Herbs and Internal Medicine 1 presents common respiratory and gastrointestinal disorders, stroke, headache, multiple sclerosis, and others. **Prerequisite: HB623**

HB632 Chinese Herbs and Internal Medicine 2 (3 didactic units) (45 academic hours)

Chinese Herbs and Internal Medicine 2 covers disorders from the specialties of mental health and obstetrics and gynecology. **Prerequisite: HB631**

HB633 Chinese Herbs and Internal Medicine 3 (3 didactic units) (45 academic hours)

Chinese Herbs and Internal Medicine 3 presents disorders from dermatology, and cardiology. It also addresses diabetes. **Prerequisite: HB631**

HB642 Shang Han Lun/Wen Bing (Survey of the Classics) (3 didactic units) (45 academic hours)

This course is designed for the advanced student at the internship level. It presents protocols for the diagnosis and treatment for externally-contracted, cold-damage disorders and warm diseases. The first half of the course will be based on readings from the Shang Han Lun with discussion, commentary, and relevant prescriptions. The second half of the course will be based on Dr. Liu's Warm Disease: A Clinical Guide, with commentary and case histories from such Warm Disease School physicians as Ye Tianshi and Wu Jutong. Students will learn how to modify prescriptions based on disease progression. Acupuncture point prescriptions developed from the texts and later authors will also be discussed. **Prerequisite: HB623**

The Department of Basic and Biomedical Sciences

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

Student Advice: Some students have the misconception that, because they are studying Eastern medicine, they don't need to learn and understand Western medicine (biomedicine). However, listen to what licensed practitioners say. When they are surveyed to see what topics they would like to study more in continuing education programs, they often say, "More biomedicine!" Pacific has one of the most comprehensive biomedical departments for this reason. Don't wait until you are licensed to realize how important the Department of Basic and Biomedical Sciences is. One of the mottos at Pacific is, "We are not studying just Chinese medicine or just biomedicine, we are studying Medicine." Try to assimilate the biomedical material as you go along through the program. Trying to cram this material for the comprehensive or licensure exams is a difficult task. Study the class material prior to the class lecture. This will allow for greater assimilation during class. Pay attention in class; you will be glad you did.

BIO101 General Biology (General Education Course) (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

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

plants. A laboratory component of the course may solidify the academic material with some hands on experience relating to the lecture topics.

BU612 Medical-Legal Report Writing (2 didactic units) (30 academic hours)

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

CHEM101 General Chemistry (General Education Course) (3 didactic credits) (45 academic hours)

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

PSY101 General Psychology (General Education Course) (3 didactic units) (45 academic hours)

Introduction to Psychology will provide students with an overview of various areas within the field of psychology, which include but are not limited to theories and concepts about how people learn, how human beings make meaning of their environment, behavior in group settings, exploration of mental illness and elements of lifespan human development.

WS202 Medical Terminology (Applied General Education Course) (1.5 didactic units) (30 academic hours)

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

WS204 Biological Aspects of Physics (General Education Course) (2.5 didactic units) (37.5 academic hours)

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

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

WS207 Survey of Biochemical Principles (General Education Course) (2 didactic units) (30 academic hours)

The basic principles of biochemistry are introduced with their applications to physiological functions. **Prerequisite: BIO101/General Biology, CHEM101/General Chemistry**

WS506 Eastern and Western Nutrition (3 didactic units) (45 academic hours)

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

Prerequisite: HB501, WS207

WS521 Anatomy and Physiology 1 (General Education Course) (2.5 Didactic Units) (37.5 academic hours) Concurrent: WS525.L1

WS525.L1 Anatomy and Physiology Lab 1 (1 lab unit) (30 academic hours) Concurrent: WS521 Anatomy and Physiology 1 and Anatomy and Physiology Lab 1 comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human muscular-skeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses and more.

WS515 Anatomy and Physiology 2 (General Education Course) (3 didactic units) (45 academic hours)

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course is the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body. **Prerequisite: BIO101, WS521, WS521, WS525.L1**

WS527 Anatomy and Physiology 3 (3 didactic units) (45 academic hours)

Anatomy and Physiology 3 presents the gross anatomy, microscopic anatomy, and physiology of the cardiovascular, lymphatic, respiratory, and immune systems. **Prerequisite: WS515**

WS528 Anatomy and Physiology 4 (3 didactic units) (45 academic hours)

Anatomy and Physiology 4 presents the gross anatomy, microscopic anatomy, and physiology of the digestive, genito-urinary, and reproductive systems, and additionally covers the physiology of metabolism and fluid and electrolyte balance. **Prerequisite: WS515**

WS541a Orthopedic Neurological Evaluation 1(1 didactic unit; 1 lab unit; Total: 2 units) (45 academic hours)

This course has two parts: neurological examination and the study of the biomechanics of the human body. Students will learn how to test the neurological systems including dermatome testing, muscle testing, deep tendon reflexes, functional assessment, etc. Biomechanics is the study of the body in terms of mechanical structure and analysis of body motion and posture. This part of the course will teach the student to understand normal mechanics of the joints of the human body in order to better understand injury and/or disease of the joints, which will be taught in Orthopedic Neurological Evaluation 2. **Prerequisite: WS528**

WS542a Orthopedic Neurological Evaluation 2 (1 didactic unit; 1 lab unit; Total: 2 units) (45 academic hours)

Students learn to perform orthopedic examinations including palpation, range of motion, and specific muscle and joint tests. Students also learn the components of a functional assessment and procedures for ordering diagnostic imaging. **Prerequisite: WS541a**

WS531, WS632 Pathophysiology 1 and 2 (3 didactic units each) (45 academic hours each)

Pathophysiology builds on previous information learned in human anatomy and physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The courses present the description, etiology, microbiology, pathologic process, signs, symptoms, complications, and epidemiology of many common diseases. **Prerequisite: WS528**

WS651 Pharmacology (2 didactic units) (30 academic hours)

This course provides the student with pharmacological principles, terminology, and the use of drug references. The concepts enable the student to understand the application of pharmaceuticals. Understanding, preventing, recognizing, and treatment contraindications and complications such as drug-herb interactions are important components of the course. **Prerequisite: WS531, WS632**

WS652a Physical Exam (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

Students learn to apply modern biomedical physical examinations and functional assessments. **Prerequisite: WS531, WS632**

WS656 Clinical Science (3 didactic units) (45 academic hours)

Clinical Science applies pathophysiology in a clinical context. The focus of this course is on developing a comprehensive history of presenting illness through identifying the signs and symptoms of disease, identifying appropriate diagnostic testing, formulating a differential diagnosis, and knowing treatment from a bioscience perspective including primary, secondary and specialty care options. **Prerequisite: WS651**

WS840 Clinical Research Design and Statistics (2 didactic units) (30 academic hours)

Building on the Foundations of Evidence-Informed Practice, students will delve into the proper inductive methods for acquiring and validating clinical knowledge. The course presents the principles of experimental research design and statistics. It is designed to give acupuncturists an understanding of valid research and an appreciation of its importance to our profession. From placebo to experiments to proof, this course will challenge how you determine what is true. **Prerequisite: WS550**

The Department of Clinical Practice

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

“We, the Pacific College of Health and Science Clinic, a nationally recognized educational facility, provide:

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

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

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

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

BU611 Practice Management and Ethics (3 didactic units) (45 academic hours)

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

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

CL211 Clinical Counseling 1: The Student (1 didactic unit; .5 lab unit; Total: 1.5 units) (30 academic hours)

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

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

CL501 Introduction to Clinical Observation (1 didactic unit) (15 academic hours)

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

CL502 Introduction to Associate Internship (1 didactic unit) (15 academic hours)

This course is designed to maximize the value of associate internship by the following: case review; refinement of clinical techniques; communication skills; patient/practitioner relationship; assistant/intern relationship; and practitioner self-care. **Prerequisite: CL532 or CL532a**

CL503 Associate Internship Grand Rounds (1 didactic unit) (15 academic hours)

Through the discussion of clinical cases, students will analyze treatment plans and principles of diagnosis. This course focuses on the "Four Examinations" and the clinical lessons in the Huang di Neijing, Su Wen (Yellow Emperor's Inner Canon, Basic Questions). Associate Intern Grand Rounds also addresses critical thinking and case management. Student presentation skills needed for grand rounds and presentation to supervisors are also reviewed. **Prerequisite: CL502**

DACCHM/MSAcCHM programs only

1. ***CL531 Clinical Observation (2 lab units) (60 academic hours)*** Prerequisite: CL501, OM511; Concurrent: CPR/1st Aide
2. ***CL532 Clinical Assistantship 1 (2 lab units) (60 academic hours)*** Prerequisite: AC504a, BT130, CL211, CL531, HB501; Concurrent: AC511a
3. ***CL533 Clinical Assistantship 2 (2 lab units) (60 academic hours each)*** Prerequisite: AC511a, AC505a, CL532a, HB514

DAC/MSAc programs only

1. ***CL531a Clinical Observation (2 lab units) (60 academic hours)*** Prerequisite: CL501, OM511; Concurrent: CPR/1st Aide
2. ***CL532a Clinical Assistantship 1 (2 lab units) (60 academic hours)*** Prerequisite: AC504a, BT130, CL211, CL531a, HB501; Concurrent: AC511a
3. ***CL533a Clinical Assistantship 2 (2 lab units) (60 academic hours each)*** Prerequisite: AC511a, AC505a, CL532a

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

DACCHM/MSAcCHM programs only

1. ***CL541 Associate Internship 1 (2 lab units) (60 academic hours)*** Prerequisite: AC512a, CL533; Concurrent: CL502

2. **CL542 Associate Internship 2 (2 lab units) (60 academic hours)** Prerequisite: CL541; Concurrent: CL503
3. **CL543 Associate Internship 3 (2 lab units) (60 academic hours)** Prerequisite: CL542

DAC/MSAc programs only

1. **CL541a Associate Internship 1 (2 lab units) (60 academic hours)** Prerequisite: AC512a, CL502
2. **CL542a Associate Internship (2 lab units) (60 academic hours)** Prerequisite: CL541a

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

CL612a Clinical Counseling 2: The Patient (DACCHM/MSAcCHM programs only) (1 didactic unit; .5 lab unit; Total: 1.5 units) (30 academic hours)

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

In this course, students are provided an opportunity to apply psychosocial assessments and to share cases that are challenging from a counseling perspective, or cases that challenge the student's confidence, belief systems, or ability to practice at an optimal level. **Concurrent: CL532 or any CL651-59**

DACCHM/MSAcCHM programs only

1. **CL651 Senior Internship 1 (2 lab units) (60 academic hours)** Prerequisite: CL543, CL612a, OM651, 2 of [OM652, OM653, OM704], WS652a; Concurrent: WS652a ok
2. **CL652 Senior Internship 2 (2 lab units) (60 academic hours)** Prerequisite: CL543, CL612a, OM651, 2 of [OM652, OM653, OM704], WS652a; Concurrent: WS652a ok
3. **CL653 Senior Internship 3 (2 lab units) (60 academic hours)** Prerequisite: CL543, CL612a, OM651, 2 of [OM652, OM653, OM704], WS652a; Concurrent: WS652a ok
4. **CL654 Senior Internship 4 (2 lab units) (60 academic hours)** Prerequisite: CL651, 1 of [HB631, HB632, HB633]
5. **CL655 Senior Internship 5 (2 lab units) (60 academic hours)** Prerequisite: CL651, 1 of [HB631, HB632, HB633]
6. **CL656 Senior Internship 6 (2 lab units) (60 academic hours)** Prerequisite: CL651, 1 of [HB631, HB632, HB633]
7. **CL657 Senior Internship 7 (2 lab units) (60 academic hours)** Prerequisite: CL651, 1 of [HB631, HB632, HB633]
8. **CL658 Senior Internship 8 (2 lab units) (60 academic hours)** Prerequisite: CL651, 1 of [HB631, HB632, HB633]
9. **CL659 Senior Internship 9 (2 lab units) (60 academic hours)** Prerequisite: CL651, 1 of [HB631, HB632, HB633]

DAC/MSAc programs only

1. **CL651a Senior Internship 1 (2 lab units) (60 academic hours)** Prerequisite: CL542a; Concurrent: AC613a, 1 of [OM614, OM615, OM616], WS652a

2. **CL652a Senior Internship 2 (2 lab units) (60 academic hours)** Prerequisite: CL542a; Concurrent: AC613a, 1 of [OM614, OM615, OM616], WS652a
3. **CL653a Senior Internship 3 (2 lab units) (60 academic hours)** Prerequisite: AC613a, CL542a, WS652a; Concurrent: 1 of [OM614, OM615, OM616]
4. **CL654a Senior Internship 4 (2 lab units) (60 academic hours)** Prerequisite: AC613a, CL542a, WS652a; Concurrent: 1 of [OM614, OM615, OM616]
5. **CL655a Senior Internship 5 (2 lab units) (60 academic hours)** Prerequisite: CL653a; Concurrent: 1 of [OM614, OM615, OM616]
6. **CL656a Senior Internship 6 (2 lab units) (60 academic hours)** Prerequisite: CL653a; Concurrent: CL655a, 1 of [OM614, OM615, OM616]

Over two years of study and practice are challenged and refined by treating real patients in senior internship. During the course of three terms, students are guided to develop and maintain the highest standards of professionalism and responsibility for patients until such standards become habits. The development of these positive character traits will ensure the acupuncturist's acceptance in today's culture. From close supervision at the beginning of senior internship until gradual, relative independence, the senior intern always has the finest licensed practitioners available for supervision or consultation. While closely guided in the first few months of internship, senior interns are always expected to think for themselves and to present diagnoses and treatment plans for review and critique. Senior internship is not the beginning of learning at Pacific College, it is the culmination. It is a time when textbook cases become living, breathing human beings with needs, pains, and concerns. It is a time to apply the compassion produced by an abundance of knowledge, confidence, and self-esteem developed in the classroom. Senior intern activities include the formulation of diagnosis, treatment plan and prognosis and the implementation of treatment for a wide variety of individual patients. Referral is never ignored as a possibility. While functioning under the auspices of the college, Senior interns assume, in spirit, responsibility for individual patients under their care. Interns must utilize the appropriate forms of treatment, which may include acupuncture, herbs, massage, nutrition, exercises and lifestyle modifications. While in the clinic, interns utilize their support staff, which includes clinical assistants, associate interns, massage therapists, administrative staff, and of course, the licensed supervisors and outside referral options.

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

Licensure Exam Preparation Courses

OM642 Licensure Exam Preparatory Course (San Diego campus) (3 didactic units) (45 academic hours)

This course is designed to highlight subjects and methods that lead to success on the California Acupuncture Licensing Examination and the national certification exams. It is a required course for

all San Diego campus DACCHM and MSACCHM students whether or not they choose to sit for the California Acupuncture Licensure Exam (CALE). The course includes a mock CALE experience including feedback on how each student should prepare for the actual exam. Outside approved review courses may be taken to fulfill this requirement and are entered as transfer credit once documentation of completion is submitted to the registrar. See your student advisor or registrar for list of approved courses.

OM643 Licensure Exam Preparatory Course (New York and Chicago campuses) (1 didactic unit) (15 academic hours)

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

Study Skills Courses

SSP101 Study Skills 1- Basic Skills (San Diego campus) (0 didactic unit)

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

SSP121 Study Skills 3- Single Herbs (San Diego campus) (0 didactic unit)

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

Specialty Electives

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

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

SE410 Health Care Disparities (1 didactic unit) (14 academic hours)

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

SE501 I-Ching (1 didactic unit) (15 academic hours)

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

SE511 Medical Chinese 1/Medical Chinese Language (3 didactic units) (45 academic hours)

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

SE512 Medical Chinese 2 (3 didactic units) (45 academic hours)

Students begin using a dictionary and doing simple translations. **Prerequisite: SE511**

SE551 Integrative Medicine Preceptorship (1 lab units) (30 academic hours)

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

Each practitioner must achieve a method for establishing an approach to therapy. This method includes self-directed research of literature, outside consultation, and the establishment of a working diagnosis and treatment plan. This method should also include rational ways of measuring clinical success, perceiving clinical efficacy, and establishing prognoses. Students will learn and apply outcome measures in patient case management. In short, students will develop clinical problem-solving skills and self-directed learning methods that will ensure continued clinical development throughout their careers. **Prerequisite: CL541 Associate Intern 1, CL542 Associate Intern 2; Concurrent Requirements: enrollment in CL543 Associate Intern 3 or any one of CL651-656 Senior Internships 1-6, and attendance at all orientations, new semester orientation, or safety re-training as required.**

SE602 Emotional and Spiritual Healing in Asia (3 didactic units) (45 academic hours)

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

SE612a Pediatric Tui Na Applications (2 didactic units; .5 lab units; Total: 2.50 units) (45 academic hours)

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

SE627 Pao Zhi (Herbal Preparation) (3 didactic units) (45 academic hours)

SE630 Advanced Treatment of Orthopedic Disorders (2 didactic units; .5 lab units; Total: 2.50 units) (45 academic hours)

This course continues the study of diagnosis and treatment of orthopedic disorders. It will expand on the practices and diagnostic skills learned in Treatment of Orthopedics, in addition to covering the stages of traumatic injury and the treatment strategies within each stage. Students learn to use acupuncture techniques, myofascial release and herbal medicine (both internal and external formulas) to treat the various traumatic stages. In addition, this class will start to look at postural body reading and sinew channel assessment, to help students effectively diagnose the underlying imbalances causing chronic pain and dysfunction, and prescribe proper exercises to address these assessments. **Prerequisite: AC613a Treatment of Orthopedic Disorders**

SE631a Advanced Acupuncture Considerations (2 didactic units; .5 lab units; Total: 2.50 units) (45 academic hours)

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

SE633 Oncology (3 didactic units) (45 academic hours)

Chinese medicine is utilized as adjunctive therapy in the treatment of patients with cancer. Treating the side effects of biomedical treatment and improving patient quality of life will be covered for different types of cancers. **Prerequisite: successful completion of Second Year Comprehensive Exam**

SE634 Fertility and Chinese Medicine (3 didactic units) (45 academic hours)

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

SE635 Pain Management (3 didactic units) (45 academic hours)

Prerequisite: successful completion of Second Year Comprehensive Exam

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

SE640 External Herbal Applications (2 didactic units, .5 lab unit; Total 2.5 units) (45 academic hours)

External herbal applications are used to treat everything from musculo-skeletal disorders and burns to skin disorders and complex internal diseases. This course teaches students to prepare traditional Chinese liniments, poultices, powders, steams, compresses, and salves. Commercially available, external preparations are presented. **Prerequisite: HB516 Herbology 3**

SE642 Facial Rejuvenation (3 didactic units) (45 academic hours)

This is an introduction to the use of Chinese medicine for reducing the inflammatory process of aging and rejuvenating the face using acupuncture, essential oils, and micro-current. **Prerequisite: successful completion of Second Year Comprehensive Exam, concurrent Clinical Internship**

SE644 Facial Acupuncture Techniques (3 didactic units) (45 academic hours)

This course presents methods to rejuvenate the face from the inside out, using acupuncture techniques, facial massage, facial exercises, topical and internal herbal preparations, neutraceuticals, cosmeceuticals, and lifestyle changes. This course is on the American Acupuncture Council's list of approved courses for certification in facial rejuvenation and malpractice coverage at no extra cost. A copy of your transcripts is needed as proof of completion. A Certificate in Facial Rejuvenation can be awarded by the New York campus, upon successful completion and at the discretion of the faculty member.

SE647 Facial Rejuvenation (1 didactic unit; 0.5 lab unit) (30 academic hours)

This course on facial rejuvenation will review anatomy, physiology of the aging process, as well as pathophysiologies that lead to facial disharmony. Specific facial rejuvenation techniques will consist of a variety of acupuncture needling techniques, Chinese herbs, micro-needling, massage, and lifestyle therapy. Throughout the course, facial rejuvenation protocols and their modifications will be examined. **Prerequisites: AC506a Acupuncture Channels and Points 3 and AC611 Advanced Needle Technique**

SE649 The Classics: Huang Di Nei Jing (1 Didactic unit; 15 academic hours)

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

Prerequisite(s): AC601: Acupuncture Channels & Points 4 OR AC602: Acupuncture Channels & Points 5

SE651a Advanced Tui Na (2 didactic units; .5 lab unit; Total 2.5 units) (45 academic hours)

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

Prerequisite: BT230 Tui Na Structural Techniques

SE654 Shiatsu for Acupuncturists (1 didactic unit; 1 lab unit) (45 academic hours)

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

SE660 Japanese Acupuncture (3 didactic units) (45 academic hours)

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

SE662 Introduction to Japanese Acupuncture (3 didactic units) (45 academic hours)

This is an introductory course in Japanese Meridian Therapy (JMT), or Keiraku Chiryō. Students

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

SE662a Japanese Acupuncture 1 (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

Prerequisite: CL542 Associate Internship 2

SE663a Japanese Acupuncture 2 (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

SE662a and SE663a comprise a two-course series in Japanese acupuncture that presents diagnostic skills including pulse, abdominal and channel palpation, and treatment methods, along with theoretical paradigms. **Prerequisite: SE662a Japanese Acupuncture 1**

SE666 Japanese Acupuncture 3 (2 didactic units; .5 lab units; Total: 2.5 units) (45 academic hours)

Students learn to apply herbal formulas according to the Japanese Kampo diagnosis and treatment principles learned in Japanese Acupuncture 1 and 2. **Prerequisite: SE663a Japanese Acupuncture 2**

SE661 Five Element Theory (3 didactic units) (45 academic hours)

SE661 is an introduction to the body-mind-spirit approach of five element acupuncture. It starts students on a lifetime study of nature's cycles to utilize acupuncture as an extension of themselves to assist nature as a healing force. **Prerequisite: successful completion of First Year**

Comprehensive Exam

SE668 Ayurveda Theory 1: Food as Medicine (3 didactic units) (45 academic hours)

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

SE671 Electrical Stimulation (2 didactic units; .5 lab units; Total: 2.5 units) (45 academic hours)

This is an evidence-informed course in the use of therapeutic electrical stimulation. Various types of electric stimulation are presented: milli- and micro-amperage, point stimulators, percutaneous and transcutaneous electro-neural stimulation, piezo stimulation, and pachi-pachi. **Prerequisite: AC611a Advanced Needle Techniques**

SE673 Face Reading (3 Didactic Units) (45 Academic Hours)

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

information in a positive and beneficial way. Discussion will include applying this information within a healthcare plan.

SE680 Korean Hand Therapy (2 Didactic Units; .5 lab unit; total 2.5 units) (45 Academic Hours)

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

SE 683 Orthopedic Assessment and Soft Tissue Manipulation (1 didactic unit; 1 lab unit; total 2 units) (45 academic hours)

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

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

SE690 Medical Qigong (3 didactic unit) (45 academic hours)

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

Non-Required Electives

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

CERTIFICATE IN CHINESE HERBAL MEDICINE (CCHM) FOR LICENSED ACUPUNCTURISTS

(New York and Chicago)

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

- HB501: Introduction to Herbology
- HB514: Herbology 1
- HB515: Herbology 2
- HB516: Herbology 3
- HB621: Herbology 4
- HB622: Herbology 5
- HB623: Herbology 6
- HB631: Chinese Herbs and Internal Medicine 1
- HB632: Chinese Herbs and Internal Medicine 2
- HB633: Chinese Herbs and Internal Medicine 3
- HB642: Shang Han Lun/Wen Bing (Survey of Classics)
- CL521: Herbology Clinic Observation
- CL530: Herbology Clinic Preceptorship
- CL540: Herbology Clinic Internship 1
- CL650: Herbology Clinic Internship 2
- CL660: Herbology Clinic Internship 3

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

CL530 Herbology Clinic Preceptorship (2 lab units) (60 academic hours)

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

CL540, CL650, CL660 Herbology Clinic Internship 1, 2, 3 (2 lab units each) (60 academic hours each)

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

PREPARATORY COURSE OPTIONS

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

MASTER OF SCIENCE (HEALTH AND HUMAN PERFORMANCE)

Educational Purpose

The purpose of the Master of Science (Health and Human Performance) (MSHHP) is to provide students who have a deep interest in personal development with the knowledge and experience required to become health and human performance coaches and health educators. By applying philosophies, principles and knowledge from traditional medical systems and modern science, graduates will develop performance solutions for individuals and groups to achieve their goals. As health educators, they will also possess the skills to educate individuals as well as disseminate their knowledge through multiple media and employment opportunities.

Program Learning Outcomes

Graduates of the program will:

1. Exemplify Pacific College's values of integrity, mindfulness, compassion, critical thinking, collaboration and education.
2. Experience the personal benefits of acquiring a broad and deep understanding of health and human performance.
3. Research and understand psychological and physiological influences on human performance.
4. Research and critically analyze the broad range of whole food diets, and nutritional supplementation strategies, and consider their optimal application.
5. Understand the principles of holistic and Chinese medicine as well as modern bioscience and apply both to performance solutions.
6. Compare and contrast multiple coaching models.
7. Develop a philosophy of health and human performance and a personalized method of coaching.
8. Analyze individual and group performance goals.
9. Design, develop, implement, and evaluate performance improvement solutions.
10. Conduct health education to a variety of individuals and groups through multiple media.

11. Maintain a portfolio of performance improvement solutions that demonstrates the application of knowledge acquired across the curriculum.

The program's learning objectives are directly connected to the college's mission, core values and vision. *Pacific College is the recognized leader in delivering traditional medicine and integrative health science education to practitioners and the public. Pacific College is a catalyst for the adoption and expansion of traditional medicine and integrative health science principles, practices, and research, empowering individuals to gain and maintain health and enjoy life. Pacific College is contributing to the transformation of the structure and economics of healthcare by bringing education and integrative health science to where people live, learn, and play.*

"During his reign, Huang Di (the famous Yellow Emperor) discoursed on medicine, health, life-style, nutrition, Taoist cosmology with his ministers Qi Bo, Lei Gong, and others. Their first discussion began with Huang Di inquiring, "I've heard that in days of old, everyone lived one hundred years without showing the usual signs of aging. In our time, however, people age prematurely, living only fifty years. Is this due to a change in the environment or is it because people have lost the correct way of life?" (The Yellow Emperor's Classic of Medicine, Maoshing Ni, PhD Shambala, Boston and London. 2011.)

While medical miracles surround us and some people can now hope to live to one hundred, the 'usual signs of aging' and degenerative disease remain concerns. Studying and analyzing the 'correct way of life,' i.e., studying physiology, nutrition, and more may provide resources to foster optimal health at any age. This knowledge can empower individuals to take control of their health and achieve resistance to disease and extend their functional longevity.

Recognizing the body-mind unity, the MSHHP graduates also employ traditional mindfulness and meditation techniques for emotional management, positive effects on relationships, creativity, and productivity, and even longevity. The program even explores recent insights from video game research and performance psychology to provide tools for performance solutions.

Your faculty are leaders in the field

By their participation in this emerging field of academic study, faculty contribute to curriculum development as well as to the body of evidence in the field.

Their scholarship expectations include but are not limited to:

- Analyzing the combined effect of physiology and psychology on human performance.
- Analyzing traditional medicine's contributions to the subject of human performance and considering their application in today's culture.
- Developing innovative coaching solutions.
- Active participation in professional organizations, including speaking to and/or writing for professional audiences.
- Evidence of tangible contributions to professional organizations, including poster presentations, published articles, and speaking engagements based on published scholarship.

- Contributions to the field of study, including publishing in a peer-reviewed journal, publishing a book related to the field, or making presentations as a subject matter expert at national meetings of professional organizations in the field.
- Publishing articles for lay audiences.

MASTER OF SCIENCE (HEALTH AND HUMAN PERFORMANCE) CURRICULUM

The Master of Science (Health and Human Performance) program in San Diego, CA is comprised of 36 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

HPC501 Health and Human Performance Coaching (HHPC): Personal growth (3 units) (45 academic hours)

This course presents tools for self-discovery and techniques for personal growth applicable to both coach and client: self-assessment, mindfulness, meditation, exercise, journaling, self-reflection, breathing, and more. Students choose one or more to practice and document the journey of wellness as a way of life. This course also presents the key dynamics of the coach-client relationship. Students learn to mobilize the internal strengths of their clients as well as to offer external resources that facilitate achievement of goals.

HPC502 Health and Human Performance Coaching (HHPC): Principles and Practice (3 units) (45 academic hours)

This course presents the concepts, careers, and agencies important to the field of HHPC. It presents multiple approaches to coaching, along with Pacific's unique concept of integrating modern coaching methodology with insights from Chinese medicine. Ethics, safety, scope of practice, regulations, career opportunities are explored. Students encounter the challenges, goals, and desires of clients and become familiar with resources for performance solutions. Students develop core coaching skills through instruction, role play, self-evaluation, and peer review. **Prerequisite: HPC501**

HPC503 Health and Human Performance Coaching (HHPC): Interpersonal skills (3 units) (45 academic hours)

In this Interpersonal Skills course, students hone their coach-client communication and interpersonal skills. Students research personality types and traits and consider the role of empathy, intuition, compassion, and body language in the coaching relationship. Students learn how to assess clients' natural strengths and potential areas for development for the purpose of supporting their peak performance goals. **Prerequisite: HPC502**

HPC504 Health and Human Performance Coaching (HHPC): Professional skills (3 units) (45 academic hours)

The course introduces essential business information. As students prepare to enter private practice, they will identify the communities they want to serve, while refining their personal approach to coaching and ways to build their reputation. They will create a marketing calendar and business

strategy and apply cumulative skills from earlier courses to write and execute their business plans.

Prerequisite: HPC503

As a result of this series of courses, students will be able to articulate their personal philosophy of health, human performance, and health education. They will also develop a plan for career development and networking activities. To assist in their career development, the courses also address marketing and financial management skills that are applicable to both the coach, and clients who need financial training and assistance.

In each of these four courses, students develop coaching skills through instruction, role play, self-evaluation, and peer review. Additionally, they study, analyze, compare, and contrast the habits and achievements of highly successful individuals across a wide spectrum of endeavors to discover the common threads of excellence.

Students complete 50 hours of health coaching sessions as course assignments. Video conferencing is a common way to deliver coaching. Best practices, as well as innovative methods, for such delivery will be presented and encouraged.

A Health Coach certificate is awarded to qualified health care providers who have applied for the certificate and complete the above series of four health coaching courses.

HPC550 Performance Solutions Portfolio (3 units) (45 academic hours)

Students build a professional portfolio of their work for presentation to employers and clients. The portfolio reflects a refinement and synthesis of performance solutions created in each program course. These solutions go through an iterative process to create the portfolio that showcases the student's philosophy, professional interests, and human performance knowledge and skills. The student may also include work done in their professional life prior to or during the program.

Prerequisites: HPC503, NUT501, NUT511, PSY601

NUT501 Nutrition I: Holistic approaches to wellness and longevity (3 units) (45 academic hours)

This course presents the practice of evidence-based nutrition coaching for optimal health and peak performance. After a review of digestion and metabolism from the perspectives of bioscience and Chinese medicine physiology, students receive a systematic methodology for assessing a client's needs and developing a coaching plan to help the client achieve their goals. The course will use a case-based format to explore a wide range of issues related to food groups, food safety and sourcing, common diets, and the use of diet to achieve optimal health.

NUT511 Nutrition II: Supplemental approaches and peak performance (3 units) (45 academic hours)

Students explore nutrition through the lens of nutraceutical, herbal, supplementation, pharmaceutical and more. Aimed at personal, peak and even extreme performance, the course includes current trends to maximize performance and strategies for effectively coaching clients to manage several of the world's most common health concerns with supplements, lifestyle and the nutritional basics gained from NUT501. **Prerequisites: NUT501, RES501, TCM501**

PHY551 Physiology of Human Performance (3 units) (45 academic hours)

This course introduces the integrative, evidence-informed, systems-based approach to the physiology of health and human performance. Students apply the functional medicine matrix, addressing genomics, biochemical individuality, environmental inputs, and core physiological processes. The physiological effects of mild to intense physical activity are studied. With a foundation in fitness assessment, student address physical, mental, emotional, and cognitive goals. Solutions for common health complaints are also explored. Students and faculty examine the intersection of modern Western and traditional Chinese physiology throughout the course.

Prerequisite: WS212

PSY601 Psychology of Human Performance (3 units) (45 academic hours)

This course explores performance from a psychological perspective in diverse areas such as academics, sports, creative pursuits, work performance and leadership. The students consider various theories of motivation, the role of emotion and personality, and the effect of cultural values and expectations. Students undertake a fascinating comprehensive exploration of flow states, their causes, benefits, risks and role in human performance. **Prerequisites: HPC502, PSY101, RES501, TCM501**

RES501 Evidence Informed Practice (EIP): Performance and scientific literature (3 units) (45 academic hours)

This course presents the importance of EIP and its application. It familiarizes students with the resources available and how to access them. Through their research, students become familiar with the fascinating and challenging ideas in the field of human performance and personal growth. Students demonstrate their ability to analyze conflicting information, compare, contrast, and decide on the relative merit and applicability of the sources.

TCM501 Chinese Medicine: Wellness, longevity, and peak performance (3 units) (45 academic hours)

Chinese medicine has a long history of techniques that improve health and extend the healthy lifespan. This course introduces concepts, methods, and therapies from Chinese medicine that are applicable to coaching, wellness, longevity, and peak performance. It presents historical and modern figures who evidence the results possible from energetic practices (e.g., qigong, meditation, etc.). Particular attention is paid to the traditional Chinese understanding of the causes and prevention of disease, and the preservation of one's inherited constitution through diet and lifestyle. Students will study the correlations between traditional Chinese and modern Western physiology.

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

Elective Options

HCE501 Approved Coaching, Personal Training and Certificate Programs (3 units) (45 academic hours)

Students may be awarded up to three units of elective credit by taking an approved health coaching or personal training programs from such institutions as the CHEK Institute, Egoscue Institute, Institute for Integrative Nutrition, Health Coaching Institute, Human Potential Institute, KionU, or similar Pacific-approved institutions. Programs approved by Center for Credentialing and Education (CCE) or the International Coach Federation (ICF) may also qualify. In addition to completing an approved certificate program, students compare and contrast their course with Pacific's MSHHP curriculum, coaching approach and describe how both programs will contribute to career development and success. **Prerequisite: HPC503**

HCE502 Health & Human Performance: Coaching Practicum (2 units) (60 academic hours)

Students will perform coaching sessions with coaching clients supervised by an experienced coaching practitioner and faculty member. Students will facilitate client's self-directed goal setting and planning. Coaches may provide clients with educational resources related to health and wellness. Coaches do not diagnose or treat any clinical conditions. Coaches do not develop customized nutrition regimens for clients. Coaches do not interpret or provide recommendations to meet the nutritional needs of medically prescribed diets. Standards of practice including ethics, record keeping, policies, HIPAA regulations and standard procedures are reinforced. Students will gain coaching hours that would count towards ICF credentialing. **Prerequisites: HPC501, HPC502**

Acupuncture and Chinese Medicine Courses

- ***IPM800 Integrative Pain Management (2 didactic units) (30 academic hours)***
- ***SE410 Health Care Disparities (1 didactic unit) (14 academic hours)***
- ***SE673 Face Reading (3 Didactic Units) (45 Academic Hours)***
- ***SE690 Medical Qigong (3 didactic unit) (45 academic hours)***

Medical Cannabis Certificate Courses

- ***CAN401 Endocannabinoid System and Pharmacology (3 didactic units) (45 academic hours)***
- ***CAN402 Endocannabinoid System and Pharmacology: Foundations (3 didactic units) (45 academic hours)***

HEALTH COACH CERTIFICATE

As a result of this series of courses, students will be able to articulate their personal philosophy of health, human performance, and health education. They will also develop a plan for career development and networking activities.

To assist in their career development, the courses also address marketing and financial management skills that are applicable to both the coach, and clients who need financial training and assistance.

In each of these four courses, students develop coaching skills through instruction, role play, self-evaluation and peer review. Additionally, they study, analyze, compare and contrast the habits and achievements of highly successful individuals across a wide spectrum of endeavors to discover the common threads of excellence.

Students complete 50 hours of health coaching sessions as course assignments. Video conferencing is a common way to deliver coaching. Best practices, as well as innovative methods, for such delivery will be presented and encouraged.

A Health Coach certificate is awarded to qualified health care providers who have applied for the certificate and complete the above series of four health coaching courses.

Program Learning Outcomes

Graduates of the program will:

1. Exemplify Pacific College's values of integrity, mindfulness, compassion, critical thinking, collaboration and education.
2. Experience the personal benefits of acquiring a broad and deep understanding of health and human performance.
3. Understand the principles of holistic and Chinese medicine as well as modern bioscience and apply both to performance solutions.
4. Compare and contrast multiple coaching models.
5. Develop a philosophy of health and human performance and a personalized method of coaching.
6. Analyze individual and group performance goals.
7. Design, develop, implement, and evaluate performance improvement solutions.
8. Conduct health education to a variety of individuals and groups through multiple media.

The program's learning objectives are directly connected to the college's mission, core values and vision.

HEALTH COACH CERTIFICATE CURRICULUM

The Health Coach Certificate program is comprised of 12 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

HPC501 Health and Human Performance Coaching (HHPC): Personal growth (3 units) (45 academic hours)

This course presents tools for self-discovery and techniques for personal growth applicable to both coach and client: self-assessment, mindfulness, meditation, exercise, journaling, self-reflection, breathing, and more. Students choose one or more to practice and document the journey of wellness as a way of life. This course also presents the key dynamics of the coach-client relationship. Students learn to mobilize the internal strengths of their clients as well as to offer external resources that facilitate achievement of goals.

HPC502 Health and Human Performance Coaching (HHPC): Principles and Practice (3 units) (45 academic hours)

This course presents the concepts, careers, and agencies important to the field of HHPC. It presents multiple approaches to coaching, along with Pacific's unique concept of integrating modern coaching methodology with insights from Chinese medicine. Ethics, safety, scope of practice, regulations, career opportunities are explored. Students encounter the challenges, goals, and desires of clients and become familiar with resources for performance solutions. Students develop

core coaching skills through instruction, role play, self-evaluation and peer review. **Prerequisite: HPC5501**

HPC503 Health and Human Performance Coaching (HHPC): Interpersonal skills (3 units) (45 academic hours)

Students hone their coach-client communication and interpersonal skills. Integral to these, students research personality types and traits, and consider the role of empathy, intuition, compassion, body language, and more. Students learn to teach clients methods by which they can be more effective in their personal and professional communication. **Prerequisite: HPC5502**

HPC504 Health and Human Performance Coaching (HHPC): Professional skills (3 units) (45 academic hours)

To develop their health education skills, students identify important health resources in their communities. They become familiar with essential concepts and agencies, as well as ethical issues in public health education. They apply their evidence-informed practice skills to access health-related information and write health-related articles suitable for publication to varying demographics. **Prerequisite: HPC5503**

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

MASTER OF SCIENCE (MEDICAL CANNABIS THERAPEUTICS)

Educational Purpose

The purpose of the Master of Science in Medical Cannabis Therapeutics program is to prepare graduates to enter the cannabis industry as healthcare providers, advocates, educators, and coaches. Graduates will apply evidence-based, conceptual knowledge to clinical settings, employ patient assessment best practices, and understand considerations and challenges of appropriate dosing guidelines and routes of administration. Additionally, the program prepares graduates to recognize potential safety risks of cannabinoids and cannabis-based medicines and provide recommendations that minimize those risks based on the latest evidence. Furthermore, graduates will possess awareness of how public policy, cultural movements, and societal factors eventually led to laws intended to prohibit cannabis use, and will possess the skills to address the ethical, legal, social justice, and public health issues related to the emergence of legal cannabis models.

Program Learning Outcomes

Upon the successful completion of this program, students will be able to:

1. Explain the anatomical and physiological mechanisms of the endocannabinoid system.
2. Evaluate evidence-based literature to make informed decisions about medical cannabis treatment protocols.

3. Critically assess emerging cannabis legislation in the context of historic, legal, and ethical issues.
4. Practice a culture of harm reduction with medical cannabis for populational health across the lifespan.
5. Apply knowledge of cannabis pharmacokinetics and pharmacodynamics to determine the safety, efficacy, and appropriateness of cannabis use.
6. Apply holistic, person-based care while respecting patient values within the scope of professional practice.
7. Demonstrate a commitment to the therapeutic application of cannabis through advocacy, professional development, and interprofessional collaboration.
8. Evaluate social justice initiatives to ensure equitable access to the cannabis industry and to cannabis health care.
9. Evaluate how bias, structural racism, and social determinants facilitate cannabis healthcare inequities.

Pacific College's Role in Medical Cannabis Education

As a leader in alternative and complementary medicine, Pacific College of Health and Science (PCHS) has a long history of emphasizing herbology, holism, and overall patient wellness. PCHS faculty are trained in the pharmacology of herbs and the incorporation of medicinal herbs into a patient's allopathic medical diagnoses. The MS in Medical Cannabis Therapeutics (MCT) furthers PCHS's program offerings for healthcare providers by expanding the existing (and highly successful) Medical Cannabis Certificate Program (developed in 2019) and will facilitate a better understanding of integrative medicine and patient overall health.

Currently, medical cannabis is legal in 37 states (and in the District of Columbia) and adult use is legal in 18 states plus the District of Columbia. As more states adopt medical and adult use cannabis laws, more patients will use cannabis and healthcare professionals will treat these patients. The Pacific College MCT program provides an opportunity for healthcare professionals to bridge the gap between the cannabis industry and the growing science behind cannabis medicine. The MCT program prepares students to enter the cannabis industry as healthcare providers, advocates, educators, coaches, or entrepreneurs. Students will learn to use cannabis science evidence and holistic approaches to educate, coach, and advocate for cannabis patient populations. Graduates of the MCT program will be recognized as having medical cannabis science expertise and they will be prepared to be leaders in coaching and educating cannabis patients, the general public, policy makers, and the medical community.

Educational Process

The Medical Cannabis program is offered online, using a combination of live classes and self-paced weekly assignments. For each seven-week course, two to three weeks are comprised of live classes, while the rest is asynchronous coursework with defined outcomes.

MASTER OF SCIENCE (MEDICAL CANNABIS THERAPEUTICS) CURRICULUM

The Master of Science (Medical Cannabis Therapeutics) program is comprised of 30 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

CAN510 Introduction to Medical Cannabis History and Policy (3 units) (45 academic hours)

In this course, students will explore the history of medicinal and recreational cannabis use, including its ubiquitous use in antiquity across multiple cultures and geographical regions. Students will learn about cannabis use in the West and how public policy, cultural movements, and societal factors eventually led to laws in the U.S. intended to prohibit cannabis use. Furthermore, students will learn about the criminalization of cannabis in the twentieth century, an era that was characterized by a dominant anti-drug sentiment in both public opinion and government policy that is now referred to as the War on Drugs. Emphasis will be given to the exploration of how policies, international treaties, and historical figures influenced the modern regulation of cannabis.

CAN410 Introduction to the Endocannabinoid System (3 units) (45 academic hours)

In this course, students will be introduced to the human endocannabinoid system and will discuss basic anatomy and physiology of the ECS. This course introduces foundational concepts, such as how endogenous cannabinoid ligands bind with receptors and how enzymes metabolize those compounds. The course will also introduce phyto- and synthetic cannabinoids to enable students to assess how these compounds interact with the ECS. Finally, students will learn about clinical endocannabinoid deficiency and how to upregulate endocannabinoid tone.

CAN515 Therapeutic and Medicinal Uses of Cannabinoids, Terpenes, and Flavonoids (3 units) (45 academic hours)

In this course, students will explore healthcare-relevant botany of cannabis plants and facets of cannabis product chemistry and laboratory testing that facilitate better healthcare decisions. Students will learn about the taxonomy of cannabis, common and rare secondary metabolites, and the biosynthetic pathway of those compounds. Furthermore, students will evaluate the evidence supporting the concept of entourage effect and propose potential mechanisms of action. Finally, students will learn about basic techniques used to test cannabis compounds and cannabis products, and students will learn to identify toxins that should not be present in cannabis products.

Prerequisite: CAN410

CAN525 Advanced ECS and Cannabinoid Pharmacology (3 units) (45 academic hours)

In this course, students will build on their understanding of the anatomy and physiology of the endocannabinoid system—including the receptors (their locations throughout the body and their physiological relevance), endogenous ligands, and enzymes that metabolize those ligands—and how those parts work together to facilitate biological homeostasis. A focus of this course will be on advanced concepts related to cannabinoid pharmacokinetics and pharmacodynamics. While the emphasis on this course is not botany, some attention will be given to cannabinoids and other compounds in the cannabis plant that interact with and influence the ECS. For example, students

will evaluate how different routes of administration impact the absorption, distribution, metabolism, and elimination of phytocannabinoids. Finally, this course goes beyond the discussion of the cannabinoid receptors and explores how non-cannabinoid receptor mechanisms can influence the ECS. **Prerequisite: CAN515**

CAN530 Cannabis Research and Evidence-Based Literature Review (3 units) (45 academic hours)

In this course, students will analyze, synthesize, and utilize cannabis science information and evidence in meaningful and effective ways. This course prepares the learner to support, educate, and coach patients, other healthcare professionals, and the general public with evidence-based information. The learner will focus on the research analysis process and how to create an evidence-based literature review on a healthcare-cannabis science related topic. **Prerequisite: CAN525**

CAN535 Ethics, Advocacy, and Public Health: Emerging Issues for Healthcare Professionals (3 units) (45 academic hours)

As cannabis prohibition evolves into legal regulation, the cannabis healthcare professional must be adequately prepared to address the many ethical, legal, social justice, and public health issues related to emergence of legal cannabis models. In this course, students will explore public health policy related to the regulation of medical and adult use cannabis with an emphasis on how a harm reduction approach might be utilized.

Furthermore, this course will focus on whether the implementation of social equity and diversity and inclusion programs have helped communities and individuals who have been disproportionately impacted by the war on drugs. Finally, students will evaluate how current and proposed legislation and related ethical questions impact the role medical cannabis healthcare providers. **Prerequisite: CAN530**

CAN540 Adverse Effects, Product Safety, and Patient Recommendation Considerations (3 units) (45 academic hours)

This course will discuss the role of pharmacovigilance in cannabinoid therapeutics as it relates to adverse effects, product safety, and patient outcomes. Cannabinoids and cannabis-based medicine can produce adverse drug reactions (ADRs) that can occur unintentionally when taken outside of their therapeutic range. Incidence and severity of ADRs will vary based on cannabinoid, dose, route of administration, age, genetics, comorbidities, other medications, and gender. Students will learn to recognize potential safety risks of cannabinoids and cannabis-based medicines and provide recommendations that minimize those risks based on the latest evidence. **Prerequisite: CAN535**

CAN600 Cannabinoid Therapeutics I: Clinical Applications for Symptom Management (3 units) (45 academic hours)

In this course, students are introduced to assessment, symptom management, and therapeutic dosages for cannabis patients. Additionally, students will explore the therapeutic effects of cannabinoids for symptom management. Scientific and clinical evidence will be used to support the clinical use of cannabinoids in a safe and effective manner. The Cannabinoid Therapeutics courses focus on the physiology, pathophysiology, and evidence-based cannabinoid treatment strategies for psychiatric, neurological, gastrointestinal, oncological, cardiovascular, immunological, respiratory, and musculoskeletal disorders. **Prerequisite: CAN540**

CAN605 Cannabinoid Therapeutics II: Clinical Applications for Chronic Conditions (3 units) (45 academic hours)

In this course, students will explore the therapeutic effects of cannabinoids on specific conditions and disease states. Scientific and clinical evidence will be used to support the clinical use of cannabinoids in a safe and effective manner. The Cannabinoid Therapeutics courses focus on the physiology, pathophysiology, and evidence-based treatment strategies for psychiatric, neurological, gastrointestinal, oncological, cardiovascular, immunological, respiratory, and musculoskeletal disorders. **Prerequisite: CAN600**

CAN610 Capstone (3 units) (45 academic hours)

The Capstone course is a culminating experience in the MCT program that includes a seminar series and the completion of the student's independent capstone project. Students will complete an independent project with the guidance of a course instructor. The capstone project enables students to demonstrate mastery of all program competencies by applying theoretical concepts to real-world settings. For example, students might elect to participate in an organizational setting of their choice—a hospital, integrative clinic, community agency or non-profit organization, a cannabis business, and so forth—where they will independently define a problem or opportunity and determine the information, platform, or technique required to address the problem or opportunity. The capstone project should produce a net-positive difference for the cannabis or healthcare community. Seminars will focus on professionalism within the medical cannabis industry and will discuss how cannabis industry thought leaders can use transformative change models to develop advocacy and legislative strategies in the medical and adult use cannabis industries. Students will consider specific plans for growth as expert leaders and advocates within the medical cannabis field. **Prerequisite: CAN605**

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

MEDICAL CANNABIS CERTIFICATE

The goal of Pacific College's Medical Cannabis Certificate for healthcare providers is to produce healthcare providers who can help coach patients on the therapeutic effects of the medicine, self-titration approaches, self-exploration of the medicine, and ingestion methods, while promoting overall health and well-being. To help nurses, the National Council of State Boards of Nursing (NCSBN) produced guidelines in July of 2018 outlining what a nurse should know about medical cannabis with six essential areas of knowledge and skills. Pacific College believes that these needs are universal and appropriate for all healthcare workers and clinicians working with medical cannabis patients and has used these guidelines as the basis for its healthcare provider Medical Cannabis Certificate.

It has also been recognized that these guidelines can be helpful in supporting the non-healthcare provider who is interested in pursuing serious study in order to enter into the medical cannabis industry as a consultant, coach, or entrepreneur. For these reasons, Pacific College created a second track for non-healthcare providers with at least an associate degree.

Program Learning Outcomes

Graduates of the program will:

1. Explain how cannabis works in the human system.
 - a. Understand the physiology of the endocannabinoid system.
 - b. Describe the pharmacokinetics and pharmacodynamics of medicinal cannabis in relationship to supporting homeostasis.
 - c. Define how holistic modalities upregulate the endocannabinoid system.
 - d. Explore the evidence of cannabis effectiveness with specific diseases.
2. Understand the social issues related to cannabis.
 - a. Know the historical, legal, and ethical issues related to the prohibition and legalization of cannabis.
 - b. Consider how one's professional role and standards/scope of professional practice relate to supporting patients' use of medicinal cannabis.
3. Consult with patients on safe and effective use of cannabis.
 - a. Provide coaching regarding the general use of cannabis for pain, PTSD, and other health-related issues.
 - b. Identify indications of possible abuse and adverse side effects of cannabis.
 - c. Define how cannabis can fit into a healthy lifestyle.
 - d. Explore how the endocannabinoid system can be upregulated to enhance homeostasis.
4. Use a modern holistic approach to healthcare.
 - a. Apply humanistic, culturally competent, person-based care or advice while respecting personal and family values.
 - b. Conduct evidence-based cannabis research.
 - c. Use reflective practice and critical thinking to evaluate outcomes.
 - d. Communicate effectively with the entire interprofessional team.
 - e. Define best business approaches and healthcare marketing practices related to cannabis.

MEDICAL CANNABIS CERTIFICATE CURRICULUM: HEALTHCARE PROFESSIONALS

The Medical Cannabis Certificate program is comprised of 8 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

CAN401 Endocannabinoid System and Pharmacology (3 didactic units) (45 academic hours)

This course focuses on the human endocannabinoid system and pharmacology of cannabis. At the end of the course, students can explain the physiology of the endocannabinoid system and how cannabis interacts with that system. Students describe the pharmacokinetics and

pharmacodynamics of medicinal cannabis. Students examine evidence-based cannabis research and identify populations at risk for use of cannabis. Drug-drug interactions and adverse effects of cannabis are identified. Routes of cannabis administration are described. **Prerequisite: Pharmacology course (WS451e or WS651).**

CAN411 Medical Cannabis Clinical Guidelines and Professional Practice (3 didactic units) (45 academic hours)

This course focuses on the clinical applications of medical cannabis in the treatment of patients and promoting health and wellness. At the end of the course, students can explain how cannabis can be useful with a variety of conditions. The learners will be able to coach people around how to best incorporate cannabis into their health management and self-care routines. **Prerequisite: CAN401**

CAN421 Cannabis Care Capstone (2 didactic units) (30 academic hours)

Students focus on advocacy of vulnerable populations and professionalism within the medical cannabis industry. Exploration of case studies and use of coaching and motivational interviewing to support vulnerable populations are emphasized. The student designs a clinical professional project that aligns with their goals as a cannabis healthcare practitioner. **Prerequisite: CAN411**

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

MEDICAL CANNABIS CERTIFICATE CURRICULUM: FOUNDATIONS

CAN402 Endocannabinoid System and Pharmacology: Foundations (3 didactic units) (45 academic hours)

This course focuses on the human endocannabinoid system and the therapeutic components of cannabis. At the end of the course, the student will explain the basic physiology of the endocannabinoid system and how cannabis interacts with that system. Students will describe the cannabinoids and terpenoids found in cannabis. Clinical endocannabinoid deficiency will be explained. Students will explore evidence-based cannabis research and identify populations at risk for use of cannabis. Students will assess the benefits and challenges of each route of cannabis administration.

CAN412 Medical Cannabis Guidelines and Professional Practice (3 didactic units) (45 academic hours)

This course focuses on the application of medical cannabis in the promotion of health and wellness. Students explore the history of cannabis prohibition and regulation in relation to their roles as advocates. The learners will be able to advocate for populations and coach people around how best to incorporate cannabis into their health management and self-care routines. At the end of the

course, students can explain how cannabis can be useful with a variety of conditions in line with their state regulations and scope of practice. **Prerequisite: CAN402**

CAN422 Cannabis Industry: Foundations Capstone (2 didactic units) (30 academic hours)

This course introduces students to business concepts unique to the cannabis industry. This course provides an overview of the state of the industry: it's current size, growth trends, predictions, and the inherent risks, such as funding, banking, insurance, licensure, among others. This course includes a review of product considerations about which business retailers and clinicians should be aware and emphasizes advocacy responsibilities and opportunities. These concepts support a capstone project that provides clarity around the student's area of interest within the cannabis space. **Prerequisite: CAN411 or CAN412**

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

BACHELOR OF SCIENCE (PUBLIC HEALTH EDUCATION AND PROMOTION)

Helping individuals and communities assess and improve health holistically has never been so important. Our population is aging, millions are being infected by the coronavirus, and many more suffer from chronic stress and anxiety-related disorders, while individuals and communities struggle to respond. Public Health Education graduates provide an extremely valuable service to their fellow human beings. Health educators focus on helping groups of people, from family units to large urban communities, to develop educational campaigns and programs promoting healthy habits and environments.

A Bachelor of Science in Public Health Education and Promotion (PHEP) is for those that are passionate and inspired to help individuals and populations prevent disease and achieve optimal physical, mental, and emotional health and wellness. Students graduate from the program with foundational knowledge in health promotion planning, implementation, and evaluation.

Program Learning Outcomes

1. Demonstrate comprehension and application of theories and processes involved in holistic health behavior change that address mind, body and spirit connection
2. Demonstrate health promotion program planning rationale development and needs assessment through the preparation of basic written health promotion program proposal
3. Explain the significance of health theory models and major components for planning a health promotion program
4. Discuss various strategies for implementing holistic health promotion programs, and the mind, body spirit concerns that need to be addressed prior to implementation

5. Apply health promotion program evaluation steps and basic research and analysis guidelines for program data (e.g. quantitative vs. qualitative, data scale, validity, reliability, reduction, sampling, etc.)
6. Discuss various strategies for implementing holistic health promotion programs, and the concerns that need to be addressed prior to implementation
7. Explain the various types of health promotion program evaluations, the advantages and disadvantages associated with each type, and the steps in selecting an evaluation design for a health promotion program
8. Engage community, coalitions, and stakeholders in identifying resources for addressing the mind, body and spirit health issues around planning advocacy efforts
9. Demonstrate skills required for obtaining, disseminating, and communicating health information effectively using a variety of strategies, methods, and techniques tailored to priority populations
10. Demonstrate skills required for managing fiscal resources, human resources, and partnerships involved in the administration of health promotion programs
11. Apply ethical conduct on interprofessional teams

BACHELOR OF SCIENCE (PUBLIC HEALTH EDUCATION AND PROMOTION) CURRICULUM

The Bachelor of Science (Public Health Education and Promotion) program is comprised of 120.5 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

BIO101 General Biology (General Education Course) (2 didactic units; .5 lab unit; Total: 2.5 units) (45 academic hours)

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

ENG101 English Composition (General Education Course) (3 didactic units) (45 academic hours)

This course develops written communication skills through analyzing reading passages, understanding rhetorical forms and proper style, and producing organized grammatical and effective writing

HEP101 Profession of Health Education & Health Promotion (3 didactic units) (45 academic hours)

In this course, you will learn about the spectrum of public health and health coaching professions. You will learn how health education professionals help individuals achieve their health goals and behavior change while at the same time helping groups of communities plan, implement and

analyze health initiatives. You will emerge with a broad understanding of the rich jobs and careers in public health education and promotion.

HEP111 Contact Tracing and Case Investigation (.5 didactic units) (7.5 academic hours)

This course provides an overview of contact tracing, the presentation of COVID-19 with evidence for how it is transmitted, and resources to effectively communicate with populations most impacted by COVID-19. Most of all, this course will help you build your communication and motivational interviewing skills to gain trust and build rapport with those contacted.

HEP121 Essential concepts of Health Education & Health Promotion (3 didactic units) (45 academic hours)

This course introduces you to the concepts that guide individual and community health education practices. You will be given the opportunity to bring your experiences to life by using health concepts to create health education and promotion goals that encourage and support the mind, body, and spirit connection. **Prerequisite: HEP101**

HEP131 Health Promotion: Policy, Management and Administration (3 didactic units) (45 academic hours)

Budgeting, personnel, and policies for managing health promotion programs are an important part of public health education. In this course, you will apply these concepts to your health organization solutions. **Prerequisite: HEP101**

HEP201 Epidemiology (3 didactic units) (45 academic hours)

In this course, you will formulate skills to interpret disease and the impact on the mind-body connection on wellbeing by applying epidemiology concepts and breaking down the root causes of disease. **Prerequisite: HEP101**

HEP211 Essential of Data Analysis (3 didactic units) (45 academic hours)

This hands-on course presents methods of acquiring qualitative information through observation and focus groups, and quantitative data through surveys and polls. You will explore research studies and improve your confidence in using them to create health solutions. **Prerequisite: HEP101**

HEP231 Environmental Health (3 didactic units) (45 academic hours)

This course offers examples of hazardous agents that can impact health and decrease the body's ability to respond to contaminants. You will get to discover what affects the global environment, including the biological, physical, and chemical threats to human health of the mind, body, and spirit. **Prerequisite: HEP101**

HEP301 Methods of Health Education (3 didactic units) (45 academic hours)

You will learn proven methods to educate individuals and communities about health concerns, and develop communication skills while creating holistic health education materials for diverse populations. **Prerequisites: HEP101, HEP121, HEP131, HEP201, HEP211, HEP231**

HEP311 Social Determinants of Health and Health Behavior (3 didactic units) (45 academic hours)

This course examines how race, ethnicity, and health intersect. It explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation, and the ways in which they contribute to inequalities in health and how health behavior is impacted. You will research health topics and populations to find out how health behavior is formed. **Prerequisites: HEP101, HEP121, HEP131, HEP201, HEP211, HEP231**

HEP331 Health Promotion Program Planning & Implementation (3 didactic units) (45 academic hours)

This course explores the systems used to support positive health outcomes. You will practice budgeting, logistics, and working with your intended community to better plan and implement holistic health initiatives. **Prerequisite: HEP311**

HEP351 Health Promotion Program Evaluation (3 didactic units) (45 academic hours)

This course provides methods to assess the effectiveness of the programs you created. They will help you revise your programs to improve your results. **Prerequisites: HEP311, HEP331**

HEP401 Health Communication and advocacy (3 didactic units) (45 academic hours)

In this course, you will further develop your communication skills by using a variety of media strategies that advance public health policies and promote positive social change. You will sharpen your personal presentation skills and ability to use modern communication media. **Prerequisite: HEP301, HEP351**

HEP411 Preparation for Certified Health Education Specialist Exam (3 didactic units) (45 academic hours)

This course will prepare you to take the Certified Health Education Specialist Exam. The Certified Health Education Specialist examination (commonly known as the CHES exam) was developed by the National Commission for Health Education Credentialing. Many employers take CHES certification into consideration when making hiring decisions. **Prerequisite: HEP401**

HEP421 Applied Projects in Health Education and Health Promotion (3 didactic units) (45 academic hours)

In this course, with the help of your faculty, you will build a healthcare project for a public or private health organization, providing an opportunity to apply theory to a real-world setting. **Prerequisite: HEP401**

OM511 Fundamentals of Chinese Medicine 1 (3 didactic units) (45 academic hours) Fundamentals of Chinese Medicine (FCM)1 begins the comprehensive study of the basic theories of Chinese medicine, including qi, blood, fluids, five phases, and viscera-bowel (zang-fu) physiology.

QR201 Quantitative Reasoning (3 didactic units) (45 academic hours)

Quantitative reasoning (QR) is the application of mathematical concepts and skills to solve real-world problems. QR201 is designed to stimulate interest in and appreciation of mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live.

In this course students are introduced to quantitative reasoning, the use of mathematical principles, and critical thinking to solve real-world problems. Topics include using Excel and other software

applications to apply basic mathematical concepts to a set of data, problem solving, units of measure, percentages and ratios, exponential growth and decay, linear and exponential models, managing money, simple and compound interest.

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

WS251 Biology for Public Health Professionals (3 didactic units) (45 academic hours)

This course explores the biological basis of human disease and the role public health measures play in reducing both the extent and impact of chronic and acute dysfunction on individuals and society. The course provides an overview of the mechanisms of physiological dysfunction, pathogenesis and consequences of the most common disorders as they relate to the major organ systems. This course also explores the pathology and general health management of disease and injuries across the human lifespan through a lens of public health and health education.

WS111 Anatomy and Physiology 1 (Bones and Muscles) (2 didactic units, .5 lab unit) (45 academic hours)

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

WS208: Integrative Health and Nutrition (3 didactic units) (45 academic hours)

This course explores the principles of improving the health of the population through improved nutrition. We will review healthful dietary practices and the role of vitamins, minerals, and other nutraceutical products used in integrative healthcare settings. This will include an in-depth survey of past and current dietary trends in the USA in the last 3 decades. We will explore the key role of health promotion and disease prevention through improved nutrition, also looking at how public policy is developed and implemented, and how to advocate for public health. We'll look at the role of Federal Agencies; and how to assess, plan, and evaluate nutrition services for different types of communities, especially those at risk.

WS212 Anatomy and Physiology 2 (Function of Organs) (3 didactic units) (45 academic hours)

This course presents the anatomy and physiology of the body's major organ systems, including the Skeletal System, Muscular System, Nervous System, Sensory System, Endocrine System, Blood, Cardiovascular System, Lymphatic System, Digestive System, Respiratory System, Urinary System and Reproductive System. **Prerequisite: WS111**

Elective Options

Health Coach Certificate Courses

- *HPC501 Health and Human Performance Coaching (HHPC): Personal growth (3 units) (45 academic hours)*
- *HPC502 HHPC: Principles and Practice (3 units) (45 academic hours)*
- *HPC503 HHPC: Interpersonal Skills (3 units) (45 academic hours)*
- *HPC504 HHPC: Professional Skills (3 units) (45 academic hours)*

Acupuncture and Chinese Medicine Courses

- *OM501 Philosophical and Historical Foundations of Chinese Medicine (3 didactic units) (45 academic hours)*
- *OM511 Fundamentals of Chinese Medicine 1 (3 didactic units) (45 academic hours)*
- *SE602 Emotional and Spiritual Healing in Asia (3 didactic units) (45 academic hours)*
- *WS204 Biological Aspects of Physics (2.5 didactic units) (37.5 academic hours)*
- *WS207 Survey of Biochemical Principles (2 didactic units) (30 academic hours)*
- *WS651 Pharmacology (2 didactic units) (30 academic hours)*

Bachelor of Science in Nursing Courses and Electives

- *NR433e Cultural Paradigms (3 didactic units) (45 academic hours)*
- *NR441e Spanish for Healthcare Providers (3 didactic units) (45 academic hours)*
- *WS423 Psychoneuroimmunology (3 didactic units) (45 academic hours)*

Massage/Bodywork Courses

- *BT257 Introduction to Kinesiology (2 didactic units, .5 lab unit) (45 academic hours)*

Medical Cannabis Certificate Courses

- *CAN402 Endocannabinoid System and Pharmacology: Foundations (3 didactic units) (45 academic hours)*
- *CAN411 Medical Cannabis Guidelines and Professional Practice (3 didactic units) (45 academic hours)*
- *CAN421 Cannabis Care Capstone (2 didactic units) (30 academic hours)*

Holistic Nursing Programs

Nursing Program Vision

The Pacific College of Health and Science Nursing program will be a leader in advancing holistic nursing through its embodiment of holistic core values and professional standards of practice, education, coaching, leadership, and research that influence the cultural evolution of healthcare systems, the well-being of all people, and the planet.

Nursing Program Mission

The Nursing program, as an integral part of Pacific College of Health and Science, is dedicated to holistic caring practice approaches toward self and others with undergraduate, graduate, and certificate programs grounded in holism and the art and science of nursing. Faculty support the

College's core values and mission through educating and inspiring compassionate and skilled nurse leaders within an environment that honors connection, diversity, equity, and inclusivity.

Nursing Philosophy

The nursing faculty at Pacific College of Health and Science acknowledge that becoming holistic nurse leaders in transforming health care starts with self-reflection and self-awareness and expands out to clients, patients, families, significant others, populations, and communities. Nursing is an art and a science emanating from a caring-healing framework. Holistic nursing has healing the whole person as its goal, recognizing the interrelationship existing within the unified bio-psychosocial-cultural-spiritual-energetic-environmental dimensions of the person.

People/Person/Individuals is/are the recipient(s) of holistic nursing services. Holistic nursing emphasizes interconnectedness within and between self, others, and nature and spirituality. Its focus is on protecting, promoting, and optimizing health and wellness, assisting healing, preventing illness and injury, alleviating suffering, and supporting all 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 of health, illness, health beliefs and values, equity, and inclusion. The nurse becomes a collaborative partner with clients and support systems, valuing significant others and meaningful influences in a mutually evolving process toward healing, balance, and connectedness that draws upon many attributes central to holistic nursing: knowledge, theories of wholeness, research and evidence-based practice, expertise, caring, and intuition. The nurse focuses on integrating self-reflection, self-care, self-compassion, and self-responsibility into their personal and professional life. The nurse advocates for quality healthcare, access to and equitable distribution of healthcare resources, and the evolution of the healthcare system to a more caring and just culture.

Philosophical Principles of Holistic Nursing

Person

- There is unity, totality, and connectedness of everyone and everything (e.g., body, mind, emotion, spirit, sexuality, age, environment, social/cultural context, belief systems, and relationships).
- Human beings are unique and inherently whole, valuable, and evolving.
- People find meaning and purpose in their own life, and experiences. All people have an innate power and capacity for self-healing. Health/Illness is subjectively described and determined meaningful by the view of the individual. Therefore, the person is honored in all phases of their healing process regardless of expectations or outcomes. People/Person/Individuals may be on a continuum of health, healing, and wellbeing within and/or outside of the health care delivery system.

Healing/Health

- The experiences of health, illness, and limiting conditions are teachers and a natural part of life that engender opportunities for self-awareness and growth.

- Health is seen as dynamic balance, integration, harmony, right relationship, and a feeling of well-being, not just the absence of disease, illness, or limiting condition. Holistic nursing's focus is on facilitating health promotion, disease prevention, health restoration, lifestyle patterns and habits, and comfort and inner peace.
- People are empowered when they assume personal responsibility for choices and relationships that influence their health, healing, and well-being.
- The process of healing entails more than treating signs and symptoms. Healing can take place without curing.

Nursing Practice

- Nursing practice is a science (critical thinking, reflection, evidence/ research/theory as underlying practice) and an art (intuition, creativity, presence, self/personal knowing as integral to practice).
- Holistic nursing practice is founded on the values and principles of ethics/ethos of holism, caring, moral insight, dignity, integrity, competence, responsibility, accountability, and legality.
- Holistic nursing practice is guided by the holistic caring process, whether used with individuals, families, population groups, or communities.
- Holistic nursing practice encompasses all significant actions taken in providing culturally, ethically, respectful, compassionate, and responsive care to all persons.
- Holistic nurses, as visionaries, are prepared for futuristic healthcare needs, including the aging population
- The holistic nurse practices self-reflection and self-care to promote personal growth and professional development.
- The nurse uses their authentic self as the healing environment.
- The nurse implements interventions, which include various paradigms of health and healing including holistic, complementary, and integrative healthcare approaches that enhance the body-mind-emotion-spirit connectedness.
- The nurse actively participates in interprofessional caring collaboration to promote wellness, health, and healing with patients, colleagues, and communities.
- The nurse acts as an innovative change-agent to develop and sustain caring cultures.
- The nurse advocates for the rights of access to and equal distribution of healthcare for all persons.
- Holistic nurses advocate for environmental conditions and policies that foster health, wellness, well-being, and healing for all people and the natural world.
- The nurse participates in activities that contribute to the improved health of communities, the environment, and the planet.

Environment

- Holistic nurses honor the ecosystem and their relationship with and need to protect and heal it, as all is connected.
- Humans are in constant interaction with their environment. This includes the physical, social, psychological, cultural, spiritual characteristics; external and internal features; animate and inanimate objects; climate; seen and unseen vibrations, frequencies, and energy patterns not yet understood in which persons/groups live and function (Luck & Keegan, 2016).

- The World Health Organization defines environment, as it relates to health, as “all the physical, chemical, and biological factors external to a person and all the related behaviors” (WHO, 2017, p. 22).
- Environmental health integrates numerous interacting factors such as safety and security; it is not simply a result of physical aspects such as air quality and temperature.

Our Educational Philosophy

In the PCHS nursing programs, we strive to nurture safe, respectful, creative, and thriving learning environments that inspire. Our faculty are role models and thought leaders in the holistic nursing field, and our courses are designed for professional and personal growth, where our graduates have expertise in holistic nursing and the mutually evolving process toward healing, balance, and wholeness within self, of others and environments.

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; responsible for their learning; 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.

Curriculum Concepts

The following concepts are embedded throughout the undergraduate and graduate holistic nursing curricula:

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

- Healthcare systems

Our RN-to-BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is endorsed by the American Holistic Nursing Credentialing Center (AHNCC). Our MSN in Holistic Nursing Education is in ACEN Candidacy status.

In addition, within the design of our curricula is the guidance of core values, scope and standards of nursing practice by the American Nurses Association (ANA), National League for Nursing (NLN), American Academy for Colleges of Nursing (AACN) 2021 Essentials, Accreditation Commission for Education in Nursing (ACEN), the American Holistic Nurses Association (AHNA), Association of Professional Development (ANPD) (for the MSN), the American Nurses Credentialing Center (ANCC), and the American Holistic Nurses Credentialing Center (AHNCC).

MASTER'S IN NURSING (HOLISTIC NURSING) PROGRAM FOR REGISTERED NURSES

MSN Program Overview:

The MSN in Holistic Nursing Education program at PCHS is one of 15 holistic nursing programs in the U.S. It has the first master's degree for nurse coaching in the country. The program includes a personally and professionally transformative learning experience that reinforces the holistic nursing perspective through self-care and resilience, evidence-based practice of traditional and non-traditional approaches to health and healing, reflective practice, and a strong relationship-centered practice to nurture safe learning and practice environments.

Our undergraduate and graduate holistic nursing programs are innovative, complexity-inspired, and geared toward the transformation of nurse leaders, nursing education, nursing practice and healthcare systems. PCHS's goal of supporting holistic nursing practice will also aid to advance health and wellness in the world.

The MSN in holistic nursing education course work is 40 credits and the didactic courses are completely online, with 2 specialty tracks for the nurse educator and nurse coach. The clinical and lab components (indicated in course descriptions) take place in the student's locale/community or virtually. Faculty works with the student to determine clinical/lab experiences that meet the course requirements. Respectively, our holistic MSN program qualifies our students to sit for the National League for Nursing (NLN) board certification as a nurse educator (CNE) and the American Nurses Credentialing Center (ANCC) nurse professional development specialist (NPD-BC), provided you have the requisite experience. Graduates will be eligible to sit for the American Holistic Nurses Credentialing Center (AHNCC) board certification as a holistic nurse, advanced holistic nurse or nurse coach.

Graduates of the program will be prepared to be leaders in nursing education and nurse coaching. Two tracks are available:

- **TRACK 1: Nurse Educator** – This track is for the nurse who seeks to teach in academia and make a difference through holistic nursing education. This work can also be done in clinical areas, staff development and specialty education (i.e., Diabetes Nurse Educator), in the

hospital, community or private practice. The Professional Development Specialist is another role for the nurse educator who wishes to support individuals, organizations, and/or systems through clinical advancement and role transitions, mentoring, education, developing programs, meeting set goals, and shifting into healthy work environments.

- **TRACK 2: Nurse Coach** – This track is for the nurse leader who desires to support co-creative partnerships, wellness and transformation in individuals, organizations and communities. The Nurse Coach may work in private practice or use these skills within their current position or as a consultant or coach within the organizations where they work.

MSN Program Learning Outcomes

Upon completion of the MSN program, the graduates will be able to:

1. Articulate a personal and professional philosophy about the Advanced Practice Nursing role that reflects a caring-healing framework, Relationship-centered Care, respect for diversity, equity, inclusion and social justice, and a commitment to supporting human rights.
2. Apply critical thinking, creative problem solving, and decision-making based on a synthesis of theories, evidence from nursing and other sciences, arts, humanities, and reflective practice.
3. Role model advanced professional holistic nursing practice role competencies related to direct clinical care and educational, coaching, and leadership outcomes.
4. Evaluate evidence-based scientific and holistic knowledge and utilize the most current practice information, while educating learners, patients/clients, communities, other nurses and healthcare staff, and/or coaching clients.
5. Co-create policy change and caring-healing environments through transformational leadership in all practice and educational environments.
6. Exemplify leadership and the ability to collaborate within diverse, interprofessional teams, organizations and systems.
7. Implement and integrate knowledge of professional nursing codes and standards to provide exemplary ethical practice within the boundaries of sound legal guidelines.
8. Ensure adherence to quality and safety knowledge with appropriate utilization of health and information technology.
9. Model effective written, verbal, technological, and holistic communication skills that influence achievement of professional, client, and learner outcomes in organizational, practice, educational, and legislative/policy settings.
10. Utilize established models and current evidence-based practice in health promotion, disease prevention, wellness care and population health to achieve high quality, holistic, and cost-effective health outcomes.
11. Prioritize a professional commitment self-care, life-long learning, and reflective practice.

MASTER'S IN NURSING (HOLISTIC NURSING) CURRICULUM

TTS101 Technology Training for Online Students (0 units) (0 hours)

This course introduces the online services of Pacific College and Moodle, the learning management system. The learning modules cover common activities used for the online portions of your courses.

The modules show the various types of activities and resources found in courses and information needed to complete class activities and assignments.

BASIC CORE COURSES

NR504 Perspectives in Holistic Nursing (3 didactic units) (45 academic hours)

This course examines the philosophical and theoretical foundations of the holistic paradigm and holistic nursing. Information needed to apply caring as the essential concept for holistic nursing practice, research, leadership, coaching, and education is examined. Concepts include health, the self, body-mind-spirit-emotion-energetic-environmental wellness and healing. Caring, presence, consciousness, interconnectedness, relationship, and balance are also examined. Focused analyses will also encompass transforming one's personal pattern of wholeness to strengthen the practice of compassionate care of self and others. Students will learn evidence informed integrative practices for their own self-care and in the care of others based on holistic theory, philosophy, principles and multiple ways of knowing. **Prerequisites: BSN.**

WS423 Psychoneuroimmunology (3 didactic units) (45 academic hours)

This course examines the pathways between emotional perception and the body's physiological response. The interaction between psychosocial factors, stress, the immune system and the brain and their overall relation to both health and illness will be explored. The physiology and anatomy of the immune and neuro-endocrine 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 basis for future research, as the rationale for therapeutic interventions or as the motivator for a change in lifestyle. **Prerequisite: BSN, Pathophysiology (W331e or equivalent), or by permission**

NR601 Theories of Learning and Change (3 didactic units) (45 academic hours)

This course introduces the concept of learning, ways/patterns of knowing, select theories of learning, learning styles, theories/approaches to change and how these inform learning design and teaching/evaluation practices. Particular attention is paid to learner-centered theories, adult learning, and learning as a holistic phenomenon. Meaningful change is an integral part of the learning process, whether learning new skills, new information, or helping others to learn and change. The advanced holistic nursing student becomes skilled in assessing learning needs, such as health literacy, diversity, and learning style. Identifying facilitators and barriers to learning; and facilitating learning and learner development in various settings including the classroom, online, clinical setting, academic setting and/or private coaching setting. **Prerequisites: NR504, WS423**

NR602 Research, Evidence-Based Practice, and Quality Improvement (3 didactic units) (45 academic hours)

Scholarship is integral to the nurse educator role and the nurse coach role. This course focuses on advanced knowledge in research methods and designs, e.g., quantitative, qualitative, translational and evidence-based practice utilization in the classroom or clinical settings. Holistic nursing research is also reviewed. Students will be leaders in designing quality improvement and safety initiatives. Methods of inquiry for knowledge development and the interrelationship among theory,

research and evidence-based practice, are explored. Emphasis is placed on research utilization and translation to practice. **Prerequisites: NR504, WS423**

NR603 Advancing Nursing Leadership Through Transformative Practices (2 didactic units; 1 clinical; Total: 3 units) (75 academic hours)

This course provides the advanced holistic nursing leader with a strong grounding in complexity science and 21st century frameworks for transformative leadership with individuals in various practice settings. From educational and coaching standpoints, learners will become strong leaders in their ability to appraise practice situations and role model caring consciousness and cultural responsiveness through interprofessional collaboration with a variety of complex-adaptive systems. Systems covered will include socioeconomic, ethico-legal, policy, advocacy, and population health. The learner will complete 45 clinical hours. **Prerequisites: NR504, NR601, NR602, WS423 (or by permission of instructor)**

DIRECT CARE CORE

NR503 Advanced Pharmacology for Holistic Nurses (1 didactic unit) (15 academic hours).

This course is designed for nurses pursuing a Master of Science in nursing education and coaching. Students will learn how to educate and coach others holistically regarding the use of the most common prescription, over the counter, and dietary supplements. Safety of medication administration principles includes holistic assessment, ethical-legal aspects, cultural sensitivity, use of evidence, life-span considerations, and education. Unique to this course, drug-drug, drug-herb, drug-supplement, drug-food and other interactions and their applications to the Absorption/Distribution/Metabolism/Elimination (ADME) protocol are addressed. In addition to medicine and supplementation, the holistic nurse's role with respect to complementary and integrative approaches to health and wellness will be highlighted.

NR604 Advanced Integrative Pathophysiology, Holistic Health Assessment, and Pharmacology (3 didactic units; 1 lab unit; Total: 4 units) (75 academic hours)

This course is designed for students pursuing a Master of Science in Nursing with a specialty in education or coaching. Using a case study approach, the course and laboratory component integrate concepts of advanced pathophysiology and pharmacology with advanced health assessment. Content includes advanced pathophysiologic concepts related to the human body's function, homeostasis, defense mechanisms, and bodily repair. The pathophysiology of selected disease states is coordinated with the principles and practices of advanced health assessment. The holistic nurse focuses on the mind, emotions, body, spirit, developmental, cultural, environmental, socioeconomic and energetic assessments of health and illness in patients and families. Evidence-based pharmacological management, including use of supplements and herbs, for common and chronic health problems across diverse populations will be explored.

Prerequisite: Basic Care Core (or by permission of instructor)

NR424 (Effective Fall 2022. Formerly NR302e). Nurse as a Facilitator of Healing II: Modalities (1 didactic unit; 2 lab units; Total: 3 units) (75 academic hours)

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. Learner will complete 30 hours in the laboratory setting. **MSN Prerequisites: Basic Care Core (or by permission of instructor)**

NURSE EDUCATOR FUNCTIONAL SPECIALTY COURSES

NE611 Role of the Holistic Nurse Educator (3 didactic units) (45 academic hours)

This course will prepare the advanced holistic nurse in the role of nurse educator and professional development specialist. The role of educator as coach, partner, facilitator of caring-healing environments for learning, mentor, role model and reflective practitioner will be critically examined. The competencies, regulatory standards, holistic core values, and responsibilities that align with the educator role are explored. Inherent in the course work to support this leadership role are self-care, reflective practice, and caritas consciousness. The learner will complete 45 clinical hours in a clinical setting. **Prerequisites: Basic Core and Direct Care Core (or by permission of instructor)**

NE615 Holistic Teaching and Evaluation Methods for Nursing Education (3 didactic units) (45 academic hours)

This course will focus on the advanced holistic educator co-creating caring-healing cultures, learning communities, deepening effective holistic communication skills and holding safe space for exploration and learning. Evidence-based teaching/learning strategies as well as honoring whole-person learning (cognitive, affective, behavioral, values) are emphasized. This course includes educational needs assessment and methods for evaluating learning and performance. Teaching/learning/evaluation in various settings and delivery formats such as classroom, didactic, clinical, experiential, self-paced, virtual, on-line will be explored. **Prerequisite: NE611 (or by permission of instructor)**

NE621 Curriculum Design, Implementation, and Assessment (3 didactic units) (45 academic hours)

The holistic nurse educator and nurse professional development (NPD) specialist student will develop skills in formulating program philosophy, curriculum design, program outcomes, syllabi, course outcomes, content, and teaching/learning/evaluation methods. Holistic nursing education curricular approaches will be included. The course will apply knowledge of program assessment, evaluation processes, and strategies. Regulatory and accrediting bodies in nursing education and professional development will be discussed. **Prerequisite: NE 611, NE615**

NE625 Educational Technologies and Informatics for Teaching and Professional Development (3 didactic units) (45 academic hours)

This course develops essential skills and knowledge in health care informatics to improve outcomes. The role of technology and information resources including on-line learning, simulation, use of media, digital media, and information technologies for enhancement of learning is addressed. The benefits and challenges of distance education, telehealth, and caring in the technological world

are explored. This course develops essential skills and knowledge for academic teaching and nurse professional development. The learner will complete 45 clinical hours in a clinical setting.

Prerequisite: NE611, NE615, NE621 (or by permission of instructor)

NE630 Holistic Nurse Educator Practicum 1 (1 didactic; 2 clinical units) (105 academic hours)

This precepted clinical practicum and seminar provides a focus on the roles and responsibilities of the advanced nurse educator or NPD specialist. Focus will be on teaching skills, assessment, evaluation of learning, interprofessional teams and socialization into the role of educator. Learner will also make connections between the mission, values, culture, and philosophy of the organization and the curriculum. Practica will be in academic or other related professional-educational settings.

Learner will complete 135 clinical hours in a clinical setting. **Prerequisites: Direct Care Core, Basic Care Core, Functional Speciality Core (or by permission of instructor)**

NE635 Holistic Nurse Educator Practicum 2 and Capstone (1 didactic; 2 clinical units) (105 academic hours)

This precepted clinical practicum and seminar serves as the final capstone practice course for the advanced nurse educator and NPD specialist student. Focus will be on developing effective leadership within the nurse educator role. Advanced nurse educators will become more autonomous through teaching/learning opportunities as they prepare for professional practice and CNE, NPD-BC and AHNCC board certifications. Students will also complete their e-Portfolio to demonstrate achievement of the program learning outcomes. An evidence-based capstone project will be required. Learners will complete 135 of clinical hours in a clinical setting. **Prerequisite: NE630**

NURSE COACH FUNCTIONAL SPECIALTY CORE COURSES

NC611 Role of the Holistic Nurse Coach (3 didactic units) (45 academic hours)

This course introduces the student to the art and science of advanced professional holistic nurse coaching. The scope of and standards of practice, core values, commitment to ethics and social justice, and the nurse coach competencies will be explored and applied. The learner is connected with the evidence-base underpinning best practices, many ways of knowing, and coaching processes. Current professional issues and trends and coaching models for a successful practice will be examined. Learners will support sustainable health outcomes for individuals, groups, organizations, communities and global environments. Embedded in this course are the essentials of self-care, self-awareness, and personal transformation. Learner will complete 45 hours in a clinical setting. **Prerequisites: Direct Care Core and Basic Core (or by permission of instructor)**

NC615 Coaching Techniques with Diverse Populations Across the Lifespan (3 didactic units) (45 academic hours)

This course applies the art and science of advanced holistic nurse coaching techniques with innovative approaches for practice that deepen the learner's communication and collaboration skills. Advanced relationship-building with individuals, groups, work and community environments for applied practice. Students are engaged to reflect upon a presence of unconscious bias related to varying demographics, backgrounds, and life experiences, and to embrace diversity and inclusion.

Prerequisite: NC611 (or by permission of instructor)

NC621 Coaching Process and Holistic Nursing Assessments (3 didactic units) (45 academic hours)

In this course the advanced holistic nurse coach learner uses the body of evidence, innovation, whole-person assessment techniques, and instruments to co-create a healing environment for self and client. It dives into the emerging coaching process by partnering in relationship and assessing readiness for change; identifying wellness opportunities, issues, and concerns; co-creating whole person-centered goals; empowering and motivating clients to reflect upon and sustain growth toward achievement of goals. Learner will complete 45 hours in a clinical setting. **Prerequisites: NC611, NC615**

NC625 Entrepreneurship Within the Integrative Healthcare Landscape (3 didactic units) (45 academic hours)

This interprofessional course guides the advanced integrative healthcare learner to examine the components of a successful and sustainable entrepreneurial endeavor. The student will build a mission-driven and visionary coaching practice by creating an innovative business plan, leveraging networking opportunities, and developing a multi-modal marketing and promotions campaign. Topics covered include ethico-legal guideposts, holistic health and wellness, transformational leadership, the healthcare policy landscape, and regulatory requirements. The course also discusses building and maintaining effective collaborative relationships, role development, and sustainable business practices. Concepts support multi-level transformation and improved outcomes for the individual, organization, system, and community.

Prerequisites: NC611, NC615, NC621 (or by permission of instructor)

NC630 Holistic Nurse Coach Practicum I (1 didactic unit; 2 clinical units) (105 academic hours)

This precepted clinical practicum for the advanced holistic nurse coach student provides an opportunity to work with a certified holistic nurse coach to practice coaching skills and improve health outcomes. There is a focus on personal growth, professional development, and the role of the holistic nurse coach. Emphasis is placed on this role as a leader, communicator, partner, and facilitator of transformation. Students will enhance their e-Portfolio to demonstrate achievement of program learning outcomes. Learner will complete 135 hours in a clinical setting. **Prerequisites: Direct Care Core, Basic Care Core, Functional Specialty Core (or by permission of instructor)**

NC635 Holistic Nurse Coach Practicum II Capstone Experience (1 didactic unit; 2 clinical units) (105 academic hours)

This precepted clinical practicum serves as the final capstone practice course for the advanced nurse coach. Focus will be on developing effective leadership within the nurse coach role. This practicum will provide more autonomous coaching experiences mentored by a certified nurse coach, strengthening opportunities to prepare for professional practice. Experiences may include working with multiple certified coaches in a variety of settings. Students will also complete their e-Portfolio to demonstrate achieving the program learning outcomes. An evidence-based capstone project will be required. Learner will complete 135 hours in a clinical setting. **Prerequisites: NC630**

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

Holistic Educational Purpose

The purpose of the Bachelor of Science in Nursing Completion Program for Registered Nurses (Holistic Nursing) is to provide the philosophical, professional, educational, and clinical groundwork necessary for nurse leaders of the future emphasizing the awareness of the interconnectedness of self, others, nature, and spirituality. Graduates will be prepared and eligible to take the AHNCC certification exam to become a board-certified holistic nurse.

RN-to-BSN Program Learning Outcomes (PLOs)

Upon completion of the RN-to-BSN program, the graduates will be able to:

1. Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
2. Utilize clinical judgment to provide holistic, safe, high quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.
3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
4. Demonstrate accountability and responsibility towards creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment of individuals, families, communities, and populations.
7. Utilize knowledge, skills and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations and communities.
8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
9. Use critical thinking, research, theory, and evidence-based nursing interventions including complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.
11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.
12. Demonstrate professional accountability and responsibility to healing self, individuals, society, and the planet through self-reflection, self-care and lifelong

learning.

13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING) CURRICULUM

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

NR300e Theoretical Foundations of Holistic Nursing (3 didactic units) (45 academic hours)

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

NR301e The Nurse as Facilitator of Healing I: Role (plus 2-day retreat) (2 didactic units, 1.5 lab units, 1 clinical unit; total: 4.5 units) (120 academic hours)

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 2-day retreat at the end of the course.

NR424 (Effective Fall 2022. Formerly NR302e). Nurse as a Facilitator of Healing II: Modalities (1 didactic unit; 2 lab units; Total: 3 units) (75 academic hours)

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. **RN-BSN Prerequisite: NR301e, WS352e, WS331e**

NR304e Research in Nursing (3 didactic units) (45 academic hours)

This course focuses on methods of inquiry for knowledge development in nursing and healthcare. The interrelationships among theory, research, and evidence-based, evidence-informed practice are explored. The research process is discussed with emphasis on systematic problem-solving, critical analysis, and attributes of scholarship. Various research designs, methods and forms of evidence are presented in 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 nursing practice. **Prerequisite: MA310e**

NR400e Issues and Trends in Professional Nursing and Healthcare (3 didactic units) (45 academic hours)

Nursing is a learned, valued, and trusted profession. This course explores the historical development of nursing to understand professional roles and the image of nursing in today's society. Trends and issues in education and practice, professional status, ethical and legal aspects of nursing practice, and the changing role of the nurse are discussed. Societal, health, political, economic, and consumer factors shaping the present and emerging health system, as well as professional nursing are defined and evaluated.

NR401e Community Health Nursing/ Population Focused Healthcare (4 didactic units, 2 clinical units; total: 6 units) (150 academic hours)

This course focuses on the theory and practice of community health nursing and population focused care. The emphasis is on protecting and enhancing the health of families, communities, wellness, prevention, health promotion, health education, and case management. Students work with diverse populations and assess the "community as client" in developing a project to meet an identified community need. Epidemiology, health policy, advocacy, environmental health, global health and well-being of the ecosystem are explored. Special attention is paid to at risk populations and those with health disparities. Clinical learning experiences occur in a variety of community-based settings. **Prerequisite: NR300e, NR301e, NR424, WS352e, NR304e, WS423, WS331e, WS451e, All General Education courses***Need active RN license, malpractice insurance, and health clearance*

NR405e Leadership in the Delivery of Healthcare (3 didactic units) (45 academic hours)

This course focuses on the understanding, synthesis and application of transformational leadership and management principles in prioritizing and delivering nursing care to groups of clients/patients as a team member within the healthcare organization. Transformational leadership; organizational, group, and change theories; value-based healthcare delivery; leadership issues; healing organizational cultures; 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: NR304e, all General Education courses; *Need active RN license, malpractice insurance, and health clearance**

MA310e Research Statistics (3 didactic units) (45 academic hours)

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

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

WS331e Pathophysiology 1 (3 didactic units) (45 academic hours)

Concepts of altered health states pathophysiology builds on previous information learned in human anatomy and physiology. These courses present changes in normal physiology that lead to disease. Diagnostic tests, including, but not limited to, laboratory testing will be discussed. The course presents the description, etiology, pathologic process, signs, symptoms, and complications of many common diseases. **Prerequisites: Human anatomy and physiology**

WS352e Health Assessment/Physical Exam (1.5 didactic units, 1 lab unit) (45 academic hours)

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

WS423 Psychoneuroimmunology (3 didactic units) (45 academic hours)

This course examines the pathways between emotional perception and the body's physiological response. The interaction between psychosocial factors, stress, the immune system and the brain and their overall relation to both health and illness will be explored. The physiology and anatomy of the immune and neuro-endocrine 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 basis for future research, as the rationale for therapeutic interventions, or as the motivator for a change in lifestyle. **Prerequisite: Pathophysiology (WS331e or equivalent), BSN, or by permission**

WS451e Pharmacology (2 didactic units) (30 academic hours)

This course addresses pharmacology through a holistic nursing approach. Safety of medication administration principles includes holistic assessment, ethical-legal aspects, cultural sensitivity, use of evidence, life-span considerations and education. The mechanism and use of the most common prescription, over-the-counter, and herbal medicines as well as supplementations will be examined. Unique to this course, drug-drug, drug-herb, drug-supplement, drug-food and other interactions and their applications to the Absorption/Distribution/Metabolism/Elimination (ADME) protocol are addressed. In addition to medicine and supplementation, the holistic nurse's role with respect to complementary and integrative approaches to health and wellness will be highlighted.

Prerequisite: WS331e

RN-BSN Elective Options

NR433e Cultural Paradigms (3 didactic units) (45 academic hours)

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

NR436 Independent Study (1- 3 didactic units; 15-45 academic hours)

In place of the three credits of suggested electives, students have the option of taking 1-3 credits of Independent Study (IS). IS courses provide students with the opportunity to learn about and investigate a topic in depth. Working under the direction of a faculty member, students are able to pursue interests that are a) beyond the college's existing courses, or b) briefly discussed in an existing course but not studied in depth. IS courses are a means for students to develop specialized academic knowledge and utilize advanced level research skills. IS course proposals must be recommended by an approved PCHS faculty member who is supporting the independent study and approved by the nursing program director or dean. IS proposals will not be considered as a means of responding to scheduling desires or for projects that replicate existing courses. IS proposals should be prepared the term before the student expects to enroll for the course (the deadline for submission of proposals will be the 15th of the month prior to term start). Students may earn a maximum of six credits through independent study during the course of their undergraduate or three credits in graduate degree. In collaboration with a faculty mentor, the student has the responsibility of preparing a proposal detailing the proposed project. **Prerequisite: ENG 101/103 (or equivalent), cumulative GPA 3.0 or above, completed a minimum of one term in their major at PCHS**

NR441e Spanish for Healthcare Providers (3 didactic units) (45 academic hours)

This course is designed for students in healthcare who want to learn basic phrases in Spanish related to clients' daily activities. The focus of this course is on communicating in Spanish with Spanish-speaking clients in order to teach interprofessional students how address and gather information regarding health issues and concerns in the Hispanic client.

RES101 Information Literacy (2 didactic units) (30 academic hours)

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.

Acupuncture and Chinese Medicine Courses

- **OM102 Philosophy and History of Asian Medicine (3 didactic units) (45 academic hours)**
- **OM501 Philosophical and Historical Foundations of Chinese (3 didactic units) (45 academic hours)**
- **OM511 Fundamentals of Chinese Medicine 1 (3 didactic units) (45 academic hours)**
- **SE410 Health Care Disparities (1 didactic unit) (14 academic hours)**
- **SE602 Emotional and Spiritual Healing in Asia (3 didactic units) (45 academic hours)**
- **WS207 Survey of Biochemical Principles (2 didactic units) (30 academic hours)**
- **WS232 Pathology East/West (3 didactic units) (45 academic hours)**
- **WS506 Eastern and Western Nutrition (3 didactic units) (45 academic hours)**

Medical Cannabis Certificate Courses

- **CAN401 Endocannabinoid System and Pharmacology (3 didactic units) (45 academic hours)**

- ***CAN411 Medical Cannabis Clinical Guidelines and Professional Practice (3 didactic units) (45 academic hours)***

POST-BACCALAUREATE CERTIFICATE PROGRAM IN HOLISTIC NURSING

This on-line program is for Registered Nurses with a baccalaureate degree or higher. The program will enhance your nursing practice through examination and implementation of the core values, and scope and standards of holistic nursing. Through reflective practices and examination of the integrative care evidence-base, nurses are transformed from the inside out. Graduates will be prepared and eligible to take the AHNCC certification exam to become a board-certified holistic nurse.

PCHS's Holistic Nursing Certificate Program has been carefully designed to take a broader view on caring-healing through:

- Holistic frameworks and evidence-based integrative practice
- Disease prevention, wellness, and health maintenance
- Partnering with patients, families, and communities
- Quality of life improvements
- Understanding of the role of the nurse as a facilitator of healing
- Self-assessment and strengthening of self-care practices
- Deepening reflective practice
- Integrative holistic modalities

Holistic Nursing Certificate Program Learning Outcomes:

Upon completion of the Post-baccalaureate Nurse Certification in Holistic Nursing program, the graduates will be able to:

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

CERTIFICATE PROGRAM IN HOLISTIC NURSING CURRICULUM

The Certificate Program in Holistic Nursing is 13.5 units/360 hours (starting Spring 2023 12.5 units/330 hours) and can be completed in two terms (maximum four terms). A minimum of six units per term is required to maintain Federal Financial Aid. All didactic coursework can be completed on-line and clinical practicum is done in your locale/community with planning help from the faculty.

***Please Note: Effective Fall 2022, NR 302 will convert to NR 424 and change to 1 didactic unit, 2 lab units; total 3 units) (75 academic hours).**

NR301e The Nurse as Facilitator of Healing I: Role (plus 2-day retreat) (2 didactic units, 1.5 lab units, 1 clinical unit; total: 4.5 units) (120 academic hours)

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 2-day retreat at the end of the course.

NR424 (Effective Fall 2022. Formerly NR302e). Nurse as a Facilitator of Healing II: Modalities (1 didactic unit; 2 lab units; Total: 3 units) (75 academic hours)

This course focuses on select (conventional and alternative, complementary, integrative) caring-healing modalities used in holistic nursing. The philosophical caring-healing framework, the concept of empowerment, and a variety of holistic modalities for healing and wellness are explored. Experiential activities and exercises will give the student hands on experience with the healing modalities. Current research in the field is discussed. **Prerequisite: NR301e; Concurrent: WS423**

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

WS423 Psychoneuroimmunology (3 didactic units) (45 academic hours)

This course examines the pathways between emotional perception and the body's physiological response. The interaction between psychosocial factors, stress, the immune system and the brain and their overall relation to both health and illness will be explored. The physiology and anatomy of the immune and neuro-endocrine 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 basis for future research, as the rationale for therapeutic interventions, or as the motivator for a change in lifestyle. **Prerequisite: Pathophysiology (WS331e or equivalent), BSN, or by permission**

CL520ce- Clinical Practicum (3 clinical units) (135 academic hours)

Effective Spring 2023: (2 clinical units) (90 academic hours)

This course is intended to provide students with the knowledge and skills in a non-licensed holistic modality or modalities of their choice. Application of this knowledge occurs in clinical practice (in your locale/community) with a qualified integrative health practitioner.

Asian Holistic Health and Massage Programs

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

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

CERTIFICATE IN MASSAGE THERAPY/ASIAN BODYWORK (SAN DIEGO AND CHICAGO)

Educational Purpose

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

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

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

various complementary therapies. This can lead to the client receiving the best and most appropriate care.

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

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

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

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

Certificate in Massage Therapy/Asian Bodywork Educational Process

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

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

Graduates of Pacific's associate and bachelor's massage degrees with at least 750 hours of study and 250 hours of post-graduate experience are eligible to take the board certification exam

administered by the NCBTMB (National Certification Board for Therapeutic Massage and Bodywork). Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA).

Program Learning Outcomes

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

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

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

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

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

Program Learning Outcomes

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

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

Graduate Degree Students in Massage Programs

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

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

Draping Policy

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

MASSAGE CURRICULA

Certificate in Massage Therapy/Asian Bodywork

- San Diego: 36 units/690 academic hours
- Chicago: 36 units/667.5 academic hours

Associate of Occupational Studies (Massage Therapies)

- New York: 65.5 units/1207.5 academic hours

Associate of Applied Science (Holistic Health Science)

- San Diego: 60 units/1192.5 academic hours

*Course offerings vary by campus and program. Please see model curriculum charts for specific information.

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

Acupuncture-related Courses

AC101a Acupoints for Massage Therapists 1 (2 didactic Units, .5 lab unit) (45 academic hours)

Prerequisite: OM101

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

AC111 Acupoints for Massage Therapists (2 didactic Units, .5 lab unit) (45 academic hours)

Students are introduced to the location and function of meridians and points, as they are commonly used in bodywork. **Prerequisite: WS111, OM121; co-requisite: OM102**

AC202a Acupoints for Massage Therapists 2 (2 didactic Units, .5 lab unit) (45 academic hours)

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

AC203 Acupuncture Points for Common Problems (2 didactic units, .5 lab unit) (45 academic hours)

Students learn specific points for treating common problems.

Massage Therapy Courses

BT100 Circulatory/Swedish Massage 1 (San Diego) (2 units) (45 academic hours)

BT180 Western Massage 1 (New York) (2 didactic units, .5 lab unit) (45 academic hours)

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

Concurrent: BU102, WS111

BT104 Introduction to Massage Therapy (1.00 didactic unit) (15 academic hours)

This course provides an introduction and overview of Western massage therapy including benefits, contraindications and ethical considerations.

BT105 Eastern Clinical Massage (Module A) (2.00 didactic units, 0.50 lab units) (45 academic hours)

This course presents the theoretical foundation and practical application of Eastern clinical massage therapy. By the end of this course, the student will be able to plan a bodywork session utilizing Eastern clinical massage techniques and provide appropriate treatment for the neck, head and trunk.

BT106 Eastern Clinical Massage (Module B) (2.00 didactic units, 0.50 lab units) (45 academic hours)

This course presents the theoretical foundation and practical application of Eastern clinical massage therapy. By the end of this course, the student will be able to plan a bodywork session utilizing Eastern clinical massage techniques and provide appropriate treatment for the shoulder girdle and upper extremities.

BT107 Eastern Clinical Massage (Module C) (2.00 didactic units, 0.50 lab units) (45 academic hours)

This course presents the theoretical foundation and practical application of Eastern clinical massage therapy. By the end of this course, the student will be able to plan a bodywork session utilizing Eastern clinical massage techniques and provide appropriate treatment for the pelvic girdle and lower extremities.

BT121 and BT222 Taiji 1 and 2 (each course: 1 didactic unit, .5 lab unit) (30 academic hours each)

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

BT122a Qigong 1 (.5 didactic unit, .5 lab unit; total: 1 unit) (22.5 academic hours)

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

BT124M Taiji/Qigong (1.00 didactic units, 0.50 lab units) (30 academic hours)

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

BT130 Tui Na Hand Techniques (1 didactic unit, .5 lab unit) (30 academic hours)

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

***BT131a Shiatsu 1 (1 didactic unit; 1 lab unit; total: 2 units) (45 academic hours)
(Shiatsu is taught in the Massage Practicum 1-3 series on New York campus)***

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

BT146 Thai Massage (NY and CH) (1 didactic unit; 1 lab unit; total: 2 units) (45 academic hours)

***BT148 Thai Massage (SD only) (1 didactic unit; 1 lab unit; total: 2 units) (45 academic hours)
(Thai Massage is taught in the Massage Practicum 1-3 series on New York campus)***

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

BT142 and BT243 Table Thai Massage 1 and 2 (each course: 2 didactic units, .5 lab units) (45 academic hours)

Table Thai techniques are performed on a low table setting providing additional leverage for the practitioner, which is an effective and profound experience for clients. It is especially beneficial to athletes and to those who are more comfortable with bodywork on an elevated surface. Learning to

do Thai bodywork on the table may help some therapists combine their previous Thai, tui na, shiatsu or Swedish circulatory massage training and blend it into a more integrated table routine.

Table Thai Massage 1 includes techniques from supine, prone, lateral recumbent, and seated (chair) protocols. However, the main emphasis will be on supine position. Table Thai Massage 2 is a continuation of Table Thai Massage 1, with an emphasis on prone, lateral recumbent, and seated protocols.

BT199 Advanced Massage Modalities (SD only) (2 didactic units, .5 lab units) (45 academic hours)

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

BT200 Advanced Massage Modalities (NY and CH) (2 didactic units, .5 lab units) (45 academic hours)

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

BT202a Circulatory/Swedish 2 (2 units) (45 academic hours)

This course presents the theoretical foundation and the fundamental palpatory skills used in full-body massage therapy. Students will master the basic strokes of effleurage, petrissage, friction, vibration, tapotement, and compression. An emphasis is placed on developing appropriate bolsterng and draping techniques, proper body mechanics, and effective communication skills. Indications and contraindications to massage are discussed with a focus placed on pathologies of the integumentary system. Stretches and exercises for self-care are demonstrated and discussed. By the end of this course, the student will be able to take a thorough wellness history, plan a session, and do a full-body massage with modifications if necessary. **Prerequisite: BT100, BU101a**

BT206a Stretching and Traction Methods for Massage (1 didactic unit, 1 lab unit) (45 academic hours)

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

Prerequisite: BT141a

BT207 Clinical Massage Therapy (1 didactic unit, 1 lab unit) (45 academic hours)

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

BT209 Integrated East/West Massage (1 didactic unit, .5 lab unit) (30 academic hours)

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

BT210 Pediatric Tui Na (1 didactic unit; .5 lab units; total: 1.5 units) (30 academic hours)

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

BT211a Sports Tui Na and Traumatology (2 didactic units, .5 lab units) (45 academic hours)

This course teaches hands-on techniques implementing combinations of acupressure, acupoint identification, and soft tissue massage. The student learns to prevent and treat disease by applying manual methods to remove obstructions in the meridian pathways by promoting an increase of vital energy or qi and blood circulation; reducing slight displacement of joints and healing soft tissue injuries; adjusting the functions of the internal organs and nerve regulation; improving joint mobility; and flushing cellular tissue. The sports tui na techniques are practiced under supervision, applying moderate to deep pressure, or pressure suitable to client sensitivity to assist in the healing process. **Prerequisite: BT130, BT230**

BT213a Tui Na Treatment of Disharmonies (2 didactic units, .5 lab unit) (45 academic hours)

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

BT214a Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders (1 didactic unit, 1 lab unit) (45 academic hours)

This course focuses on the reproductive disorders including male infertility, impotence, prostatitis, dysmenorrhea, PMS, infertility, amenorrhea, pregnancy, and menopause. **Prerequisite: BT130, BT230**

BT215a Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders (1 didactic unit, 1 lab unit) (45 academic hours)

This course presents the tui na treatment of asthma, sinusitis, allergies, indigestion, constipation, diarrhea, and other respiratory and digestive disorders. **Prerequisite: BT130, BT230**

BT216a Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders (1 didactic unit, 1 lab unit) (45 academic hours)

This course presents the use of tui na for the elderly, and as a complementary therapy for cancer and surgical clients. **Prerequisite: BT130, BT230**

BT217a Tui Na 4: Treatment of Advanced Musculoskeletal Disorders and Disharmonies (1 didactic unit, 1 lab unit) (45 academic hours)

This course deepens the student's ability to treat musculoskeletal disorders and conditions such as whip lash, low back pain, bi syndromes, and arthritis. **Prerequisite: BT130, BT230**

BT218a Synergistic Massage (2 units) (45 academic hours)

This course focuses on combining the nurturing Western oil massage movements of Effleurage, Petrissage, Cross-fiber & Friction, with the therapeutic benefits of Asian bodywork methods, including: Balancing the flow of qi, energizing the meridians removing emotional tension associated with pain in specific parts of the body, and proper application of 50 acupressure therapeutic points. Students will enjoy hands-on practice and opportunities for self-growth.

BT219 Sports Massage and Pathology (1 didactic unit, .5 lab unit) (30 academic hours)

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

BT220 Accessory Techniques (1 didactic unit, 1 lab unit) (45 academic hours)

Accessory Techniques for bodyworkers is a class offered to expand the bodyworkers use of therapeutic tools and techniques. TCM techniques may be covered such as cupping, gua sha, liniments and plasters. Other tools, such as hydrocollator, ice packs may also be covered. Relevant TCM theories and treatment principles will be discussed to give greater context to the use of these tools and techniques. **Pre-requisites: Anatomy and Physiology 1, BT130, BT230, OM101.**

BT221A East Asian Accessory Techniques (1 didactic unit, .5 lab unit) (30 academic hours)

This course teaches massage and bodywork students the safe use of East Asian therapeutic tools and techniques including cupping, gua sha, liniments, hydrocollator and ear seeds. East Asian theories and treatment principles are discussed in relation to each accessory technique to give a greater context to the use of these tools and therapeutic approaches within a bodywork treatment.

BT223 Medical Qigong (1 didactic unit, .5 lab unit) (30 academic hours)

Medical Qigong focuses on developing a control of the internal energy and its application as a healing force. **Prerequisite: BT122a**

BT224a Qigong Clinical Applications (.5 didactic unit, .5 lab unit) (22.5 academic hours)

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

BT230 Tui Na Structural Techniques (each course: 1 didactic unit, .5 lab unit) (30 academic hours)

These courses focus on therapeutic treatment protocols incorporating acupuncture points and structural and soft tissue manipulation. **Prerequisite: BT130**

BT231 Introduction to Ayurvedic Massage (2 didactic units, .5 lab unit) (45 academic hours)

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

BT235a Chi Nei Tsang (2 units) (45 academic hours)

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

BT240 Advanced Shiatsu (2 didactic units, .5 lab unit) (45 academic hours)

This course will review the fundamentals of classical Shiatsu theory, the emerging styles of classical and modern Shiatsu modalities, and Chinese medical concepts as they relate to Shiatsu. The students will review and deepen the prone and supine protocols with attention to meridian diagnosis tools and hara diagnoses. They will also learn the side-lying and seated protocols for Shiatsu and work to applying the Eastern diagnosis theories to the treatment plan in practical application. **Prerequisite: BT131a**

BT245 Reiki (2 units) (45 academic hours)

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

BT251a Introduction to Kinesiology (NY and CH) (2 didactic units, .5 lab unit) (45 academic hours) Prerequisite: BT271a, WS212; Concurrent: WS213

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

BT257 Introduction to Kinesiology (SD only) (2 didactic units, .5 lab unit) (45 academic hours) Prerequisite: WS111

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

BT252 Craniosacral Work 1 (2 didactic units, .5 lab unit) (45 academic hours)

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

BT255 Advanced Thai Massage (2 didactic units, .5 lab unit) (45 academic hours)

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

BT260 Reflexology (2 didactic units, .5 lab unit) (45 academic hours)

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

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

BT261a Foot Reflexology 1 (1 didactic unit, 1 lab unit) (45 academic hours)

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

BT271a Myology of Postural Alignment (1.5 didactic units, .5 lab unit) (37.5 academic hours)

This course provides a concrete means for overcoming poor postural habits, and for helping students learn better and move more freely—from learning to play a musical instrument better to moving with more comfort and ease through their daily life. From back pain to learning blocks, whether you are an office worker or a massage therapist, postural training is important for preventing repetitive strain injuries. Participants learn personal biomechanics and how to teach their clients postural awareness to improve their quality of life. **Prerequisite: WS111; Concurrent: WS212**

BT272a Myofascial Release (2 didactic units, .5 lab unit) (45 academic hours)

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

BT273 Introduction to Neuromuscular Massage (2 didactic units, .5 lab unit) (45 academic hours)

BT273a Introduction to Neuromuscular Massage (1 didactic unit, 1 lab unit) (45 academic hours)

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

BT277 Clinical Considerations: Introduction to Neuromuscular Massage (1 didactic unit, .5 lab unit) (30 academic hours) (Chicago)

This course provides an introduction in Neuromuscular Therapy (NMT). NMT is a specialized modality of massage therapy, using precise techniques to address the body's soft tissue restrictions. This form of treatment uses both the nervous and muscular systems to address pain and dysfunction and provide long-standing relief. In the course students will review the neuromuscular system; discuss skeletal muscle responses to stressors; define the difference between a trigger point, a tender point (ashi), and a motor point; demonstrate how to locate and provide treatment to relieve discomfort; and differentiate referral pain patterns as defined by common trigger point locations.

BT280 Western Massage 2 (2 didactic units, .5 lab unit) (45 academic hours)

This course builds on the foundations established in Western 1 and introduces advanced Western massage techniques including neuromuscular approaches to myofascial trigger point treatment, direct myofascial release, and stretching. Client interview and SOAP notation skills are broadened and deepened. Chair massage is also introduced. Students will learn to plan and perform advanced Western massage to specific regions of the body and to incorporate such focused work into the context of a full body circulatory session. **Prerequisite: BT180, BU102; Concurrent: BT271a, WS212**

BT281 Western Massage 3 (2 didactic units, .5 lab unit) (45 academic hours)

In this class students will learn protocols that apply the practical techniques learned in Western 1 and Western 2 to specific orthopedic conditions, as well as pre-event, post-event and therapeutic sports massage for general maintenance and the treatment of sports-related injuries. In addition, students will be introduced to basic approaches to massage for other commonly presenting conditions such as pregnancy, chronic fatigue syndrome, and fibromyalgia. Indirect myofascial release techniques are introduced. Overall, students will learn to select appropriate protocols to address injury and pain, effectively improving clients' functional health. **Prerequisite: BT271a , BT280, BU102, WS212**

BT282 Prenatal Massage Therapy (2 didactic units, .5 lab unit) (45 academic hours)

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

BT283 Advanced Sports and Orthopedic Massage (2 didactic units, .5 lab unit) (45 academic hours)

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

BT284 East-West Clinical Considerations: Sports & Chair Massage (1 didactic unit, .5 lab unit) (30 academic hours)

This course will cover an array of topics featuring an introduction to Chair and Sport massage for various clinical considerations. Topics will bridge the Western and Eastern philosophy of treatment strategies, utilizing the basic knowledge of anatomy, stretching, channel pathways and acupressure point prescriptions to treat common ailments and injuries.

BTW282 Perinatal Massage Therapy (1 didactic unit, 1 lab unit) (45 academic hours)

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

BT297 Western Clinical Massage (Module A) (2 didactic units, .5 lab unit) (45 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn to apply techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to plan a Western clinical massage session and provide appropriate treatment related to the head, neck and trunk.

BT298 Western Clinical Massage (Module B) (2 didactic units, .5 lab unit) (45 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn to apply techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to plan a Western clinical massage session and provide appropriate treatment related to the shoulder girdle and upper extremity.

BT299 Western Clinical Massage (Module C) (2 didactic units, .5 lab unit) (45 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn to apply techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to plan a Western clinical massage session and provide appropriate treatment related to the pelvic girdle and lower extremity.

BT320 Face Reading for Massage Therapists (3 didactic units) (45 academic hours)(San Diego)

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

BT363 Reflexology Essentials (1 unit)(1 didactic unit) (15 academic hours)(Chicago)

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

BT470 Advanced Clinical Applications (2 units)(1 didactic unit, 1 lab unit) (45 academic hours)

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

Chinese Medicine Theory Courses

OM101 Oriental Medicine Theory and Points for Massage Therapists (3 didactic units) (45 academic hours)

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

OM102 Philosophy and History of Asian Medicine (3 didactic units) (45 academic hours)

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

OM103 East Asian Medicine Theory & Points (Module A) (1 didactic unit) (15 academic hours)

This course presents the fundamental principles of Chinese medicine theory and point location for massage students. Students will learn how to palpate specific channels and points related to the head, neck and trunk while properly assessing different etiologies as they relate to Chinese medicine and physiotherapy.

OM104 East Asian Medicine Theory & Points (Module B) (1 didactic unit) (15 academic hours)

This course presents the fundamental principles of Chinese medicine theory and point location for massage students. Students will learn how to palpate specific channels and points related to the shoulder girdle and upper extremities while properly assessing different etiologies as they relate to Chinese medicine and physiotherapy.

OM105 East Asian Medicine Theory & Points (Module C) (1 didactic unit) (15 academic hours)

This course presents the fundamental principles of Chinese medicine theory and point location for massage students. Students will learn how to palpate specific channels and points related to the pelvic girdle and lower extremities while properly assessing different etiologies as they relate to Chinese medicine and physiotherapy.

OM121 East/West Physiology 1 (3 didactic units) (45 academic hours)

OM222 East/West Physiology 2 (3 didactic units) (45 academic hours) Prerequisite: OM121; Concurrent: OM102

These courses cover the basic theories of the Chinese medical system. Students learn the basic elements of yin and yang and the five phases in order to understand how different body systems are affected by various influences such as environment, lifestyle and emotional stresses. They are also introduced to the Chinese view of how the body works (physiology), the cause of disease (etiology), the disease process (pathology), and the four pillars of diagnosis: touching (pulses, etc.), looking

(tongues, faces, etc.), hearing, and smelling. Students will continue to deepen their understanding of the body and learn to identify anatomical landmarks through palpation and group exercises.

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

WS116 Anatomy & Kinesiology (Module A) (1 didactic unit, .5 lab unit) (30 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the head, neck, and trunk. Students learn through both didactic lecture and palpation labs.

WS117 Anatomy & Kinesiology (Module B) (1 didactic unit, .5 lab unit) (30 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the shoulder girdle and upper extremities. Students learn through both didactic lecture and palpation labs.

WS118 Anatomy & Kinesiology (Module C) (1 didactic unit, .5 lab unit) (30 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the pelvic girdle and lower extremities. Students learn through both didactic lecture and palpation labs.

WS111 Anatomy and Physiology 1 (Bones and Muscles) (2 didactic units, .5 lab unit) (45 academic hours)

WS121.L1 Anatomy and Physiology Lab 1 (Bones and Muscles) (.75 lab unit) (22.5 academic hours)

WS212 Anatomy and Physiology 2 (Function of Organs) (3 didactic units) (45 academic hours)

Prerequisite: WS111

WS122.L2 Anatomy and Physiology Lab 2 (Function of Organs) (.75 lab units) (22.5 academic hours)

WS213 Anatomy and Physiology 3: Neuroanatomy (3 didactic units) (45 academic hours)

Prerequisite: WS212

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

WS214 Biomedical Pathology for Massage Therapists (will become Biomedical Pathology for Massage Therapists 1 in Fall 2022) (3 didactic units) (45 academic hours)

In order to be a competent massage therapist and make safe and effective decisions about contraindications and session planning, the student must understand the nature of human disease.

Biomedical pathology for massage therapists introduces the etiology, pathogenesis, clinical signs and symptoms, prognosis and massage contraindications for the most common diseases therapists are likely to encounter. Although all systems are covered, this course will emphasize pathologic processes associated with the nervous system, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS218 Biomedical Pathology for Massage Therapists 2 (to be added in Fall 2022) (3 didactic units) (45 academic hours)

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

WS231 Biomedical Pathology for Massage Therapists (for Massage Therapists and Associate Degree Students) (3 didactic units) (45 academic hours)

This course brings the student a basic understanding of the disease process and how it affects the body's functions by introducing the etiology, pathology, clinical signs and symptoms, and prognosis for diseases most commonly encountered by massage therapists. Although all systems are covered, this course will emphasize the pathology of the integumentary, lymphatic, nervous, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems. The course also presents the medical issues of various types of clients as they relate to the practice of massage. **Prerequisite: WS212**

WS232 Pathology East/West (3 didactic units) (45 academic hours)

This course deepens the understanding of the body from a Chinese 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. **Prerequisite: OM102, OM222**

WS233 Orthopedic-Sports Pathology (3 didactic units) (45 academic hours)

This course is intended to train massage therapy students to work with general or acute pain, orthopedic, or sports related conditions. Course participants have a basic understanding of anatomy, terminology, biomechanics, and the biomechanical assessment of the upper and lower extremities. The Course will cover advanced joint biomechanics, sports biomechanics, and joint mobilization. The course will focus on the use of biomechanics in treatment approaches and clinical problem solving. Students review dermatomes and learn to test the spinal cord tracts and cranial nerves. Students must be able to describe their findings in the appropriate medical-legal language. **Prerequisite: WS212; Concurrent: BT281, WS213, WS240a**

WS234 Pathophysiology (Module A) (2 didactic units) (30 academic hours)

This course presents the study of normal physiological and abnormal pathological functions of the neurological, endocrine and skeletal systems of the human body.

WS235 Pathophysiology (Module B) (2 didactic units) (30 academic hours)

This course presents the study of normal physiology and abnormal pathology of the cardiovascular, respiratory, reproductive and urinary systems of the human body.

WS236 Pathophysiology (Module C) (2 didactic units) (30 academic hours)

This course presents the study of normal physiology and abnormal pathology of the muscular, integumentary, lymphatic, immune and digestive systems of the human body.

WS240 Orthopedic Assessment (SD) (2 didactic units; .5 lab unit; total: 2.5 units) (45 academic hours)

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

WS240a Orthopedic Assessment (NY) (1 didactic unit; .5 lab unit; total: 1.5 units) (37.5 academic hours)

This class is designed to give the student knowledge and understanding of injury assessment and evaluation used in athletic and non-athletic applications using methods of orthopedic and neurological evaluation. Students will learn passive range of motion (PROM), active range of motion (AROM), muscle length tests (MLT), resisted isometric tests (RIT), and special neurological and/or pathology tests. Emphasis is placed on a complete postural and injury assessment. **Prerequisite: BT271a, WS212; Concurrent: WS213**

Holistic Medicine Courses

HM101 Stress Management (2 didactic units; .5 lab unit) (45 academic hours)

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

HM220 Aromatherapy Essentials (1 didactic unit) (15 academic hours)

This course is designed to provide students with the essential introduction to the professional practice of Aromatherapy combining both Eastern and Western concepts of essential oil use. Students will be introduced to identifying the needs of the client's body, mind, and spirit and customize an essential oil blend for them.

HM221 Aromatherapy (2 didactic units) (San Diego) (30 academic hours)

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

HM221a Aromatherapy (3 didactic units) (Chicago) (45 academic hours)

This course is designed to provide students with scientific and energetic knowledge of aromatherapy. Students will learn to analyze and synthesize aromatic treatments according to

chemical and five element models. In addition to lectures, students will gain practical skills through essential oil somatic application.

HM222 Essential Oils for Massage Therapists (3 didactic units) (45 academic hours)

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. **Prerequisite: AC111, BT180, BU102, WS211**

HB243 Thai Herbal Compresses (1 didactic unit) (Chicago) (15 academic hours)

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

HB244 Thai Herbal Liniments (1 didactic unit) (Chicago) (15 academic hours)

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

SE301 I-Ching (1 didactic unit) (15 academic hours)

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

Clinical Courses

CL199 Clinic Orientation (.25 lab unit) (7.5 academic hours)

This course prepares students to enter the clinical practice shift and focuses on the safety and well-being of the client. Codes for ethics and standards of practice for massage practitioners will be discussed.

CL201a Introduction to Body Therapy Clinic (1 didactic unit, .5 lab unit) (30 academic hours)

This course explores personal issues that may encourage or inhibit the success that is possible in a career in massage. A supervised experience, the class involves performing therapeutic acupressure, circulatory/Swedish massage, or tui na, and learning to develop a course of massage treatment. The student may be asked to instruct clients in the methods of self-massage or qigong for specific conditions. Client charting, bedside manner, and clinical policies and procedures are also presented. **Prerequisite: BT100, BU101a**

CL221 Clinical Practice Shift (2 lab units) (60 academic hours)

Students will perform therapeutic massages and utilize external liniments, hot packs, etc. as part of the multi-disciplinary treatment team in the acupuncture clinic supervised by an experienced massage practitioner and faculty member. **Prerequisite: BT100, CL201a**

CL221M Clinical Practice Shift (2 lab units) (60 academic hours)

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

CL226 Massage Practicum 1 (2 lab units) (60 academic hours) Prerequisite: BT180, BT271a, BU102, OM121, WS111; Concurrent: AC111, WS212

CL227 Massage Practicum 2 (2 lab units) (60 academic hours) Prerequisite: BT271a, BU102, CL226; Concurrent: WS213

CL228 Massage Practicum 3 (2 lab units) (60 academic hours) Prerequisite: BT230, BT281, BU102, CL227, WS213

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

Business Courses

BU101a Public Safety, Business, and Ethics (1.5 didactic units) (22.5 academic hours)

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

BU102 Public Safety and Counseling (2.5 didactic units) (37.5 academic hours)

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

BU106 Business Essentials (1 didactic unit) (15 academic hours)

This course introduces business practices and career development strategies to assist massage students to reach their career goals. Students will define their ideal work, learn about setting up a private practice, and prepare to find a job in the massage industry. Topics covered in the course

include types of practices, legal requirements, budgeting, contracts, record keeping, practice building, advertising, and practice policies and procedures.

BU212a (NY campus) Business Fundamentals for Massage Therapists and NYS Exam Review for Massage Therapists (3 didactic units) (45 academic hours)

This course focuses on two pertinent areas for massage therapists: business practices and professional standards. The introduction to business practices and career development presents essential knowledge and skills to help massage practitioners reach their career goals. From defining their work, to writing a business plan, to setting up an office, to finding a job, the practical information and exercises in this course will help the student transition to having a successful massage practice. Topics include types of practices, legal requirements, budgeting, contracts, record keeping, practice building, advertising, business ethics, and practice policies and procedures. The professional foundations part of the course focuses on the professional responsibilities for safeguarding clients. Legal requirements for consumer safety, massage therapy licensing, and local regulations will be examined. Codes for ethics and standards of practice for massage practitioners will be discussed. **Prerequisite: BT281, CL227**

BU213 (SD campus) Practice Management for Massage Therapists (1 didactic unit, 1 lab unit) (45 academic hours)

Prerequisites: Completion of Public Safety, Business and Ethics or permission of the Academic Dean. Course Description: This course is designed to teach students business operations, and includes practical techniques to enhance effectiveness and the day-to-day running of a business. It will give tips on how to write policies and procedures, interviewing skills, and useful insights into contract basics, effective negotiation, and conflict resolution. To explore their career field and gain a realistic picture of what is required to establish their business/career and to develop successful behaviors that display desirable professional characteristics. **Prerequisite: BU101a**

CF0.00 Cardiopulmonary Resuscitation/ First Aid (0 units) (eight hours required for DAc/DAcCHM and master's programs; four hours of CPR required for massage programs)

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

CR0 Cardiopulmonary Resuscitation / AED (0 units) (four hours required for massage programs) (New York only)

Students are taught how to effectively assess and respond to a variety of breathing and cardiac emergencies involving adults. Online courses through American Heart Association or Red Cross are acceptable, but to receive a valid 2-year digital certificate that is OSHA compliant and meets other workplace and regulatory requirements, you must enroll in an instructor-led in-person skill session within 90 days of completing the online course.

Chicago only:

BTM104 Introduction to Massage Therapy (1 didactic unit) (15 academic hours)

This course provides an introduction and overview of Western Massage Therapy including benefits, contraindications, and ethical considerations.

WSM116 Anatomy & Kinesiology (Module A) (Lecture) (1 didactic unit) (15 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the head, neck & trunk.

WSM116LAB Anatomy & Kinesiology (Module A) (Lab) (.5 lab units) (15 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the head, neck, and trunk. Students learn through palpation labs.

BTM297 Western Clinical Massage (Module A) (Lecture) (1.5 didactic units) (22.5 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn and discuss techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to understand and plan a Western clinical massage session related to the head, neck & trunk.

BTM297LAB Western Clinical Massage (Module A) (Lab) (1 lab unit) (30 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn and discuss techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to understand and plan a Western clinical massage session related to the head, neck & trunk.

BTM124 Tai Ji/Qi Gong (1 didactic unit; .5 lab units; total: 1.5 units) (30 academic hours)

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

WSM234 Pathophysiology (Module A) (2 didactic units) (30 academic hours)

This course presents medical terminology, and the study of normal physiology and abnormal pathological functions of the neurological, endocrine, and skeletal systems of the human body.

OMM101 Chinese Medicine Theory & Points 1 (2 didactic units) (30 academic hours)

This course presents the fundamental principles of Traditional Chinese Medicine theory, channel, and point location for massage therapists. Students will learn how to locate specific channels and points, and properly assess different etiologies appropriate to a body therapist.

BTM120 Introduction to Tui Na Hand Techniques (1 didactic unit; .5 lab units; total: 1.5 units) (30 academic hours)

This course presents the Chinese methods of physiotherapy, known as Tui Na massage. Students will learn, practice, and apply these methods to the structural and soft tissues of the body. Qi Gong and self-care practices will be presented as part of this course.

SSS100 Student Success Skills (0 units) (0 academic hours)

This course provides students entering the Massage Therapy program at Pacific College basic study skills, covering effective ways to understand and apply the information, organize the material, and develop time management skills. Multiple methods will be presented for each student to find an effective and personalized method of studying. This course will also review the use of the eLearning platform, Student Hub, and Campus Vue portal.

WSM117Anatomy & Kinesiology (Module B) (Lecture) (1 didactic unit) (15 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the shoulder, arm, forearm, and hand.

WSM117LAB Anatomy & Kinesiology (Module B) (Lab) (.5 lab units) (15 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the shoulder girdle and upper extremities. Students will learn through palpation labs.

BTM298 Western Clinical Massage (Module B) (Lecture) (1.5 didactic units) (22.5 academic hours)

This course presents the theoretical foundation and skills used in Western Clinical Massage Therapy. Students learn and discuss techniques related to myofascial, connective tissue and trigger point modalities. By the end of this course, the student will be able to understand and plan a Western Clinical Massage session related to the shoulder girdle and upper extremity.

BTM298LAB Western Clinical Massage (Module B) (Lab) (1 lab unit) (30 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn and discuss techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to understand and plan a Western clinical massage session related to the shoulder girdle and upper extremities.

BTM230 Complementary Therapy (2 didactic units; .5 lab units; total: 2.5 units) (45 academic hours)

This course introduces different systems of bodywork that can be incorporated into massage. Students will learn the basics of hydrotherapy, thermotherapy, aromatherapy, guasha, cupping, and reflexology.

WSM235 Pathophysiology (Module B) (2 didactic units) (30 academic hours)

This course presents mechanisms of health and disease, and the study of normal physiology and abnormal pathology of the joints and articulations, integumentary, cardiovascular, and lymphatic and immune systems of the human body.

OMM201 Chinese Medicine Theory & Points 2 (2 didactic units) (30 academic hours)

This course continues the fundamental principles of Traditional Chinese Medicine theory, channel, and point location for massage therapists. Students will learn how to identify specific Sinew channels, and properly assess through palpation, movement, and recognize dysfunction appropriate to a body therapist.

BTM220 Introduction to Tui Na Structural Techniques (1 didactic unit; .5 lab units; total: 1.5 units) (30 academic hours)

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

BUM105 Professional Communication & Ethics (1 didactic unit) (15 academic hours)

This course focuses on professional ethics, practitioner/client relationship, professionalism, the scope of practice, client interaction, sexuality, and human relationships, informed consent, and ethical dilemma resolution. The students will learn how to manage conflict, as well as provide methods to resolve issues and problems that can occur in the massage room.

BUM106 Business Essentials (1 didactic unit) (15 academic hours)

This course introduces business practices and career development strategies to assist massage students to reach their career goals. Students will define their ideal work, learn about setting up a private practice, and prepare to find a job in the massage industry. Topics covered in the course include types of practices, legal requirements, budgeting, contracts, record keeping, practice building, advertising, and practice policies and procedures.

WSM118 Anatomy & Kinesiology (Module C) (Lecture) (1 didactic unit) (15 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movements of the pelvic girdle and lower extremities.

WSM118LAB Anatomy & Kinesiology (Module C) (Lab) (.5 lab units) (15 academic hours)

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the pelvic girdle and lower extremities. Students will learn through palpation labs.

BTM299 Western Clinical Massage (Module C) (Lecture) (1.5 didactic units) (22.5 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn and discuss techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to understand and plan a Western clinical massage session related to pelvic girdle and lower extremities.

BTM299LAB Western Clinical Massage (Module C) (Lab) (1 lab unit) (30 academic hours)

This course presents the theoretical foundation and skills used in Western clinical massage therapy. Students learn and discuss techniques related to myofascial, neuromuscular, trigger point and circulatory-lymphatic modalities. By the end of this course, the student will be able to understand and plan a Western clinical massage session related to the pelvic girdle and lower extremity.

WSM236 Pathophysiology (Module C) (2 didactic units) (30 academic hours)

This course discusses the organization of body structures and presents the study of normal physiology and abnormal pathology of the muscular, respiratory, digestive, urinary and reproductive systems of the human body.

CLM199 Research Literacy & Clinical Integration (1 didactic unit) (15 academic hours)

This course explores both the importance of research in massage therapy and guides students to critically evaluate available massage therapy research along with studying and discussing case studies.

ASSOCIATE OF APPLIED SCIENCE (YOGA TEACHER)

Educational Purpose

Pacific College of Health and Science Yoga Teacher for 500-hour certification is an associate degree which provides students with the skills required to safely and effectively teach yoga to a variety of levels and abilities. The PCHS Yoga Teacher program features an inclusive curriculum that focuses on philosophy, anatomy, theory, personal practice, teaching the three stages of life, sequencing, theming and the business of yoga. This comprehensive program provides in depth training in all aspects of the Yogic sciences including Yoga Poses (Asana), Breathwork (Pranayama), Ethics (Yamas & Niyamas), Health & Wellness (Ayurveda), and Meditation (Dharana & Dhyana). Once completed, the student is prepared for employment in health clubs, spas, yoga/dance studios, and self-employment as a private yoga instructor. This program is also beneficial for those who are active or interested in the health and wellness industry, as they will learn how to apply yoga techniques that enhance overall physical, mental, and emotional well-being. PCHS Yoga Teacher Program meets the requirements for the professional membership and trade association, Yoga Alliance, which registers graduates as yoga teachers (RYT500).

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

1. Identify major muscles, joints and planes of movement for proper alignment and safety.
2. Discuss and demonstrate professional ethics.
3. Explain key ideas and dates in the history and lineages of yoga.
4. Apply knowledge of traditional theories of health and disease relevant to the practice of yoga
5. Demonstrate understanding of the interconnections between the body, mind, and emotions in the context of maintaining well-being.
6. Appropriately apply the tools of yoga.
7. Assess the needs of clients relevant to the practice of yoga.
8. Evaluate models of human development that demonstrate the influence of social, religious and cultural conditioning on health and healing.
9. Demonstrate a comprehensive knowledge, theory and practice of asana, pranayama, and meditation.
10. Teach practices of yoga using various strategies such as visual, auditory and kinesthetic learning tools at a level appropriate for client health and well-being.
11. Demonstrate competency in the business of yoga instruction.
12. Be eligible to apply for the 500-hour teacher certification with the Yoga Alliance.

AAS Yoga Attendance Policy

In order to be registered as an RYT-500 with Yoga Alliance, 100% attendance is required in the teacher training. If you do miss a class, make-up work is necessary to ensure you cover all 500 hours of required training. In order to do so, the following make up policy will apply:

For Online Classes:

- Students must watch the entire recording of the class missed.
- Submit through Moodle a 1-page, 12-point font single spaced paper summarizing the information covered in the recording.
- This assignment must be uploaded within 14 days of the missed class.

For On-Campus Classes:

- Contact your instructor and review your syllabus for class topics covered.
- Submit through Moodle a 1-Page, 12-point font, double spaced, with two references (one can be your textbook, find the other online) FOR EACH HOUR MISSED.
- Each page/ hour of make-up needs to be on a topic covered for that week.
- If you miss one entire class, this is 3 hours, and you would be responsible for 3 pages of make-up work on the topics covered in the missed class.
- This assignment must be uploaded within 14 days of the missed class.

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

YOGA100 Yoga History and Philosophies (3 didactic units) (45 academic hours)

This course will take students on a journey from the ancient shamanic roots of Yoga all the way to its modern styles and schools. An in-depth exploration of the philosophies and schools of thought that are the foundation of all forms of Yoga will be discovered through key historical texts such as the *Upanishads*, *Yoga Sutras*, and *Vedas*. Students will also learn about influential historical figures in the world of Yoga and come to understand how Patanjali systematized the philosophy of Yoga through his teaching on the 8 Limbs.

YOGA110 Yoga: Asanas, Alignments, and Adjustments (1 didactic unit)(1 lab unit) (45 academic hours)

As a Yoga instructor being able to safely and accurately guide students through the various Yoga poses, Asanas, is vitally important. In this course, students will learn a variety of Yoga postures, how to safely and appropriately teach them, as well as how and when to modify them. Students will learn how to use verbal and visual cues as well as hands on adjustments to assist students in achieving safety and comfort. Students will also learn self-assessment skills, improving the ability to observe misalignments in the body and implement appropriate physical assists and adjustments.

Prerequisite: WS111 and WS212

YOGA130 Ayurveda and Yoga Lifestyle (3 didactic units) (45 academic hours)

Often referred to as the “sister science of Yoga,” Ayurveda is a powerful system of health and wellness for Body, Mind, and Spirit. This course offers students an overview of Samkhya philosophy, a brief history of Ayurveda, and introduces the structure and function of Ayurvedic Doshas (the body-mind constitutions), including states of balance and imbalance and their role in creating health and wellness. The importance of Ayurvedic wellness techniques, including daily routine, breathing practices, mantras, and diet will be presented as ways to develop self-awareness, which is the basis for healing the physical, emotional, mental and subtle bodies.

YOGA150 Prana, Breathwork and the Subtle Body (1 didactic unit, 1 lab unit) (45 academic hours)

For millennia, Yogis have known that we are far more than just our physical bodies. In this course students will be introduced to and explore the subtle energetic systems that make up our being. Students will learn about the locations, meaning, and significance of the 7 Major Chakras the Nadi system, the 5 Prana Vayus, and their influence on health and wellness. Students will also practice and learn how to safely teach a variety of Pranayama techniques and their relation to the function of human physiology.

YOGA170 Yogic Meditation (1 didactic unit, 1 lab unit) (45 academic hours)

Long before there were Yoga classes and Yoga postures, Yogis were meditating on the nature of self and reality. In this course Students will explore the history of Yogic Meditation and experience a variety of Yogic Meditation techniques. These techniques will include Visualization, Concentration, Mantra, and Yoga Nidra. Students will also learn about Mudras; what they are as well as how and why to use them. Students will learn when and why to use each of these different techniques, as well as how to safely instruct others to do so. Students will learn how to incorporate Yogic Meditation techniques into yoga classes, or as a standalone practice.

YOGA200 Teaching Methodologies and Integrated Teaching Practice (1 didactic unit, 1 lab unit) (45 academic hours)

This course will provide students with in-depth knowledge of effective Yoga teaching methods as they learn how to prioritize the use of Yoga tools and techniques, including Sequencing, Pace, Environment, Cueing, and Class Management. Students will learn how to safely practice and instruct a variety of standing, seated, reclining, revolved, and inverted Yoga postures. **Prerequisite:** YOGA110, YOGA150, YOGA170

YOGA220 Introduction to Yoga for Specialty Populations (1 didactic, 1 lab units) (45 academic hours)

Yoga is not a one size fits all practice, so it is important that instructors understand how to teach for different body types and populations. In this course students will learn applications of yoga suited to the specific conditions of special populations. Through this course, students will broaden their exposure to various approaches in yoga, offering various areas of specialization in their careers. Students will learn about the population/condition, indications and contraindications, benefits of yoga techniques, and the most potent tools to use with special populations. **Prerequisite:** YOGA110, YOGA150, YOGA170

YOGA240 Professional Practice and Ethics (3 didactic units) (45 academic hours)

According to Patanjali, the first step on the path of Yoga is that of moral and ethical precepts. If this was true more than a thousand years ago, it is even more important in our modern world. This course will provide students with an in depth understanding of ethics as it relates to the student-teacher relationship as well as teaching the necessary tools for effectively building a business in the growing industry of Yoga. Students will learn how to market themselves authentically and professionally, acquire clients and build a caseload, market workshops and courses, manage finances and expenses and present themselves to potential employers in professional health establishments such as clinics and studios. Students will also learn about the importance of diversity and awareness in Yoga. **Prerequisite: YOGA100**

YOGA260 Teaching Yoga: Practicum (2 lab units) (60 academic hours)

The key to becoming a successful Yoga instructor is practice. Lots and lots of practice. This course will provide students with the opportunity to demonstrate their core knowledge of 12 key Yoga competencies including: Asana, Pranayama and the Subtle Body, Meditation, Anatomy, Physiology, Biomechanics, Yogic History, Philosophy, Ethics, Teaching, and Professional Development. Students will also develop relationships with existing Yoga Teachers for the opportunities of mentorship, class observation, and feedback. Student will also create a series of Yoga Videos related to each of the above-mentioned competencies. **Prerequisite: YOGA100, YOGA110, YOGA150, YOGA170; Concurrent: YOGA200, YOGA240**

YOGA280 History and Theory of Marma Points (3 didactic units) (45 academic hours)

In this course students will explore the history and theory of Ayurvedic Marma points. Students will learn the properties and potential benefits of 107 of the major Marma points on the body and will also discover how Marma points were historically used in Yogic and Ayurvedic settings. Students will also learn a self-care Marma sequence and how to guide a Marma point visualization meditation. **This course does not include training in the therapeutic use of Marma Points, nor does it certify students to offer any forms of Marma Therapy.*

YOGA282 Yin Yoga (1 didactic; 1 lab units) (45 academic hours)

Yin Yoga is a slow-paced style of yoga that incorporates principles of Chinese medicine, with yoga asanas (postures) that are held for longer periods of time than in other styles. In this course students will learn yin yoga philosophy, history, anatomy, postures, sequencing, and corresponding physical and energetic systems in the body. Students will learn how to create a safe space for teaching yin yoga, modifications, and how to properly assist and adjust students.

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CERTIFICATE

Educational Purpose

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

broader demand for advanced training in non-surgical facial cosmetic enhancements, Pacific College developed an advanced certificate.

Facial Applications in Cosmetic Enhancement (FACE) Certificate is a two-course program to better understand and apply cosmetic enhancements to the face, head, and neck. The curriculum will enhance understanding of head, face, and neck anatomy, physiology, and pathology from both an eastern and western medical perspective. Internationally known faculty teach a variety of facial applications for cosmetic enhancement.

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

Eventually, the FACE certificate program offering will expand to include training for massage therapists and aestheticians. The programs' expected educational outcomes are as follows:

Program Learning Outcomes

Graduates of FACE program will:

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

Program specific admissions requirements: Students must be Licensed as Acupuncturists (or licensing equivalent where there is no licensing) and have graduated from an ACAHM accredited college or its equivalent. Exceptions may be made for PCHS students who are past their second-year comprehensive examinations or for those just taking the FACE415 FACE THEORY AND CLINIC class.

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CURRICULUM

Facial Applications for Cosmetic Enhancement (FACE) Certificate program is comprised of 8 units of study. The required courses are described below in order to acquaint you with the academic structure of the programs and general content of the courses. Each is subject to change.

FACE415 Face Theory and Clinic (4.5 didactic units; 1.5 lab units; Total: 6 units) (112.5 academic hours)

This course offers diverse approaches of FACE theory and treatment strategies from a variety of perspectives taught by elite leaders in the field of facial diagnosis and acupuncture. Eastern and

Western based anatomy, physiology, and pathology of the face with resultant east/west medical perspectives on FACE theory and treatment will be highlighted. Students will learn to identify, examine, critically evaluate, and treat FACE conditions. During intake/history students will identify cautions, contraindications, and safety considerations. Students will also develop understanding of a variety of skin conditions, and how to incorporate face reading and diagnosis, emotional triggers, TCM and 5 Element facial acupuncture, motor point needling, trigger point needling, and intradermal needling of the face, head, and neck to FACE theory and treatments. Ancillary services such as facial gua sha, facial cupping, microcurrent, light emitting diodes, and current popular treatments will be introduced.

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

FACE420 FACE Case Studies and Presentations (2 didactic units) (30 academic hours)

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

Prerequisite: FACE415

TTS101 Technology Training for Online Students (0 units) (0 hours)

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

WISCONSIN STUDENTS' GUIDE TO TUITION AND FEES

Online programs

Transitional Doctor of Acupuncture (T-DAC) / Transitional Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DACCHM)	170
Master of Science of Health and Human Performance (MSHHP)	172
Health Coach Certificate	174

Residential, on ground programs

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM) SD	134
Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM) CH	166
Doctor of Acupuncture (DAc) CH	166
Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM) SD	134
Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM) NY	148
Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM) CH	166
Master of Science in Acupuncture (MSAc) NY	148
Master of Science in Acupuncture (MSAc) CH	166
Certificate in Chinese Herbal Medicine (CCHM) NY.....	148
Certificate in Chinese Herbal Medicine (CCHM) CH.....	166
Associate of Applied Science (Holistic Health Science) SD	134
Certificate in Massage Therapy/Asian Bodywork SD	134
Associate of Occupational Studies (Massage Therapies) (AOS) NY	148
Certificate in Massage Therapy/Asian Bodywork CH	166
Associate of Applied Science (Yoga Teacher) SD	137

Model Curriculum Charts

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

CHART CODES DEFINITION/DESCRIPTION

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

Units/Hours Didactic courses: 15 academic hours equal 1 term unit
 Hands-on courses and labs: 30 academic hours equal 1 term unit
 Independent study: 45 academic hours equal 1 term unit
 Clinical training: 30 academic hours equal 1 term unit
 Nursing clinical training: 45 academic hours equal 1 term unit

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

Prereq	Course prerequisite
Concur	Courses completed or taken in the same term
Exam Req	Comprehensive exam indicated is required prior to course
Req for Comp	Courses which are required prior to taking the Comprehensive Exams indicated
DAc	Courses required for the Doctor of Acupuncture (CH)
DAcCHM	Courses required for the Doctor of Acupuncture with a Chinese herbal medicine specialization (SD/CH)
MSAc	Courses required for the Master's of Acupuncture (NY/CH)
MSAcCHM	Courses required for the Master's of Acupuncture with a Chinese herbal medicine specialization
MTh/AB	Courses required for the Certificate in Massage Therapy/Asian Bodywork (SD/CH)
AAS	Courses required for the Associate of Applied Science (Holistic Health Science) (SD)
BSN	Courses required for the Bachelor of Science in Nursing (Holistic Nursing) (NY)
AOS	Courses required for the Associate of Occupational Studies (Massage Therapies) (NY)
1	First comprehensive examination
2	Second comprehensive examination
•	Required for program indicated (if in "Required Column")
•	Elective for program indicated (if in "Elective Column")
100 – 200	Lower division courses
300 – 400	Upper division courses
500 and above	Graduate level courses

San Diego Campus

SAN DIEGO MODEL CURRICULUM CHARTS

Doctor of Acupuncture with Chinese Medicine Specialization (DAcCHM)

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

SD DAcCHM

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				
OM511	Fundamentals of Chinese Medicine 1	3.00	45			1	2
OM501	Foundations of Chinese Medicine	3.00	45			1	2
BT124	Tai Ji/Qi Gong	1.50	30				
CL211	Clinical Counseling 1	1.50	30			1	2
CL501	Introduction to Clinical Observation	1.00	15			1	2
	General Biology					1	2
WS521	Anatomy and Physiology 1	2.5	37.5	Gen Bio (or concur)	WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30	Gen Bio (or concur)	WS521	1	2

WS202	Medical Terminology	1.50	22.5				1	2
	Total Units/Hours:	15	255					
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR	COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1	2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1	2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1	2
HB501	Introduction to Herbology	2.00	30	OM511			1	2
BT130	Tui Na Hand Techniques	1.50	30				1	2
CL531	Clinical Observation	2.00	60	CL501, OM511	CPR/1 st Aid		1	2
HB501	Introduction to Herbology	2.00	30	OM511			1	2
CF0.00	CPR/First Aid (8 hours required)	0	0				1	2
	Total Units/Hours:	14.00	255					
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR	COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1	2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1	2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1	2
HB514	Herbology 1	2.00	30	HB501			Herb Comp	2
	General Chemistry						1	2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1	2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1	2
AC511a	Clinical Assistantship 1	2.00	60	CL211, CL531, HB501, AC504a, BT130	AC511a		1	2
	Total Units/Hours:	19.50	345					
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR	COMP
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513 (AC504a starting in F22)			1	2
WS207	Survey of Biochemical Principles	2.00	30	Gen Chem, Gen Bio			1	
WS528	General Psychology							
WS528	Anatomy and Physiology 4	3.00	45	WS515			1	2
HB515	Herbology 2	2.00	30	HB501, OM512			Herb Com p	2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1	2
AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a		1(W 23)	2
CL533	Clinical Assistantship 2	2.00	60	HB514, AC511a, AC505a, CL532				2
	Total Units/Hours:	17.00	300					
<i>First Comprehensive Exam (except Herbology exams)</i>								
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR	COMP
WS204	Biological Aspects of Physics	2.50	37.5					
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1		2

HB516	Herbology 3	3.00	45	HB501, OM513			Herb Com p	2
CL502	Introduction to Associate Internship	1.00	15	CL532				2
WS531	Pathophysiology 1	3.00	45	WS528		1		2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1		2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1		2
Total Units/Hours:		16.5	277.5					

First Comprehensive Exam (Herbology exams only)

TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM651	Diagnosis and Treatment of Disease 1	3.00	45	OM514, HB516, WS550	HB621	1	2	
HB621	Herbology 4	3.00	45	HB516		1	Herb Comp	
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2	
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2	
WS632	Pathophysiology 2	3.00	45	WS528		1	2	
CL541	Associate Internship 1	2.00	60	CL533, AC512a	CL502	1	2	
Total Units/Hours:		15.5	285					

TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM652	Diagnosis and Treatment of Disease 2	3.00	45	OM651, HB621		1	2	
HB622	Herbology 5	3.00	45	HB621		1	Herb Comp	
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2	
WS840	Clinical Research Design and Statistics	2.00	30	WS550				
WS506	Eastern and Western Nutrition	3.00	45	HB501, WS207				
WS651	Pharmacology	2.00	30	WS531, WS632		1	2	
CL503	Associate Internship Grand Rounds	1.00	15	CL502		1	2	
CL542	Associate Internship 2	2.00	60	CL541	CL503	1	2	
Total Units/Hours:		18.5	315					

All sections

Second Comprehensive Exam (except Herbology exams). Exam 1

TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM653	Diagnosis and Treatment of Disease 3	3.00	45	OM651, HB621		1		
HB623	Herbology 6	3.00	45	HB621		1	Herb Comp	
WS656	Clinical Science	3.00	45	WS651		1		
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a		1		
WS652a	Physical Exam	2.50	45	WS531, WS632		1		
CL612a	Clinical Counseling 2	1.50	30		CL543 or any of CL651-CL659	1		
BU800	Inter-Professional Communication	1.00	15	CL211, CL542	CL542 ok	1		
CL543	Associate Internship 3	2.00	60	CL542		1		
Total Units/Hours:		18.00	330					

All sections

Second Comprehensive Exam (Herbology exams only) Exam 1

TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.00	45	OM651, HB621		1	
HB631	Chinese Herbs and Internal Medicine 1	3.00	45	HB623		1,2	
HB642	Shang Han Lun/Wen Bing	3.00	45	HB623		1,2	
WS860	Advanced Integrative Diagnosis	3.00	45	WS656		2	

OM642	Licensure Exam Prep Course	3.00	45				1,2
CL651	Senior Internship 1	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok		1,2
CL652	Senior Internship 2	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok		1,2
CL653	Senior Internship 3	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok		1,2
Total Units/Hours:		21.00	405				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.00	45	OM651, HB621			1,2
HB632	Chinese Herbs and Internal Medicine 2	3.00	45	HB631			1,2
BU611	Practice Management and Ethics	3.00	45				1
CL810	Health Care Systems	3.00	45				2
CL654	Senior Internship 4	2.00	60	CL651, 1 of: [HB631, HB632, HB633]			1,2
CL655	Senior Internship 5	2.00	60	CL651, 1 of: [HB631, HB632, HB633]			1,2
CL656	Senior Internship 6	2.00	60	CL651, 1 of: [HB631, HB632, HB633]			1,2
Total Units/Hours:		18	360				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.00	15				
WS830	Preventive Medicine and Public Health	2.00	30				2
HB633	Chinese Herbs and Internal Medicine 3	3.00	45	HB631			1,2
BU612	Medical-Legal Report Writing	2.00	30		Intern		1,2
OM805	Practice Based Learning	3.00	45				2
CL770	Application of Inter-Professional Communication (Practicum)	2.00	60	CL612a, BU800			2
CL657	Senior Internship 7	2.00	60	CL651, 2 of: [HB631, HB632, HB633]			1,2
CL658	Senior Internship 8	2.00	60	CL651, 2 of: [HB631, HB632, HB633]			1,2
CL659	Senior Internship 9	2.00	60	CL651, 2 of: [HB631, HB632, HB633]			1,2
Total Units/Hours:		19.00	405				
Total Program Units/Hours		192	3532.5				

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

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

SD MSAcCHM

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
--------	--------	-------	-------------	--------	--------	-------------	-----------------

TTS101	Technology Training for Online Students	0	0					
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1	2
OM501	Foundations of Chinese Medicine	3.00	45				1	2
BT124	Taiji/Qigong	1.50	30					
CL501	Introduction to Clinical Observation	1.00	15				1	2
CL211	Clinical Counseling 1	1.50	30				1	2
WS521	Anatomy and Physiology 1	2.5	37.5			WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30			WS521	1	2
WS202	Medical Terminology	1.50	22.5				1	2
BIO101	General Biology	2.50	45				1	2
Total Units/Hours:		17.5	300					
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1	2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1	2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1	2
HB501	Introduction to Herbology	2.00	30	OM511			1	2
BT130	Tui Na Hand Techniques	1.50	30				1	2
CL531	Clinical Observation	2.00	60	OM511, CL501	CPR/1 st Aid		1	2
CF0.00	CPR/First Aid (8 hours required)	0	0				1	2
Total Units/Hours:		14.00	255					
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1	2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1	2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1	2
HB514	Herbology 1	2.00	30	HB501			Herb Comp	2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1	2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1	2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532		1	2
CL532	Clinical Assistantship 1	2.00	60	CL211, CL531, HB501, AC504a, BT130	AC511a		1	2
Total Units/Hours:		19.50	345					
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513 (AC504a starting in F22)			1	2
WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen. Chem.			1	
WS528	Anatomy and Physiology 4	3.00	45	WS515			1	2
HB515	Herbology 2	2.00	30	HB501, OM512			Herb Comp	2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1	2
AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a		1(W 23)	2
CL533	Clinical Assistantship 2	2.00	60	HB514, AC511a, AC505a, CL532				2

Total Units/Hours:		17.00	300				
<i>First Comprehensive Exam (except Herbology exams)</i>							
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
WS204	Biological Aspects of Physics	2.50	37.5				
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1	2
HB516	Herbology 3	3.00	45	HB501, OM513			Herb Comp 2
WS531	Pathophysiology 1	3.00	45	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1	2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1	2
CL502	Introduction to Associate Internship	1.00	15	CL532			2
Total Units/Hours:		16.5	277.5				
<i>First Comprehensive Exam (Herbology exams only)</i>							
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
OM651	Diagnosis and Treatment of Disease 1	3.00	45	OM514, HB516, WS550	HB621	1	2
HB621	Herbology 4	3.00	45	HB516		1	Herb Comp 2
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2
WS632	Pathophysiology 2	3.00	45	WS528		1	2
CL541	Associate Internship 1	2.00	60	CL533, AC512a	CL502	1	2
Total Units/Hours:		15.5	285				
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
OM652	Diagnosis and Treatment of Disease 2	3.00	45	OM651, HB621		1	2
HB622	Herbology 5	3.00	45	HB621		1	Herb Comp 2
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2
WS506	Eastern and Western Nutrition	3.00	45	HB501, WS207			
WS651	Pharmacology	2.00	30	WS531, WS632		1	2
CL503	Associate Internship Grand Rounds	1.00	15	CL502		1	2
CL542	Associate Internship 2	2.00	60	CL541	CL503	1	2
Total Units/Hours:		16.50	285				
<i>All sections</i>							
<i>Second Comprehensive Exam (except Herbology exams). Exam 1</i>							
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM653	Diagnosis and Treatment of Disease 3	3.00	45	OM651, HB621		1	
HB623	Herbology 6	3.00	45	HB621		1	Herb Comp 2
WS656	Clinical Science	3.00	45	WS651		1	
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a		1	
WS652a	Physical Exam	2.50	45	WS531, WS632		1	
CL612a	Clinical Counseling 2	1.50	30	CL541	CL543 or any of CL651-CL659	1	
CL543	Associate Internship 3	2.00	60	CL542		1	
Total Units/Hours:		17.00	315				
<i>All sections</i>							
<i>Second Comprehensive Exam (Herbology exams only) Exam 1</i>							
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.00	45	OM651, HB621		1	

HB631	Chinese Herbs and Internal Medicine 1	3.00	45	HB623		1,2	
HB642	Shang Han Lun/Wen Bing	3.00	45	HB623		1,2	
OM642	Licensure Exam Prep Course	3.00	45			1,2	
CL651	Senior Internship 1	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL652	Senior Internship 2	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL653	Senior Internship 3	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
Total Units/Hours:		18.00	360				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.00	45	OM651, HB621		1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.00	45	HB631		1,2	
BU611	Practice Management and Ethics	3.00	45			1	
CL654	Senior Internship 4	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL655	Senior Internship 5	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL656	Senior Internship 6	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		15	315				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.00	15				
WS830	Preventive Medicine and Public Health	2.00	30				
HB633	Chinese Herbs and Internal Medicine 3	3.00	45	HB631		1,2	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
CL657	Senior Internship 7	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL658	Senior Internship 8	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL659	Senior Internship 9	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		14.00	300				
Total Program Units/Hours		180.5	3337.5				

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

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

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

Associate of Applied Science (Holistic Health Science)

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

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

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

SD AAS

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	DE
TTS101	Technology Training for Online Students	0	0		X
OM101 ^{FC}	Oriental Medicine Theory and Points for Body Therapists	3	45		
WS111	GE3: Anatomy and Physiology 1 ^T	2.5	45		
BT130	Tui Na Hand Techniques ^T	1.5	30		
BT230	Tui Na Structural Techniques ^T	1.5	30	BT130	
BT100	Circulatory/Swedish Massage 1	2	45		
BU101a	Public Safety, Business and Ethics	1.5	22.5		X
CF0.00	CPR (4 hour course required)	0	0		
	Total Units/Hours:	12	217.5		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	DE
CL201a	Introduction to Body Therapy Clinic	1.5	30	BT100, BU101a	
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3	45	WS111	X
BT148	Thai Massage	2	45		
BT124M	Taiji/Qigong ^T	1.5	30		
BT201a	Deep Tissue Techniques	2	45	BT130, BT230	
	Elective	2	37.5		
	Total Units/Hours:	12	232.5		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	DE
CL221	Clinical Practice Shift	2	60	BT100 and CL201a	
WS231	Biomedical Pathology for Massage Therapists ^{FC}	3	45	WS212	
BU213	Practice Management for Massage Therapists ^{FC}	2	45	BU101a	
BT257	Introduction to Kinesiology ^{FC}	2.5	45	WS111	
BT199	Advanced Massage Modalities	2.5	45	BT100	
	Total Units/Hours:	12	240*		
	Total for MTh/AB Certificate:	36	645		
	Total Hours		690*		
	<i>*Needed to be full time for FA, but the certificate program totals are still 33.5 units/645 credit hours</i>				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	DE
BT202a	Circulatory/Swedish Massage 2	2	45	BT100, BU101a	
CL225	Clinical Practice Shift 2	2	60	CL221, BT100	
BT206a	Stretching and Traction Methods	2	45	BT141a	
BT235a	Chi Nei Tsang (Internal Organ Healing)	2	45		
WS206	Integrative Health and Nutrition	2.5	37.5		
	Elective	1.5	30		
	Total Units/Hours:	12	262.5		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	DE
AC101a	Acupuncture Points for Massage Therapists ^{FC}	2.5	45	OM101	
BT261a	Foot Reflexology 1	2	45		
BT223	Medical Qigong	1.5	30	BT122a	
	Elective	2.5	45		
	Elective	2	45		
	Elective	1.5	30		

Total Units/Hours:		12	240	
Total Units for AAS Degree:		60	1192.5	
<p><i>X – Classes with an “X” in the DE column mean that any or all of the course may be online in a distance education format. Additionally, potential DE courses are not limited to the courses with the “X,” instead the “X” indicates those courses running with a DE component as of Spring 2012.</i></p>				
CODE	POSSIBLE ELECTIVE COURSES	UNITS	CRED HRS	PREREQ
	** = may not be counted towards bodywork elective hours			
Acupuncture and Chinese Medicine				
CL211	Clinical Counseling 1	1.50	30	
WS202	Medical Terminology	1.50	22.5	
WS204	Biological Aspects of Physics	2.50	37.5	
Massage/Bodywork				
BT131a	Shiatsu 1	2.00	45	
BT142	Table Thai Massage 1	2.50	45	
BT243	Table Thai Massage 2	2.50	45	
BT211a	Sports Tui Na and Traumatology	2.50	45	BT130, BT230
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.00	45	BT130, BT230
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.00	45	BT130, BT230
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.00	45	BT130, BT230
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.00	45	BT130, BT230
BT218a	Synergistic Massage	2.00	45	
BT252	Craniosacral Work 1	2.50	45	
BT273a	Introduction to Neuromuscular Massage Therapy	2.00	45	
BT320	Face Reading for Massage Therapists	3.00	45	
BT470	Advanced Clinical Applications	2.00	45	
BTW28 2	Perinatal Massage	2.00	45	
HM221	Aromatherapy**	2.00	30	
SE410	Healthcare Disparities	1.00	15	
WS240	Orthopedic Assessment	2.50	45	
Transferable Electives				
CHEM 101	General Chemistry*	3.00	45	
PSY101	General Psychology*	3.00	45	
BIO101	General Biology*	2.50	45	

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

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

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

Associate of Applied Science (Yoga Teacher)

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

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

SD AAS

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	DE
TTS101	Technology Training for Online Students	0	0		X
WS111	GE3: Anatomy and Physiology 1 ^T	2.5	45		
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3	45	WS111	X
BT148	Thai Massage	2	45		
	Elective	2	45		
	Elective	2.5	45		
	Total Units/Hours:	12	225		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	DE
BT130	Tui Na Hand Techniques ^T	1.5	30		
BT230	Tui Na Structural Techniques ^T	1.5	30	BT130	
BT257	Introduction to Kinesiology ^{FC}	2.5	45	WS111	
	Elective	2	45		
	Elective	2	45		
	Elective	2.5	45		
	Total Units/Hours:	12	240		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	DE
	Elective	3	45		
	Elective	3	45		
	Elective	2	45		
	Elective	2	45		
	Elective	2	45		
	Total Units/Hours:	12	225		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	DE
YOGA100	Yoga History and Philosophies	3	45		
YOGA110	Yoga: Alignments and Adjustments	2	45	WS111, WS212	
YOGA130	Ayurveda and Yoga Lifestyle	3	45		
YOGA150	Prana, Breathwork and the Subtle Body	2	45		
YOGA170	Yogic Meditation	2	45		
	Total Units/Hours:	12	225		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	Coreq
YOGA200	Teaching Methodologies and Integrated Teaching Practice	2	45	YOGA110, YOGA150, YOGA170	
YOGA220	Introduction to Yoga for Specialty Populations	2	45	YOGA110, YOGA150, YOGA170	
YOGA240	Professional Practice and Ethics	3	45	YOGA100	

YOGA260	Teaching Yoga: Practicum	2	60	YOGA100, YOGA110, YOGA150, YOGA170	YOGA240, YOGA200
YOGA280	History and Theory of Marma Points	3	45		
YOGA282	Yin Yoga	2	45		
	Total Units/Hours:	14	285		
	Total for Yoga Teacher:	26	510		
	Total Units for AAS Degree:	62	1200		

Elective courses are subject to availability. Partial list of electives is shown below

X – Classes with an “X” in the DE column mean that any or all of the course may be online in a distance education format. Additionally, potential DE courses are not limited to the courses with the “X,” instead the “X” indicates those courses running with a DE component as of Spring 2012.

CODE	POSSIBLE ELECTIVE COURSES	UNITS	CRED HRS	PREREQ
	** = may not be counted towards bodywork elective hours			
	Acupuncture and Chinese Medicine			
CL211	Clinical Counseling 1	1.50	30	
WS202	Medical Terminology	1.50	22.5	
WS204	Biological Aspects of Physics	2.50	37.5	
	Massage/Bodywork			
BT131a	Shiatsu 1	2.00	45	
BT142	Table Thai Massage 1	2.50	45	
BT243	Table Thai Massage 2	2.50	45	
BT211a	Sports Tui Na and Traumatology	2.50	45	BT130, BT230
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.00	45	BT130, BT230
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.00	45	BT130, BT230
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.00	45	BT130, BT230
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.00	45	BT130, BT230
BT218a	Synergistic Massage	2.00	45	
BT252	Craniosacral Work 1	2.50	45	
BT273a	Introduction to Neuromuscular Massage Therapy	2.00	45	
BT320	Face Reading for Massage Therapists	3.00	45	
BT470	Advanced Clinical Applications	2.00	45	
BTW28 2	Perinatal Massage	2.00	45	
HM221	Aromatherapy**	2.00	30	
SE410	Healthcare Disparities	1.00	15	
WS240	Orthopedic Assessment	2.50	45	
	Transferable Electives			
CHEM 101	General Chemistry*	3.00	45	
PSY101	General Psychology*	3.00	45	
BIO101	General Biology*	2.50	45	

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

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

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

program)

Certificate in Massage Therapy/Asian Bodywork

Students in the Certificate in Massage Therapy/Asian Bodywork program must complete a minimum of 36 units. An approved four-hour CPR course is also required.

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

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

SD MTh/AB

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	DE
TTS101	Technology Training for Online Students	0	0		X
OM101	Oriental Medicine Theory and Points for Body Therapists ^{FC}	3	45		
WS111	GE3: Anatomy and Physiology 1 ^T	2.5	45		
BT130	Tui Na Hand Techniques ^T	1.5	30		
BT230	Tui Na Structural Techniques ^T	1.5	30	BT130	
BT100	Circulatory/Swedish Massage 1	2	45		
BU101a	Public Safety, Business and Ethics	1.5	22.5		X
CF0.00	CPR (four hours required)	0	0		
Total Units/Hours:		12	217.5		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	DE
CL201a	Introduction to Body Therapy Clinic	1.5	30	BT100, BU101a	
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3	45	WS111	X
BT148	Thai Massage	2	45		
BT124	Taiji/Qigong ^T	1.5	30		
BT201a	Deep Tissue Techniques	2	45	BT130, BT230	
	Elective	2	37.5		
Total Units/Hours:		12	232.5		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	DE
CL221	Clinical Practice Shift	2	60	BT100, CL201a, BU101a	
WS231	Biomedical Pathology for Massage Therapists ^{FC}	3	45	WS212	
BU213	Practice Management for Massage Therapists ^{FC}	2	45	BU101a	
BT199	Advanced Massage Modalities	2.5	45	BT100	
BT257	Introduction to Kinesiology	2.5	45	WS111	
Total Units/Hours:		12	240		
Total for MTh/AB Certificate:		36	690		
Elective Options		Units	Cred Hrs	Prereq	
BT131a	Shiatsu 1	2.00	45		
BT142	Table Thai Massage 1	2.50	45		
BT243	Table Thai Massage 2	2.50	45		
BT211a	Sports Tui Na and Traumatology	2.50	45	BT130, BT230	
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.00	45	BT130, BT230	

BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.00	45	BT130, BT230
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.00	45	BT130, BT230
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.00	45	BT130, BT230
BT218a	Synergistic Massage	2.00	45	
BT252	Craniosacral Work 1	2.50	45	
BT273a	Introduction to Neuromuscular Massage Therapy	2.00	45	
BT320	Face Reading for Massage Therapists	3.00	45	
BT470	Advanced Clinical Applications	2.00	45	
BTW282	Perinatal Massage	2.00	45	
CL211	Clinical Counseling 1	1.50	30	
HM221	Aromatherapy**	2.00	30	
SE410	Healthcare Disparities	1.00	15	
WS202	Medical Terminology	1.50	22.5	
WS204	Biological Aspects of Physics	2.50	37.5	
WS240	Orthopedic Assessment	2.50	45	
Transferable Electives				
CHEM 101	General Chemistry*	3.00	45	
PSY101	General Psychology*	3.00	45	
BIO101	General Biology*	2.50	45	

X – Classes with an “X” in the DE column mean that any or all of the course may be online in a distance education format. Additionally, potential DE courses are not limited to the courses with the “X,” instead the “X” indicates those courses running with a DE component as of Spring 2012.

T - Indicates transfer is awarded for this course in the master’s or doctorate degree program

SAN DIEGO TUITION AND FEES

DAcCHM, MSAcCHM Programs

Effective September 1, 2022

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$23.05
Clinical Hours (30:1)	\$18.50
Public Education Hours.....	\$23.05
Non-Credit, Remedial Hours	\$23.05
Independent Study (if available) per hour of the regular course	\$46.10
Audit of course (Pacific College students repeating successfully completed course)	\$100
Audit of clinical shift.....	50% of clinical shift tuition rate

Non-Required Elective Courses (electives additional to the number the program requires)..... \$100 discount per course

Massage Programs

Effective September 1, 2022

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$22.45
Clinical Hours (30:1)	\$18.00
Public Education Hours.....	\$22.45
Non-Credit, Remedial Hours	\$22.45
Independent Study (if available) per hour of the regular course	\$44.90
Audit of course (Pacific College students repeating successfully completed course)	\$100
Audit of clinical shift.....	50% of clinical shift tuition rate
Non-Required Elective Courses (electives additional to the number the program requires).....	\$100 discount per course

Total Tuition per Program

Doctor of Acupuncture with a Chinese herbal medicine specialization.....	\$77,378
Approximate cost per term (11 terms) (depending on course load):	\$7,034.36
Master of Science in Acupuncture with a Chinese herbal medicine specialization	\$73,156
Approximate cost per term (11 terms) (depending on course load):	\$6,650.55
Associate of Applied Science (Holistic Health Science)	\$26,238
Approximate cost per term (5 terms) (depending on course load):	\$5,247.60
Certificate in Massage Therapy/Asian Bodywork	\$15,224
Approximate cost per term (3 terms) (depending on course load):	\$5,074.67

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

Books/Supplies*

Doctor of Acupuncture with a Chinese herbal medicine specialization.....	\$5,000/455
Master of Science in Acupuncture with a Chinese herbal medicine specialization	\$4,900/445
Associate of Applied Science (Holistic Health Science)	\$1,350/270
Certificate in Massage Therapy/Asian Bodywork	\$790/263

**The cost for textbooks and supplies is approximate, based on current requirements and prices. Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans)	\$50
Administrative Fee, per term (not refundable)	\$40
Student ID Card/Replacement (not refundable after issued)	\$15
Student Council Fee, per term (not refundable after the drop/add period)	\$10

**Students enrolled in online programs are exempt from Student Council fee*

CPR/First Aid Certifications (required while in clinical courses) 143pprox.. \$100(paid to provider)

Please Note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.

Lab, Equipment, and/or Class Supply Fees (where required, included in supply estimates above)

AAS, MTh/AB:

Aromatherapy Supply Fee	\$15
Floor Massage Classes (Sheets) (e.g. Stretching and Traction, Advanced Thai Massage) ...	\$10
Malpractice Insurance, per term (not refundable after term drop/add period)	
Massage Students, per term (includes coverage in the clinic and in the classroom)	\$20

DACCHM, MSACCHM:

Foundations of Evidence Informed Practice.....	\$65
Introduction to Herbology.....	\$26
Herbology 1	\$70
Herbology 2	\$70
Herbology 3	\$75
Japanese Clinic Shift (lab fee)	\$40
Malpractice Insurance, per term (not refundable after term drop/add period)	
Clinical Observers, Assistants, Associate Interns, and Senior Interns.....	\$70
First Time Fee for Comprehensive Exams.....	\$50
CALE Exam Preparation Class (DACCHM/MSACCHM only)	\$300
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150
PPE Fees, per shift	\$35

Non-Standard Fees (apply as listed below)

Financial Credit, per hour awarded.....	\$5
Advanced Transfer Assessment Fee (Acupuncture college transfer student who attended 1+ years elsewhere; credited to student account after add/drop period; not refundable if applicant does not enroll).....	\$100
Re-Application Fee (not refundable)	\$50
Clinic Shift Change Fee (for clinic shift changes after the 12 th week of each term).....	\$25
I-20 Fee (collected from international applicant deposit, when student doesn't enroll at PCHS)	\$100
International Student Service Fee (for non-education-related services)	\$64/hr
Math Readiness Test.....	No charge at time of publication
Math Preparation Class (1.5 units).....	1/2 current tuition rate
ENG 101 (English Composition 1): Access code to Pearson online content.....	\$15
COM201 (Business and Professional Communications): Access code to Pearson online content .	\$15
International Applicant Deposit	\$3,000
Administrative Fee/Late Registration (not refundable)	\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course.....	\$10
Returned Checks	\$25 plus late tuition fee, if applicable
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (non-PCHS student)	\$30
Duplicates of Diplomas/Certificates	\$50
Intercampus Transfer Fee (non-refundable)	\$100

Documentation fee for licensure and/or certification (non-refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ).....	other states: \$20/hour
Documentation/Massage National Exam paperwork fee.....	\$0
Transcript Requests	\$5
Late Tuition Fees (maximum \$50 per month)	\$25

For library late fees, see library brochure.

Tuition Payment Plan Fee	\$25
Student Tuition Recovery Fund Fees (STRF)	\$.50 per \$1,000 (or fraction of \$1000)
<i>*Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.</i>	
Comprehensive Exam Fees DACCHM/MSAcCHM only (not refundable once exam taken)	
Retake Fees* for Failed Comprehensive Exams (per exam administration, during regularly scheduled comps)	
Practical, per section.....	\$50
Written, per section.....	\$30
<i>*Comprehensive Exam retake fees are capped at \$50, including practical and written sections.</i>	
Specially Scheduled* Comprehensive Exam	
Practical Exam	\$150
Written Exam	\$95
Specially Scheduled* Comprehensive Retake Exam	
Practical, per section	\$100
Written, per section	\$60

Make-ups* of Final or Midterm Examinations

Written	\$50
Practical	\$75
Combined Written and Practical	\$110

**Specially scheduled and make-up exams may only be scheduled for verifiable “extenuating circumstances”. Extenuating circumstances are defined as serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, verified religious holiday observance, unavoidable, employer-documented, verifiable work-related events.*

Please Note:

- *Students 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.*

ASSOCIATE OF APPLIED SCIENCE (YOGA TEACHER) TUITION AND FEES

Effective September 1, 2022

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$22.45
--	---------

Public Education Hours.....	\$22.45
Non-Credit, Remedial Hours	\$22.45
Independent Study (if available) per hour of the regular course	\$44.90
Audit of course (Pacific College students repeating successfully completed course)	\$100
Non-Required Elective Courses (electives additional to the number the program requires).....	\$100 discount per course

Total Tuition

Associate of Applied Science (Yoga Teacher) (5 terms).....	\$24,487
Approximate cost per term (depending on course load):	\$4,897.40

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

Books/Supplies*

Associate of Applied Science (Yoga Teacher)	\$1,350/270
---	-------------

**The cost for textbooks and supplies is approximate, based on current requirements and prices. Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans)	\$50
Administrative Fee, per term (not refundable)	\$40

Non-Standard Fees (apply as listed below)

Administrative Fee/Late Registration (not refundable)	\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course	\$10
Returned Checks	\$25 plus late tuition fee, if applicable
Certified Copy of Documents (PCHS student)	\$15
Duplicates of Diplomas/Certificates	\$50
Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Class absence make-up fee (per hour)	\$30
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150
PPE Fees, per shift	\$35
Student Tuition Recovery Fund Fees (STRF)	\$.50 per \$1,000 (or fraction of \$1000)

**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

New York Campus

NEW YORK MODEL CURRICULUM CHARTS

Master of Science in Acupuncture (MSAc)

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

NY MSAc

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1 2
OM501	Foundations of Chinese Medicine	3.00	45				1 2
BT124	Taiji/Qigong	1.50	30				
CL211	Clinical Counseling 1	1.50	30				1 2
CL501	Intro to Clinical Observation	1.00	15				1 2
WS521	Anatomy and Physiology 1	2.50	37.5		WS525.L1		1 2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30		WS521		1 2
BIO101	General Biology	2.50	45				1 2
	Total Units/Hours:	16	277.5				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1 2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1 2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1 2
HB501	Introduction to Chinese Herbology	2.00	30	OM511			1 2
BT130	Tui Na Hand Techniques	1.50	30				
CL531a	Clinical Observation	2.00	60	OM511, CL501	CPR/1 st Aid		1 2
CF0.00	CPR/First Aid (8 hours required)	0	0				1 2
	Total Units/Hours:	14.00	255				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1 2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1 2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1 2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1 2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1 2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532a		1 2
CL532a	Clinical Assistantship 1	2.00	60	CL211, CL531a, HB501, AC504a, BT130	AC511a		1 2
	Total Units/Hours:	17.50	315				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP

OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513, AC504a		1	2
WS528	Anatomy and Physiology 4	3.00	45	WS515		1	2
WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen.Chem.		1	2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok	1	2
AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a	1(W 23)	2
CL533a	Clinical Assistantship 2	2.00	60	AC511a, AC505a, CL532a			2
CL502	Introduction to Associate Internship	1.00	15	CL532a			2
Total Units/Hours:		16.00	285				
<i>First Comprehensive Exam</i>							
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
CL541a	Associate Internship 1	2.00	60	CL502, AC512a		1	2
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1	2
WS506	Eastern and Western Nutrition	3.00	45	WS207, HB501			
WS531	Pathophysiology 1	3.00	45	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1	2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1	2
Total Units/Hours:		15.00	285				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM613	Acupuncture Therapeutics 1	3.00	45	OM514, WS550		1	2
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2
WS632	Pathophysiology 2	3.00	45	WS528		1	2
CL503	Associate Intern Grand Rounds	1.00	15	CL502			
CL542a	Associate Internship 2	2.00	60	CL541a		1	2
Total Units/Hours:		16	300				
<i>All sections</i>							
<i>Second Comprehensive Exam. Exam 1</i>							
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM614	Acupuncture Therapeutics 2	3.00	45	OM613		1	
WS652a	Physical Exam	2.50	45	WS531, WS653		1	
WS651	Pharmacology	2.00	30	WS531, WS653		1	
WS204	Biological Aspects of Physics	2.50	37.5				
CL651a	Senior Internship 1	2.00	60	CL542a	1 of: [OM614 OM615, OM616] AC613a WS652a	1,2	
CL652a	Senior Internship 2	2.00	60	CL542a	1 of: [OM614 OM615, OM616] AC613a WS652a	1,2	
Total Units/Hours:		14.0	277.5				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP

OM615	Acupuncture Therapeutics 3	3.00	45	OM613	1		
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a	1		
BU611	Practice Management and Ethics	3.00	45		1		
WS656	Clinical Science	3.00	45	WS651	1		
OM643	Exam Review Preparatory Course	1.00	15		1,2		
CL653a	Senior Internship 3	2.00	60	CL542a, AC613a, WS652a	1 of: [OM614 OM615, OM616]	1,2	
CL654a	Senior Internship 4	2.00	60	CL542a, AC613a, WS652a	1 of: [OM614 OM615, OM616]	1,2	
Total Units/Hours:		16.00	315				
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM616	Acupuncture Therapeutics 4	3.00	45	OM613		1	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
CL655a	Senior Internship 5	2.00	60	CL653a	1 of: [OM614 OM615, OM616]	1,2	
CL656a	Senior Internship 6	2.00	60	CL653a	CL655a, 1 of: [OM614 OM615, OM616]	1,2	
Total Units/Hours:		9.00	195				
Total Program Units/Hours		133.50	2,505				

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

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

NY MSAcCHM

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1 2
OM501	Foundations of Chinese Medicine	3.00	45				1 2
BT124	Taiji/Qigong	1.50	30				
CL501	Introduction to Clinical Observation	1.00	15				1 2
CL211	Clinical Counseling 1	1.50	30				1 2
WS521	Anatomy and Physiology 1	2.50	37.5	Gen Bio (or concur)	WS525.L1		1 2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30	Gen Bio (or concur)	WS521		1 2
WS202	Medical Terminology	1.50	22.5				1 2
BIO101	General Biology	2.50	45				1 2
Total Units/Hours:		17.5	300				

TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1 2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1 2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1 2
HB501	Introduction to Herbology	2.00	30	OM511			1 2
BT130	Tui Na Hand Techniques	1.50	30				1 2
CL531	Clinical Observation	2.00	60	CL501, OM511	CPR/1 st Aid		1 2
CF0.00	CPR/First Aid (8 hours required)	0	0				1 2
Total Units/Hours:		14.00	255				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1 2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1 2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1 2
HB514	Herbology 1	2.00	30	HB501			Herb Comp 2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1 2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1 2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532		1 2
CL532	Clinical Assistantship 1	2.00	60	CL211, CL531, HB501, AC504a, BT130	AC511a		1 2
Total Units/Hours:		19.50	345				

TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513, AC504a			1 2
WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen Chem.			1 2
WS528	Anatomy and Physiology 4	3.00	45	WS515			1 2
HB515	Herbology 2	2.00	30	HB501, OM512			Herb Comp 2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1 2
AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a		1(W 23) 2
CL533	Clinical Assistantship 2	2.00	60	HB514, AC511a, AC505a, CL532			2
Total Units/Hours:		17.00	300				
<i>First Comprehensive Exam (except Herbology exams)</i>							

TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
WS204	Biological Aspects of Physics	2.50	37.5				
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1	2
HB516	Herbology 3	3.00	45	HB501, OM513			Herb Comp 2
WS531	Pathophysiology 1	3.00	45	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1	2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1	2

CL502	Introduction to Associate Internship	1.00	15	CL532			2
Total Units/Hours:		16.50	277.5				
<i>First Comprehensive Exam (Herbology exams only)</i>							
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM651	Diagnosis and Treatment of Disease 1	3.00	45	OM514, HB516, WS550	HB621	1	2
HB621	Herbology 4	3.00	45	HB516		1	Herb Comp
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2
WS632	Pathophysiology 2	3.00	45	WS528		1	2
CL541	Associate Internship 1	2.00	60	CL502, CL533, AC512a		1	2
Total Units/Hours:		15.50	285				
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM652	Diagnosis and Treatment of Disease 2	3.00	45	OM651, HB621		1	2
HB622	Herbology 5	3.00	45	HB621		1	Herb Comp
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2
WS506	Eastern and Western Nutrition	3.00	45	HB501, WS207			
WS651	Pharmacology	2.00	30	WS531, WS632		1	2
CL503	Associate Internship Grand Rounds	1.00	15	CL502		1	2
CL542	Associate Internship 2	2.00	60	CL541		1	2
Total Units/Hours:		16.50	285				
<i>All sections</i>							
<i>Second Comprehensive Exam (except Herbology exams)</i>							
<i>Exam 1</i>							

TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM653	Diagnosis and Treatment of Disease 3	3.00	45	OM651, HB621		1	
HB623	Herbology 6	3.00	45	HB621		1	Herb Comp
WS656	Clinical Science	3.00	45	WS651		1	
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a		1	
WS652a	Physical Exam	2.50	45	WS531, WS632		1	
CL612a	Clinical Counseling 2	1.50	30		CL543 or any of CL651-CL659	1	
CL543	Associate Internship 3	2.00	60	CL542		1	
Total Units/Hours:		17.00	315				
<i>All sections</i>							
<i>Second Comprehensive Exam (Herbology exams only)</i>							
<i>Exam 1</i>							
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.00	45	OM651, HB621		1	
HB631	Chinese Herbs and Internal Medicine 1	3.00	45	HB623		1,2	
HB642	Shang Han Lun/Wen Bing	3.00	45	HB623		1,2	
OM643	Licensure Exam Prep Course	1.00	15			1,2	
CL651	Senior Internship 1	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	

CL652	Senior Internship 2	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL653	Senior Internship 3	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
Total Units/Hours:		16.00	330				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.00	45	OM651, HB621		1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.00	45	HB631		1,2	
BU611	Practice Management and Ethics	3.00	45			1	
CL654	Senior Internship 4	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL655	Senior Internship 5	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL656	Senior Internship 6	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		15	315				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.00	15				
WS830	Preventive Medicine and Public Health	2.00	30				
HB633	Chinese Herbs and Internal Medicine 3	3.00	45	HB631		1,2	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
CL657	Senior Internship 7	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL658	Senior Internship 8	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL659	Senior Internship 9	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		14.00	300				
Total Program Units/Hours		178.5	3307.5				

Associate of Occupational Studies (Massage Therapies)

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

NY AOS

TERM 1	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0	0			
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	42	45		
OM121	East/West Physiology 1	3	42	45		
BT130*	Tui Na Hand Techniques	1.5	28	30		WS111, BU102
OM102	Philosophy and History of Asian Medicine	3	42	45		
BU100	Public Safety Seminar	0	7	0		
BU102	Public Safety and Counseling	2.5	35	37.5		
BT180*	Western Massage 1	2.5	42	45		WS111, BU102
Total Units/Hours:		15	231	247.5		

TERM 2	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
WS212	Anatomy and Physiology 2: Function of Organ Systems	3	42	45	WS111	
OM222	East/West Physiology 2	3	42	45	OM121	OM102
BT122a	Qigong 1	1	21	22.5		
AC111	Acupoints for Massage Therapists	2.5	42	45	WS111, OM121	OM102
BT271a	Myology for Postural Alignment	2	42	45	WS111	WS212
BT280	Western Massage 2	2	42	45	BT180, BU102, WS111	WS212, BT271a
Total Units/Hours:		13.5	231	247.5		
TERM 3	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
WS213	Anatomy and Physiology 3: Neuroanatomy	3	42	45	WS212	
WS232	East/West Pathology	3	42	45	OM222, OM102	
(will be replaced by WS214 in Fall 2022)						
WS240a	Orthopedic Assessment	1.5	35	37.5	BT271a, WS212	WS213
CL226*	Massage Practicum 1	2	60	60	BT180, BT271a, OM121, WS111, BU102	AC111, WS212
BT230*	Tui Na Structural Techniques	1.5	28	30	BT130	
BT251a	Introduction to Kinesiology	2.5	42	45	BT271a, WS212	WS213
CRO	CPR	0	0	0		
Total Units/Hours:		13.5	249	262.5		
TERM 4	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
WS233	Orthopedic Sports Pathology	3	42	45	WS212	WS213, WS240a, BT281
BT123	Taiji 1	1.5	28	30		
WS214	Biomedical Pathology for Massage Therapists	3	42	45	WS213	
(will move to term 3 in F22 and be replaced by WS218)						
BT281*	Western Massage 3	2	42	45	WS212, BT280, BU102, BT271a	
HM222	Essential Oils for Massage Therapists	3	42	45	WS211, BU102	
CL227*	Massage Practicum 2	2	60	60	BT271a, CL226, BU102	WS213
Total Units/Hours:		14.5	256	270		
TERM 5	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
*	Specialty Elective	2.5	42	45	BT281	CL227, WS214
BU212a	Business Fundamentals for Massage Therapists	3	42	45	CL227, BT281	

BT209*	Integrated East/West Massage	1.5	28	30	WS213, BU102, BT281, BT230, CL227	WS233
CL228*	Massage Practicum 3	2	60	60	BT281, CL227, BT230, BU102, WS213	
Total Units/Hours:		9	172	180		
Program Total:		65.5	1139	1207.5		
<i>*DENOTES PRACTICAL CLASS WITH 100% ATTENDANCE POLICY</i>						
<i>+For purposes of verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ration instead of the normal academic 15:1 ratio.</i>						

W23 to be changed to:

TERM 1	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0	0			
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	42	45		
OM121	East/West Physiology 1	3	42	45		
BT130*	Tui Na Hand Techniques	1.5	28	30		WS111, BU102
OM102	Philosophy and History of Asian Medicine	3	42	45		
BU100	Public Safety Seminar	0	7	0		
BU102	Public Safety and Counseling	2.5	35	37.5		
BT180*	Western Massage 1	2.5	42	45		WS111, BU102
Total Units/Hours:		15	231	247.5		
TERM 2	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
WS212	Anatomy and Physiology 2: Function of Organ Systems	3	42	45	WS111	
OM222	East/West Physiology 2	3	42	45	OM121	OM102
BT124	Tai Ji/Qi Gong	1.5	28	30		
AC111	Acupoints for Massage Therapists	2.5	42	45	WS111, OM121	OM102
BT271a	Myology for Postural Alignment	2	42	45	WS111	WS212
BT280	Western Massage 2	2	42	45	BT180, BU102, WS111	WS212, BT271a
Total Units/Hours:		14	238	255		
TERM 3	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
WS213	Anatomy and Physiology 3: Neuroanatomy	3	42	45	WS212	
WS214	Biomedical Pathology for Massage Therapists 1	3	42	45		WS213
WS240a	Orthopedic Assessment	1.5	35	37.5	BT271a, WS212	WS213
CL226*	Massage Practicum 1	2	60	60	BT180, BT271a, OM121, WS111, BU102	AC111, WS212
BT230*	Tui Na Structural Techniques	1.5	28	30	BT130	
BT251a	Introduction to Kinesiology	2.5	42	45	BT271a, WS212	WS213
CRO	CPR	0	0	0		
Total Units/Hours:		13.5	249	262.5		
TERM 4	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
WS233	Orthopedic Sports Pathology	3	42	45	WS212	WS213, WS240a, BT281

WS218	Biomedical Pathology for Massage Therapists 2	3	42	45	WS214, WS213	
BT281*	Western Massage 3	2	42	45	WS212, BT280, BU102, BT271a	
HM222	Essential Oils for Massage Therapists	3	42	45	WS211, BU102 AC111, BT180	
CL227*	Massage Practicum 2	2	60	60	BT271a, CL226, BU102	WS213
Total Units/Hours:		13	228	240		

TERM 5	COURSE	UNITS	HOURS ⁺	CRED HRS	PREREQ	CONCUR
*	Specialty Elective	2.5	42	45	BT281	CL227, WS214
BU212a	Business Fundamentals for Massage Therapists	3	42	45	CL227, BT281	
BT209*	Integrated East/West Massage	1.5	28	30	WS213, BU102, BT281, BT230, CL227	WS233
CL228*	Massage Practicum 3	2	60	60	BT281, CL227, BT230, BU102, WS213	
Total Units/Hours:		9	172	180		
Program Total:		64.5	1118	1185		
Elective Options		Units	HOURS⁺	Cred Hrs	Prereq	
BT200	Advanced Massage Modalities	2.5	42	45		
BT213a	Tui Na Treatment of Disharmonies	2.5	42	45		
BT231	Introduction to Ayurvedic Massage	2.5	42	45		
BT282	Prenatal Massage Therapy	2.5	42	45		
BT283	Advanced Sports and Orthopedic Massage	2.5	42	45		
<i>*DENOTES PRACTICAL CLASS WITH 100% ATTENDANCE POLICY</i>						
<i>⁺For purposes of verification of massage training by NYSED, New York regulations require the college to use a 14:1 clock ration instead of the normal academic 15:1 ratio.</i>						

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

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

Acupuncture and Chinese Medicine Courses:

- WS525.L1 Anatomy and Physiology 1 Lab (1.0 units/28 hours/30 credit hours)

Massage and Bodywork Courses:

- BT282 Prenatal Massage Therapy
- BT200 Advanced Massage Modalities
- BT283 Advanced Sports and Orthopedic Massage
- BT213a Tui Na Treatment of Disharmonies
- BT240 Advanced Shiatsu

- BT231 Introduction to Ayurvedic Massage
- BT255 Advanced Thai Massage

Certificate in Chinese Herbal Medicine

Students in the Certificate in Chinese Herbal Medicine program must complete a minimum of 40 units.

NY HERB CERT

YEAR 1				
TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
HB 501	Introduction to Herbology	2	30	
HB514	Herbology 1	2	30	
CL521	Herbology Clinic Observation	2	60	
Total Units/Hours:		6	120	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
HB515	Herbology 2	2	30	HB514
HB516	Herbology 3	3	45	HB514
CL530	Herbology Clinic Preceptorship**	2	60	HB514, concur. HB516
Total Units/Hours:		7	135	
Level 1 Comprehensive Exam				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
HB621	Herbology 4	3	45	HB516
HB622	Herbology 5	3	45	HB516
Total Units/Hours:		6	90	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
HB642	Shang Han Lun/Wen Bing	3	45	HB621
HB623	Herbology 6	3	45	HB621
Total Units/Hours:		6	90	
Level 2 Comprehensive Exam				
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
HB631	Chinese Herbs and Internal Medicine 1	3	45	HB623
HB632	Chinese Herbs and Internal Medicine 2	3	45	HB623
CL540	Herbology Clinic Internship 1	2	60	HB621, CL530
Total Units/Hours:		8	150	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
HB633	Chinese Herbs and Internal Medicine 3	3	45	HB631
CL650	Herbology Clinic Internship 2	2	60	HB631
CL660	Herbology Clinic Internship 3	2	60	HB631
Total Units/Hours:		7	165	
Program Total:		40	750	

NEW YORK TUITION AND FEES

Effective September 1, 2022

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$31.30
Clinical Hours (30:1)	\$25.10
Lutheran Labor and Delivery Clinic Shifts	\$31.30
Public Education Hours.....	\$31.30
Non-Credit, Remedial Hours	\$31.30
Independent Study (if available) per hour of the regular course	\$62.60
Audit of Course (Pacific College students repeating successfully completed course).....	\$100
Audit of Clinical Shift.....	50% of clinical shift tuition rate
Non-Required Electives (Electives additional to the number the program requires) ...	\$100 discount per course

Total Tuition per Program

Master of Science in Acupuncture.....	\$74,528
Master of Science in Acupuncture with a Chinese herbal medicine specialization	\$98,158
Associate of Occupational Studies.....	\$36,678*
Certificate in Chinese Herbal Medicine	\$21,615

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

Books and Supplies*

Master of Science in Acupuncture.....	\$2,250
Master of Science in Acupuncture with a Chinese herbal medicine specialization	\$4,900
Associate of Occupational Studies	\$1,350
Certificate in Chinese Herbal Medicine	\$1,093

**The cost for textbooks and supplies is approximate, based on current requirements and prices. Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans).....	\$50
Administrative Fee, per term (not refundable)	\$40
Student ID Card/Replacement (not refundable after issued).....	\$15
Student Council Fee, per term (not refundable after the drop/add period).....	\$10
Malpractice Insurance, per term (not refundable after term drop/add period)	
Clinical Observers, Assistants, Associate Interns, Senior Interns.....	\$70
Massage Students, per term (includes coverage in the clinic and in the classroom).....	\$20
CPR/First Aid Certifications (required while in clinical courses) (paid to provider) 157pprox..	\$100

Please Note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.

Lab, Equipment, and/or Class Supply Fees

Malpractice Insurance, per term (not refundable after term drop/add period)

Clinical Observers, Assistants, Associate Interns, Senior Interns	\$70
Massage Students, per term (includes coverage in the clinic and in the classroom)	\$20
Massage Field Experience Lab Fee (BT281 Western Massage 3)	\$150
Foundations of Evidence Informed Practice.....	\$65
Introduction to Herbology.....	\$26
Herbology 1	\$70
Herbology 2	\$70
Herbology 3	\$75

**Herbology course fees included in estimated supplies above*

Clinic Supply Fee.....\$5 per term

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

First Time Fee for Comprehensive Exams (MSAc/MSAcCHM only) (not refundable once exam taken)	\$50
Exam Review Preparatory Class (AOS program).....	\$100
License Exam Preparatory Course (MSAc/MSAcCHM programs)	\$200
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150
PPE/ Gown Fee (Per practical course and clinic shift on ground)	
AOS	
PPE (per clinic shift)	\$35
MSAc	
Gown (per clinic shift)	\$10

Non-Standard Fees (apply as listed below)

Advanced Transfer Assessment Fee (acupuncture college transfer student who attended 1+ years elsewhere; credited to student account after add/drop period; not refundable if applicant does not enroll).....	\$100
Financial Credit, per hour awarded.....	\$5
Re-Application Fee (not refundable)	\$50
Clinic Shift Change Fee (for clinic shift changes after the 12 th week of each term).....	\$25
I-20 Fee (collected from international applicant deposit, when student doesn't enroll at PCHS)	\$100
International Student Service Fee (for non-education-related services)	\$64/hr
International Applicant Deposit	\$3,000
Administrative Fee/Late Registration (not refundable)	\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course.....	\$10
Returned Checks	\$25 plus any applicable late fees
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (non-PCHS student)	\$30
Duplicates of Diplomas/Certificates	\$50
Intercampus Transfer Fee (non-refundable)	\$100
Documentation Fee for Licensure and/or Certification (nonrefundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ)..... other states: \$20/hour	
Transcript Request	\$5
Late Tuition Fees (maximum \$50 per month)	\$25

Tuition Payment Plan Fee\$25
 Make-up Fee for Missed Clinical Skills Development 1, 2, or 3 Hours and Other Massage Practical
 Classes in AOS Program\$95 per hour missed

For library late fees, see library brochure.

Comprehensive Exam Fees

Retake Fees* for Failed Comprehensive Exam (per exam administration, during regularly
 scheduled comps)
 Practical, per section\$50
 Written, per section.....\$30
 *Comprehensive Exam retake fees are capped at \$50, including practical and written sections.
 Specially Scheduled* Comprehensive Exam
 Practical Exam \$150
 Written Exam\$95
 Specially Scheduled* Comprehensive Retake Exam
 Practical, per section \$100
 Written, per section\$60

Make-ups* of Final or Midterm Examinations

Written.....\$50
 Practical\$75
 Combined Written and Practical \$110

**Specially scheduled and make-up exams may only be scheduled for verifiable “extenuating
 circumstances”. Extenuating circumstances are defined as serious illness, complications of
 pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen
 immigration issues, natural or human-caused disasters, verified religious holiday observance,
 unavoidable, employer-documented, verifiable work-related events.*

Please note:

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

Chicago Campus

CHICAGO MODEL CURRICULUM CHARTS

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

Students in the Doctor of Acupuncture and Chinese Medicine program must complete a minimum of 190 units. An approved eight-hour CPR/First Aid course is also required. Specialty Electives are typically three units but may vary by +/- one unit, depending on the choice of elective.

CH DAcCHM

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				

OM511	Fundamentals of Chinese Medicine 1	3.00	45				1	2
OM501	Foundations of Chinese Medicine	3.00	45				1	2
BT124	Taiji/Qigong	1.50	30					
CL211	Clinical Counseling 1	1.50	30				1	2
CL501	Introduction to Clinical Observation	1.00	15				1	2
	General Biology						1	2
WS521	Anatomy and Physiology 1	2.5	37.5		Gen Bio (or concur)	WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30		Gen Bio (or concur)	WS521	1	2
WS202	Medical Terminology	1.50	22.5				1	2
	Total Units/Hours:	15	255					

TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1 2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1 2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1 2
HB501	Introduction to Herbology	2.00	30	OM511			1 2
BT130	Tui Na Hand Techniques	1.50	30				1 2
CL531	Clinical Observation	2.00	60	CL501, OM511	CL501, CPR/1 st Aid		1 2
CF0.00	CPR/First Aid (8 hours required)	0	0				1 2
	Total Units/Hours:	14	255				

TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1 2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1 2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1 2
HB514	Herbology 1	2.00	30	HB501			Herb Comp 2
	General Chemistry						1 2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1 2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1 2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532		1 2
CL532	Clinical Assistantship 1	2.00	60	CL211, CL531, HB501, AC504a, BT130	AC511a		1 2
	Total Units/Hours:	19.50	345				

TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513, AC504a			1 2
WS207	Survey of Biochemical Principles	2.00	30	Gen Chem, Gen Bio			1 2
	General Psychology						
WS528	Anatomy and Physiology 4	3.00	45	WS515			1 2
HB515	Herbology 2	2.00	30	HB501, OM512			Herb Comp 2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1 2

AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a	1(W 23)	2
CL533	Clinical Assistantship 2	2.00	60	HB514, AC511a, AC505a, CL532			2
Total Units/Hours:		17.00	300				
<i>First Comprehensive Exam (except Herbology exams)</i>							
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
WS204	Biological Aspects of Physics	2.50	37.5				
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1	2
HB516	Herbology 3	3.00	45	HB501, OM513			Herb Comp 2
WS531	Pathophysiology 1	3.00	45	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1	2
CL502	Introduction to Associate Internship	1.00	15	CL532			2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1	2
Total Units/Hours:		16.5	277.5				
<i>First Comprehensive Exam (Herbology exams only)</i>							
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
OM651	Diagnosis and Treatment of Disease 1	3.00	45	OM514, HB516, WS550	HB621	1	2
HB621	Herbology 4	3.00	45	HB516		1	Herb Comp
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2
WS632	Pathophysiology 2	3.00	45	WS528		1	2
CL541	Associate Internship 1	2.00	60	CL502, CL533, AC512a		1	2
Total Units/Hours:		15.5	285				
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCU R	EXAM REQ	REQ FOR COMP
OM652	Diagnosis and Treatment of Disease 2	3.00	45	OM651, HB621		1	2
HB622	Herbology 5	3.00	45	HB621		1	Herb Comp
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2
WS840	Clinical Research Design and Statistics	2.00	30	WS550			
WS506	Eastern and Western Nutrition	3.00	45	HB501, WS207			
WS651	Pharmacology	2.00	30	WS531, WS632		1	2
CL503	Associate Internship Grand Rounds	1.00	15	CL502		1	2
CL542	Associate Internship 2	2.00	60	CL541		1	2
Total Units/Hours:		18.50	315				
<i>Second Comprehensive Exam (except Herbology exams). All sections Exam 1</i>							
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM653	Diagnosis and Treatment of Disease 3	3.00	45	OM651, HB621		1	
HB623	Herbology 6	3.00	45	HB621		1	Herb Comp
WS656	Clinical Science	3.00	45	WS651		1	
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a,		1	
WS652a	Physical Exam	2.50	45	WS531, WS632		1	

CL612a	Clinical Counseling 2	1.50	30		CL543 or any of CL651-CL659	1	
BU800	Inter-Professional Communication	1.00	15	CL211, CL542	CL542 ok		
CL543	Associate Internship 3	2.00	60	CL542		1	
Total Units/Hours:		18.00	330				All sections
<i>Second Comprehensive Exam (Herbology exams only) Exam 1</i>							
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.00	45	OM651, HB621		1	
HB631	Chinese Herbs and Internal Medicine 1	3.00	45	HB623		1,2	
HB642	Shang Han Lun/Wen Bing	3.00	45	HB623		1,2	
WS860	Advanced Integrative Diagnosis	3.00	45	WS656			
OM643	Licensure Exam Prep Course	1.00	15			1,2	
CL651	Senior Internship 1	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL652	Senior Internship 2	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL653	Senior Internship 3	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
Total Units/Hours:		19.00	375				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.00	45	OM651, HB621		1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.00	45	HB631		1,2	
BU611	Practice Management and Ethics	3.00	45			1	
CL810	Health Care Systems	3.00	45			2	
CL654	Senior Internship 4	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL655	Senior Internship 5	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL656	Senior Internship 6	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		18	360				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.00	15				
WS830	Preventive Medicine and Public Health	2.00	30			2	
HB633	Chinese Herbs and Internal Medicine 3	3.00	45	HB631		1,2	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
OM805	Practice Based Learning	3.00	45				
CL770	Application of Inter-Professional Communication (Practicum)	2.00	60	CL612a, BU800			
CL657	Senior Internship 7	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	

CL658	Senior Internship 8	2.00	60	CL651, 2 of: [HB631, HB632, HB633]	1,2
CL659	Senior Internship 9	2.00	60	CL651, 2 of: [HB631, HB632, HB633]	1,2
Total Units/Hours:		19.00	405		
Total Program Units/Hours		190	3502.5		

Doctor of Acupuncture (DAc)

Students in the Doctor of Acupuncture program must complete a minimum of 150 units. An approved eight-hour CPR/First Aid course is also required.

CH DAc

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1 2
OM501	Foundations of Chinese Medicine	3.00	45				1 2
BT124	Taiji/Qigong	1.50	30				
CL501	Intro to Clinical Observation	1.00	15				1 2
CL211	Clinical Counseling 1	1.50	30				1 2
	General Biology						1 2
WS521	Anatomy and Physiology 1	2.5	37.5	Gen Bio (or concur)	WS525.L1		1 2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30	Gen Bio (or concur)	WS521		1 2
Total Units/Hours:		13.5	232.5				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1 2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1 2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1 2
HB501	Introduction to Chinese Herbology	2.00	30	OM511			1 2
BT130	Tui Na Hand Techniques	1.50	30				1 2
CL531a	Clinical Observation	2.00	60	OM511, CL501	CPR/1 st Aid		1 2
CF0.00	CPR/First Aid (8 hours required)	0	0				1 2
Total Units/Hours:		14	355				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1 2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1 2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1 2
	General Chemistry						1 2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1 2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1 2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532a		1 2
CL532a	Clinical Assistantship 1	2.00	60	CL211, CL531a, HB501, AC504a, BT130	AC511a		1 2
Total Units/Hours:		17.50	315				

TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513 (AC504a starting in F22)			1 2
WS528	Anatomy and Physiology 4 General Psychology	3.00	45	WS515			1 2
WS207	Survey of Biochemical Principles	2.00	30	Gen Chem, Gen Bio			1 2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1 2
AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a		1(W2 2 3)
CL533a	Clinical Assistantship 2	2.00	60	AC511a, AC505a, CL532a			2
CL502	Introduction to Associate Internship	1.00	15	CL532a			2
Total Units/Hours:		16.00	285	<i>First Comprehensive Exam</i>			
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
CL541a	Associate Internship 1	2.00	60	AC512a	CL503	1	2
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1	2
WS506	Eastern and Western Nutrition	3.00	45	WS207, HB501			
WS531	Pathophysiology 1	3.00	45	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1	2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1	2
Total Units/Hours:		15.00	285				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM613	Acupuncture Therapeutics 1	3.00	45	OM514, WS550		1	2
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2
WS653	Pathophysiology 2	3.00	45	WS528		1	2
BU800	Inter-Professional Communication	1	15		CL542a		
CL503	Associate Intern Grand Rounds	1.00	15			1	2
CL542a	Associate Internship 2	2.00	60	CL541a		1	2
Total Units/Hours:		17	315				
							All sections <i>Second Comprehensive Exam</i> Exam 1
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM614	Acupuncture Therapeutics 2	3.00	45	OM613		1	
WS652a	Physical Exam	2.50	45	WS531, WS632		1	
WS651	Pharmacology	2.00	30	WS531, WS632		1	
WS204	Biological Aspects of Physics	2.50	37.5				
WS840	Clinical Research Design and Statistics	2.00	30	WS550			
CL651a	Senior Internship 1	2.00	60	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a	1,2	

CL652a	Senior Internship 2	2.00	60	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a	1,2	
Total Units/Hours:		16	307.5				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM615	Acupuncture Therapeutics 3	3.00	45	OM613		1	
BU611	Practice Management and Ethics	3.00	45			1	
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a		1	
WS656	Clinical Science	3.00	45	WS651		1	
OM643	Exam Review Preparatory Course	1.00	15			1,2	
CL810	Health Care Systems	3.00	45			2	
OM805	Practice-Based Learning	3.00	45				
CL653a	Senior Internship 3	2.00	60	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	
CL654a	Senior Internship 4	2.00	60	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	
Total Units/Hours:		22.00	405				

TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM616	Acupuncture Therapeutics 4	3.00	45	OM613		1	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
SE	Specialty Elective	1.00	15				
WS830	Preventive Medicine and Public Health	2.00	30			2	
WS860	Advanced Integrative Diagnosis	3.00	45	WS656			
CL770	Application of Inter-Professional Communication (Practicum)	2.00	60	CL612a, BU800			
CL655a	Senior Internship 5	2.00	60	CL653a	1 of: [OM614, OM615, OM616]	1,2	
CL656a	Senior Internship 6	2.00	60	CL654a	1 of: [OM614, OM615, OM616]	1,2	
CL657a	Senior Internship 7	2.00	60	CL655a	1 of: [OM614, OM615, OM616]	1,2	
Total Units/Hours:		19.00	405				
Total Program Units/Hours		150	2,805				

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

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

CH MSAcCHM

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1 2
OM501	Foundations of Chinese Medicine	3.00	45				1 2
BT124	Taiji/Qigong	1.50	30				
CL501	Introduction to Clinical Observation	1.00	15				1 2
CL211	Clinical Counseling 1	1.50	30				1 2
WS521	Anatomy and Physiology 1	2.5	37.5	Gen Bio (or concur)	WS525.L1		1 2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30	Gen Bio (or concur)	WS521		1 2
WS202	Medical Terminology	1.50	22.5				1 2
BIO101	General Biology	2.50	45				1 2
	Total Units/Hours:	17.5	300				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1 2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1 2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, Gen Bio			1 2
HB501	Introduction to Herbology	2.00	30	OM511			1 2
BT130	Tui Na Hand Techniques	1.50	30				1 2
CL531	Clinical Observation	2.00	60	OM511, CL501	CPR/1 st Aid		1 2
CF0.00	CPR/First Aid (8 hours required)	0	0				1 2
	Total Units/Hours:	14.00	255				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1 2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1 2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1 2
HB514	Herbology 1	2.00	30	HB501			Herb Comp 2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1 2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1 2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532		1 2
CL532	Clinical Assistantship 1	2.00	60	CL211, CL531, HB501, AC504a, BT130	AC511a		1 2
	Total Units/Hours:	19.50	345				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513, AC504a			1 2

WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen Chem			1	2
WS528	Anatomy and Physiology 4	3.00	45	WS515			1	2
HB515	Herbology 2	2.00	30	HB501, OM512			Herb Comp	2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1	2
AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a		1(W 23)	2
CL533	Clinical Assistantship 2	2.00	60	HB514, AC511a, AC505a, CL532				2
Total Units/Hours:		17.00	300					
<i>First Comprehensive Exam (except Herbology exams)</i>								
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
WS204	Biological Aspects of Physics	2.50	37.5					
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1		2
HB516	Herbology 3	3.00	45	HB501, OM513			Herb Comp	2
WS531	Pathophysiology 1	3.00	45	WS528		1		2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1		2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1		2
CL502	Introduction to Associate Internship	1.00	15	CL532				2
Total Units/Hours:		16.50	277.5					
<i>First Comprehensive Exam (Herbology exams only)</i>								
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM651	Diagnosis and Treatment of Disease 1	3.00	45	OM514, HB516, WS550	HB621	1		2
HB621	Herbology 4	3.00	45	HB516		1	Herb Comp	2
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1		2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1		2
WS632	Pathophysiology 2	3.00	45	WS528		1		2
CL541	Associate Internship 1	2.00	60	CL533, AC512a	CL502	1		2
Total Units/Hours:		15.50	285					
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM652	Diagnosis and Treatment of Disease 2	3.00	45	OM651, HB621		1		2
HB622	Herbology 5	3.00	45	HB621		1	Herb Comp	2
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1		2
WS506	Eastern and Western Nutrition	3.00	45	HB501, WS207				
WS651	Pharmacology	2.00	30	WS531, WS632		1		2
CL503	Associate Internship Grand Rounds	1.00	15	CL502		1		2
CL542	Associate Internship 2	2.00	60	CL541	CL503	1		2
Total Units/Hours:		16.50	285					
<i>Second Comprehensive Exam (except Herbology exams) Exam 1</i>								
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM653	Diagnosis and Treatment of Disease 3	3.00	45	OM651, HB621		1		2
HB623	Herbology 6	3.00	45	HB621		1	Herb Comp	2
WS656	Clinical Science	3.00	45	WS651		1		
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a,		1		

WS652a	Physical Exam	2.50	45	WS531, WS632		1	
CL612a	Clinical Counseling 2	1.50	30		CL543 or any of CL651-CL659	1	
CL543	Associate Internship 3	2.00	60	CL542		1	
Total Units/Hours:		17.00	315				All sections <i>Second Comprehensive Exam (Herbology exams only)</i> Exam 1
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.00	45	OM651, HB621		1	
HB631	Chinese Herbs and Internal Medicine 1	3.00	45	HB623		1,2	
HB642	Shang Han Lun/Wen Bing	3.00	45	HB623		1,2	
OM643	Licensure Exam Prep Course	1.00	15			1,2	
CL651	Senior Internship 1	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL652	Senior Internship 2	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
CL653	Senior Internship 3	2.00	60	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]	WS652a ok	1,2	
Total Units/Hours:		16.00	330				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.00	45	OM651, HB621		1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.00	45	HB631		1,2	
BU611	Practice Management and Ethics	3.00	45			1	
CL654	Senior Internship 4	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL655	Senior Internship 5	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL656	Senior Internship 6	2.00	60	CL651, 1 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		15	315				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.00	15				
WS830	Preventive Medicine and Public Health	2.00	30				
HB633	Chinese Herbs and Internal Medicine 3	3.00	45	HB631		1,2	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
CL657	Senior Internship 7	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL658	Senior Internship 8	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL659	Senior Internship 9	2.00	60	CL651, 2 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		14.00	300				
Total Program Units/Hours		178.5	3307.5				

Master of Science in Acupuncture (MSAc)

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

CH MSAc

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0	0				
OM511	Fundamentals of Chinese Medicine 1	3.00	45				1 2
OM501	Foundations of Chinese Medicine	3.00	45				1 2
BT124	Taiji/Qigong	1.50	30				
CL211	Clinical Counseling 1	1.50	30				1 2
CL501	Intro to Clinical Observation	1.00	15				1 2
WS521	Anatomy and Physiology 1	2.5	37.5	Gen Bio (or concur)	WS525.L1		1 2
WS525.L1	Anatomy and Physiology 1 Lab	1.00	30	Gen Bio (or concur)	WS521		1 2
BIO101	General Biology	2.50	45				1 2
	Total Units/Hours:	16	277.5				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.00	45	OM511			1 2
AC504a	Acupuncture Channels and Points 1	2.50	45	WS521, WS525.L1, OM511			1 2
WS515	Anatomy and Physiology 2	3.00	45	WS521, WS525.L1, BIO101			1 2
HB501	Introduction to Chinese Herbology	2.00	30	OM511			1 2
BT130	Tui Na Hand Techniques	1.50	30				
CL531a	Clinical Observation	2.00	60	OM511, CL501	CPR/1 st Aid		1 2
CF0.00	CPR/First Aid (8 hours required)	0	0				1 2
	Total Units/Hours:	14	255				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.00	45	OM512			1 2
AC505a	Acupuncture Channel and Points 2	2.50	45	AC504a, OM512	OM512 ok		1 2
BT230	Tui Na Structural Techniques	1.50	30	BT130			1 2
WS527	Anatomy and Physiology 3	3.00	45	WS515			1 2
WS550	Foundations of Evidence-Informed Practice	3.00	45	OM511			1 2
AC511a	Introduction to Clinical Techniques	2.50	45	AC504a	CL532a		1 2
CL532a	Clinical Assistantship 1	2.00	60	CL211, CL531a, HB501, AC504a, BT130	AC511a		1 2
	Total Units/Hours:	17.50	315				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.00	45	OM513, AC504a			1 2
WS528	Anatomy and Physiology 4	3.00	45	WS515			1 2
WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen Chem			1 2
AC506a	Acupuncture Channels and Points 3	2.50	45	AC505a, OM513	OM513 ok		1 2

AC512a	Needle Technique	2.50	45	AC505a, AC511a	AC506a	1(W 23)	2
CL533a	Clinical Assistantship 2	2.00	60	AC511a, AC505a, CL532a			2
CL502	Introduction to Associate Internship	1.00	15	CL532a			2
Total Units/Hours:		16.00	285				
<i>First Comprehensive Exam</i>							
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
CL541a	Associate Internship 1	2.00	60	AC512a, CL502		1	2
AC631	Auricular Micro Therapy	2.50	45	AC506a, AC512a		1	2
WS506	Eastern and Western Nutrition	3.00	45	WS207, HB501			
WS531	Pathophysiology 1	3.00	45	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.00	45	WS528		1	2
AC611a	Advanced Needle Techniques	2.50	45	AC512a		1	2
Total Units/Hours:		15.00	285				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM613	Acupuncture Therapeutics 1	3.00	45	OM514, WS550		1	2
WS542a	Ortho-Neuro Eval 2	2.00	45	WS541a		1	2
AC632	Secondary Vessels	2.50	45	AC512a, AC506a		1	2
AC633	Combined Point Applications	2.50	45	AC512a, AC506a		1	2
WS653	Pathophysiology 2	3.00	45	WS528		1	2
CL503	Associate Intern Grand Rounds	1.00	15	CL502		1	2
CL542a	Associate Internship 2	2.00	60	CL541a		1	2
Total Units/Hours:		16	300				
<i>Second Comprehensive Exam Exam 1</i>							
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM614	Acupuncture Therapeutics 2	3.00	45	OM613		1	
WS652a	Physical Exam	2.50	45	WS531, WS632		1	
WS651	Pharmacology	2.00	30	WS531, WS632		1	
WS204	Biological Aspects of Physics	2.50	37.5				
CL651a	Senior Internship 1	2.00	60	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a	1,2	
CL652a	Senior Internship 2	2.00	60	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a	1,2	
Total Units/Hours:		14.00	277.5				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM615	Acupuncture Therapeutics 3	3.00	45	OM613		1	
AC613a	Treatment of Orthopedic Disorders	2.00	45	AC611a, WS542a		1	
BU611	Practice Management and Ethics	3.00	45			1	
WS656	Clinical Science	3.00	45	WS651		1	
OM643	Exam Review Preparatory Course	1.00	15			1,2	

CL653a	Senior Internship 3	2.00	60	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	
CL654a	Senior Internship 4	2.00	60	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	
Total Units/Hours:		16.00	315				
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM616	Acupuncture Therapeutics 4	3.00	45	OM613		1	
BU612	Medical-Legal Report Writing	2.00	30		Intern	1,2	
CL655a	Senior Internship 5	2.00	60	CL653a	1 of: [OM614, OM615, OM616]	1,2	
CL656a	Senior Internship 6	2.00	60	CL653a	1 of: [OM614, OM615, OM616]	1,2	
Total Units/Hours:		9.00	195				
Total Program Units/Hours		133.50	2,505				

Certificate in Massage Therapy/Asian Bodywork, Chicago

Certificate in Massage Therapy/Asian Bodywork students will successfully complete the following courses to earn their certificate. Total units for this program are 36 (and a required CPR training).

CH MT/AB CERT

TERM 1	COURSE	HOURS	UNITS
BTM104	Introduction to Massage Therapy	15.0	1.00
WSM116	Anatomy & Kinesiology (Module A) (Lecture)	15.0	1.00
WSM116LAB	Anatomy & Kinesiology (Module A) (Lab)	15.0	0.50
BTM297	Western Clinical Massage (Module A) (Lecture)	22.5	1.50
BTM297LAB	Western Clinical Massage (Module A) (Lab)	30.0	1.00
BTM124	Tai Ji/Qi Gong	30.0	1.50
WSM234	Pathophysiology (Module A)	30.0	2.00
OMM101	Chinese Medicine Theory & Points 1	30.0	2.00
BTM120	Introduction to Tui Na Hand Techniques	30.0	1.50
SSS100	Student Success Skills	0.0	0.00
		Total:	217.5
			12.00
TERM 2	COURSE	HOURS	UNITS
	See term 3 for listed equivalent elective course		
WSM117	Anatomy & Kinesiology (Module B) (Lecture)	15.0	1.00
WSM117LAB	Anatomy & Kinesiology (Module B) (Lab)	15.0	0.50

BTM298	Western Clinical Massage (Module B) (Lecture)	22.5	1.50
BTM298LAB	Western Clinical Massage (Module B) (Lab)	30.0	1.00
BTM230	Complementary Therapy	45.0	2.50
WSM235	Pathophysiology (Module B)	30.0	2.00
OMM201	Chinese Medicine Theory & Points 2	30.0	2.00
BTM220	Introduction to Tui Na Structural Techniques	30.0	1.50
CFO.00	Basic Life Support CPR	0.0	0.00
	Total:	217.5	12.00
TERM 3	COURSE	HOURS	UNITS
BUM105	Professional Communication & Ethics	15.0	1.00
CLM223	Massage Clinical Practice Shift	60.0	2.00
BUM106	Business Essentials	15.0	1.00
WSM118	Anatomy & Kinesiology (Module C) (Lecture)	15.0	1.00
WSM118LAB	Anatomy & Kinesiology (Module C) (Lab)	15.0	0.50
BTM299	Western Clinical Massage (Module C) (Lecture)	22.5	1.50
BTM299LAB	Western Clinical Massage (Module C) (Lab)	30.0	1.00
WSM236	Pathophysiology (Module C)	30.0	2.00
CLM199	Research Literacy & Clinical Integration	15.0	1.00
ELECTIVE	Elective	15.0	1.00
	Total:	232.5	12.00
	Program Total:	667.5	36.00

Certificate in Chinese Herbal Medicine (CCHM) (Chicago)

Students in the Certificate in Chinese Herbal Medicine program must complete a minimum of 40 units.

CH HERB CERT

YEAR 1				
TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
HB 501	Introduction to Herbology	2	30	
HB514	Herbology 1	2	30	
CL521	Herbology Clinic Observation	2	60	
Total Units/Hours:		6	120	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
HB515	Herbology 2	2	30	HB514
HB516	Herbology 3	3	45	HB514
CL530	Herbology Clinic Preceptorship**	2	60	HB514, concur. HB516
Total Units/Hours:		7	135	
Level 1 Comprehensive Exam				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
HB621	Herbology 4	3	45	HB516
HB622	Herbology 5	3	45	HB516
Total Units/Hours:		6	90	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
HB642	Shang Han Lun/Wen Bing	3	45	HB621
HB623	Herbology 6	3	45	HB621
Total Units/Hours:		6	90	
Level 2 Comprehensive Exam				
HB501, HB514, HB515, HB516, HB621, HB622, HB623, HB642, CL521, CL530, Level 1 Exam				
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
HB631	Chinese Herbs and Internal Medicine 1	3	45	HB623
HB632	Chinese Herbs and Internal Medicine 2	3	45	HB623
CL540	Herbology Clinic Internship 1	2	60	HB621, CL530
Total Units/Hours:		8	150	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
HB633	Chinese Herbs and Internal Medicine 3	3	45	HB631
CL650	Herbology Clinic Internship 2	2	60	HB631
CL660	Herbology Clinic Internship 3	2	60	HB631
Total Units/Hours:		7	165	
Program Total:		40	750	

CHICAGO TUITION AND FEES

Dac/DacCHM/MSAc/MSAcCHM/Certificate in Chinese Herbal Medicine (CCHM)/MTh/AB

Effective September 1, 2022

Course Hours/Fees

Course Hours (Didactic and Lab Hours) (15:1)\$24.35

Massage Course Hours (Didactic and Lab Hours) (15:1).....	\$16.45
Clinical Hours (30:1)	\$19.60
Massage Clinical Hour (30:1).....	\$16.45
Public Education Hours.....	\$24.35
Public Education Hours (Massage).....	\$16.45
Non-Credit, Remedial Hours	\$24.35
Non-Credit, Remedial Hours (Massage)	\$16.45
Independent Study (if available; per hour of the regular course).....	200% of tuition rate
Audit of course (Pacific College students repeating successfully completed course)	\$100
Audit of clinical shift.....	50% of clinical shift tuition rate
Non-Required Electives (Electives additional to program requirements) ..	\$100 discount per course

Total Tuition Per Program

Doctor of Acupuncture	\$64,597
Doctor of Acupuncture with a Chinese herbal medicine specialization.....	\$80,726
Master of Science in Acupuncture.....	\$57,862
Master of Science in Acupuncture with a Chinese herbal medicine specialization	\$76,263
Certificate in Chinese Herbal Medicine	\$16,838
Certificate in Massage Therapy/Asian Bodywork.....	\$10,980*

**Discounted tuition for the Certificate in Massage Therapy/Asian Bodywork program: \$10,980.38, which includes all required textbooks. The college will pay \$200 toward certification expenses, for master’s degree students who complete the Certificate in Massage Therapy/Asian Bodywork program requirements. None of the above tuition amounts include fees, CPR, or supplies. Book costs not included except for students enrolled in the full Certificate in Massage Therapy/Asian Bodywork program.*

Books and Supplies*

Doctor of Acupuncture	\$2,450
Doctor of Acupuncture with a Chinese herbal medicine specialization.....	\$5,000
Master of Science in Acupuncture.....	\$2,250
Master of Science in Acupuncture with a Chinese herbal medicine specialization	\$4,900

**The cost for textbooks and supplies is approximate, based on current requirements and prices. Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

Application Fee (non-refundable)(fee waived for all US Veterans)	\$50
Administrative Fee, per term (not refundable)	\$40
Student ID Card/Replacement (not refundable after issued).....	\$15
Student Council Fee, per term (not refundable after add/drop period).....	\$10
CPR/First Aid Certifications (required while in clinical courses)	\$125

Please Note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.

Massage Program Documentation/National Exam Paperwork Fee	\$25
---	------

Lab, Equipment, and/or Class Supply Fees (where applicable)

MTh/AB:

Malpractice Insurance, per term (not refundable after term drop/add period)

Massage Students, per term (includes coverage in the clinic and in the classroom)	\$20
Aromatherapy/Aromatherapy Essentials	\$20
East Asian Accessory Techniques (elective).....	\$10
<u>DAC/DACCHM/MSAc/MSAcCHM:</u>	
Malpractice Insurance, per term (not refundable after term drop/add period)	
Clinical Observers, Assistants, Associate Interns, Senior Interns	\$70
Foundations of Evidence Informed Practice.....	\$65
General Biology (on-ground only)	\$20
Introduction to Herbology	\$26
Herbology 1	\$70
Herbology 2	\$70
Herbology 3	\$75

**Herbology class fees are included in supply estimates above.*

First Time Fee for Comprehensive Exams DAC/DACCHM/MSAc/MSAcCHM (not refundable once exam taken)	\$50
Exam Review Preparatory Class (MTH/AB Program)	\$100
License Exam Preparatory Course (DAC/DACCHM/MSAc/MSAcCHM programs).....	\$150
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150
PPE and Scrubs, per clinic shift (acupuncture)	\$35
PPE and Scrubs, per clinic shift (massage)	\$35
Massage Classroom Sheets	\$50
Tui Na Class Sheets (acupuncture)	\$14
U-Pass Train pass (if registered for 12+ units)	\$135*

*Subject to changes by the Chicago Transit Authority

Non-Standard Fees (apply as listed below)

Advanced Transfer Assessment Fee (acupuncture college transfer student who attended 1+ years elsewhere; credited to student account after add/drop period; not refundable if applicant does not enroll).....	\$100
Financial Credit, per hour awarded.....	\$5
Re-Application Fee (not refundable)	\$50
Clinic Shift Change Fee (clinic shift changes after the 12 th week of each term.).....	\$25
I-20 Fee (collected from international applicant deposit; when student does not enroll at PCHS)	\$100
International Student Service Fee (for non-educational related services).....	\$64/hour
International Applicant Deposit	\$3,000
Late Fee/Administrative Fee (not refundable).....	\$25
Add/Drop Fee (no charge through the first week of the term) per transaction, not per course ...	\$10
CPR/First Aid course no show, or cancel within 24-hours.....	\$25
Returned Checks	\$25 plus late tuition fee, if applicable
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (non-PCHS student)	\$30
Duplicates of Diplomas/Certificates	\$50

Intercampus Transfer Fee (non-refundable)	\$100
Documentation Fee for Licensure and/or Certification (non-refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ)..... other states: \$20/hour	
Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25

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

Comprehensive Exam Fees

Retakes Fees* for Failed Comprehensive Exams (per exam administration, during regularly scheduled comps)	
Practical, per section.....	\$50
Written, per section.....	\$30
<i>*Comprehensive Exam retake fees are capped at \$50, including practical and written sections.</i>	
Specially Scheduled* Comprehensive Exam	
Practical Exam	\$150
Written Exam	\$95
Specially Scheduled* Comprehensive Retake Exam	
Practical, per section.....	\$100
Written, per section.....	\$60

Make-Ups* of Final or Midterm Examinations

Written.....	\$50
Practical.....	\$75
Combined Written and Practical	\$110

**Specially scheduled and make-up exams may only be scheduled for verifiable “extenuating circumstances”. Extenuating circumstances are defined as serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, verified religious holiday observance, unavoidable, employer-documented, verifiable work-related events.*

Please Note:

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

Online Campus

Pacific College offers several programs online to meet the needs of today’s non-traditional student. Our online programs allow students from all across the United States to earn the degree they are seeking from the convenience of their own home. All online programs are presented in either synchronous or hybrid (synchronous and asynchronous) formats.

TRANSITIONAL DAC/DACCHM MODEL CURRICULUM

Transitional Doctorate of Acupuncture/Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAc/T-DAcCHM)

T-DAc/T-DAcCHM

TERM 1	COURSE	PREREQ	UNITS	HOURS
TTS101	Technology Training for Online Students		0	0
WS800	Foundations of Evidence-Informed Practice		3	45
BU805	Inter-Professional Communication		1	15
OM810	Integrative Case Management		3	45
WS810	Advanced Integrative Diagnosis		3	45
IPM800	Integrative Pain Management		2	30
Total Units/Hours:			12	180
TERM 2	COURSE	PREREQ	UNITS	HOURS
CL830	Applications of Inter-Professional Communication	BU805	2	60
CL820	Health Care Systems		3	45
OM806	Practice-Based Learning		3	45
WS820	Preventive Medicine and Public Health		2	30
Total Units/Hours:			10	180
Program total:			22	360

TRANSITIONAL DAC/DACCHM TUITION AND FEES

Effective September 1, 2022

Tuition

Transitional DAc/Transitional DAcCHM \$9,988 (\$454 per unit)

Books and Supplies

Transitional DAc/Transitional DAcCHM approximately \$250

* *Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

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

Administrative Fee, per term (not refundable) \$40

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

Lab, Equipment, and/or Class Supply Fees

 Foundations of Evidence Informed Practice..... \$65

Technology Fee, per term (online) \$150

Non-Standard Fees (apply as listed below)

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

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

Request for CEU certificate (per course)..... \$50

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

Certified Copy of Documents (PCHS student) \$15

Duplicates of Diplomas/Certificates \$50

Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Challenge Examination, per course	\$135
<i>For library late fees, see library brochure.</i>	
Student Tuition Recovery Fund Fees (STRF)	\$.50 per \$1,000 (or fraction of \$1000)
<i>*Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.</i>	

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

PLEASE NOTE:

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

MASTER OF SCIENCE OF HEALTH AND HUMAN PERFORMANCE (MSHHP) MODEL CURRICULUM

Master of Science of Health and Human Performance (MSHHP)

Students in the Master of Science and Health and Human Performance program must complete a minimum of 36 units.

MSHHP F22

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCURRENT OK
TTS101	Technology Training for Online Students	0	0		
HPC501	Health and Human Performance Coaching: Personal growth	3.00	45		
RES501	Evidence-Informed Practice: The Literature of Performance and Personal Growth	3.00	45		
TCM501	Chinese Medicine: Wellness, longevity, and peak performance	3.00	45		
	Total Units/Hours:	9.00	135		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCURRENT OK
HPC502	Health and Human Performance Coaching: Principles and Practice	3.00	45	HPC501	
NUT501	Nutrition I: Holistic approaches, wellness and longevity	3.00	45		RES501, TCM501
PHY551	Physiology of Human Performance	3.00	45	WS212	RES501, TCM501
	Total Units/Hours:	9.00	135		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCURRENT OK
HPC503	Health and Human Performance Coaching: Interpersonal skills	3.00	45	HPC502	

NUT511	Nutrition II: Supplemental approaches and peak performance	3.00	45	RES501, TCM501, NUT501	
PSY601	Psychology of Human Performance	3.00	45	PSY101, TCM501, RES501, HPC502	HPC503
Total Units/Hours:		9.00	135		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCURRENT OK
HPC504	Health and Human Performance Coaching: Professional skills	3.00	45	HPC503	
	Elective	3.00	45		
HPC550	Performance Solutions Portfolio	3.00	45	HPC503, NUT501, NUT511, PSY601	HPC504
Total Units/Hours:		9.00	135		
Total Program Units/Hours		36.00	540		
Elective Options				PREREQ	CONCURRENT OK
Medical Cannabis Certificate					
CAN401	Endocannabinoid System and Pharmacology	3.00	45	WS451e or WS651	
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.00	45		
MSHHP					
HCE501	Approved Coaching or Personal Training Programs	3.00	45	HPC503	
HCE502	Health & Human Performance: Coaching Practicum	2.00	60	HPC501, HPC502	
Transitional Doctorate of Acupuncture					
IPM800	Integrative Pain Management	2.00	30	Licensed Acupuncturist	
Master of Science in Acupuncture					
SE410	Healthcare Disparities	1.00	15		
Bachelor of Science in Nursing Courses and Electives					
WS423e	Psychoneuroimmunology	3.00	45	WS331e or equivalent	
Transferable Electives					
BT124	TaiJi/QiGong	1.5	30		
BT130	Tui Na hand technique	1.5	30		
BT230	Tui Na structural	1.5	30	BT130	

W23 MSHHP

Term 1	Course	Units	Cred Hrs	Prereq
TTS101	Technology Training for Online Student	0	0	
HPC501	Health and Human Performance Coaching: Personal Growth	3.00	45	
RES501	Evidence-Informed Practice: The Literature of Performance and Personal Growth	3.00	45	
TCM501	Chinese Medicine: Wellness, Longevity, and Peak Performance	3.00	45	
Total Units/Hours:		9.00	135	

Term 2	Course	Units	Cred Hrs	Prereq
HPC502	Health and Human Performance Coaching: Principles and Practice	3.00	45	
NUT501	Nutrition I: Holistic Approaches to Wellness and Longevity	3.00	45	RES501, TCM501
PHY551	Physiology of Human Performance	3.00	45	RES501, TCM501, WS212
Total Units/Hours:		9.00	135	
Term 3	Course	Units	Cred Hrs	Prereq
HPC503	Health and Human Performance Coaching: Interpersonal Skills	3.00	45	HPC501, HPC502
NUT511	Nutrition II: Supplementation Approaches to Peak Performance	3.00	45	RES501, TCM501
PSY601	Psychology of Human Performance	3.00	45	PSY101, TCM501, RES501, HPC502
Total Units/Hours:		9.00	135	
Term 4	Course	Units	Cred Hrs	Prereq
HPC504	Health and Human Performance Coaching: Professional Skills	3.00	45	HPC501, HPC502
HPC550	Performance Solutions Portfolio	3.00	45	HPC503, NUT501, NUT511, PSY601
	Elective	3.00	45	
Total Units/Hours:		9.00	135	
Total Program Units/Hours:		36.00	540	
Elective Options		Units	Cred Hrs	Prereq
Medical Cannabis Certificate				
CAN401	Endocannabinoid System and Pharmacology	3.00	45	WS451e or WS651
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.00	45	
MSHHP				
HCE501	Approved Coaching or Personal Training Programs	3.00	45	HPC503
HCE502	Health & Human Performance: Coaching Practicum	2.00	60	HPC501, HPC502
Transitional Doctorate of Acupuncture				
IPM800	Integrative Pain Management	2.00	30	Licensed Acupuncturist
Master of Science in Acupuncture				
SE410	Healthcare Disparities	1.00	15	
Bachelor of Science in Nursing				
WS423e	Psychoneuroimmunology	3.00	45	WS331e or equivalent
Transferable Electives				
BT124	TaiJi/QiGong	1.5	30	
BT130	Tui Na hand technique	1.5	30	
BT230	Tui Na structural	1.5	30	BT130

MASTER OF SCIENCE HEALTH AND HUMAN PERFORMANCE (MSHHP) TUITION AND FEES

Effective September 1, 2022

Total Tuition per Program

MSHHP\$18,540 (\$515 per unit)
 Approximate cost per term (depending on course load): \$4,612.50

Books/Supplies*

MSHHP\$1,200

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

Students are not required to purchase textbooks and supplies from the school.

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans)\$50
 Administrative Fee, per term (not refundable)\$40
 Malpractice Insurance, per term (not refundable after term drop/add period)
 Coaching Practicum Elective\$70
 Lab, Equipment, and/or Class Supply Fees
 HPC504 Mentor Coach Lab fees\$350
 RES501 Evidence-Informed Practice module\$65
 Technology Fee, per term (online)\$150

Non-Standard Fees (apply as listed below)

Administrative Fee/Late Registration (not refundable)\$25
 Drop Fee (no charge through the first week of each term) per transaction, not per course\$10
 Request for CEU Certificate (per course)\$50
 Returned Checks\$25 plus late tuition fee, if applicable
 Certified Copy of Documents (PCHS student)\$15
 Duplicates of Diplomas/Certificates\$50
 Transcript Request\$5
 Late Tuition Fees (maximum \$50 per month)\$25
 Tuition Payment Plan Fee\$25

Make-up Fees for Coaching Class Requirements

Coaching Observation\$125
 Mentor Coaching Session\$125
 Performance Evaluation\$125
 Student Tuition Recovery Fund Fees (STRF)\$50 per \$1,000 (or fraction of \$1000)

**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

HEALTH COACH CERTIFICATE MODEL CURRICULUM

Health Coach Certificate

To receive the Health Coach Certificate, students must complete all 12 units.

HCC

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
HPC501	Health and Human Performance Coaching: Personal growth	3.00	45	
	Total Units/Hours:	3.00	45	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
HPC502	Health and Human Performance Coaching: Principles and Practice	3.00	45	HPC501
	Total Units/Hours:	3.00	45	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
HPC503	Health and Human Performance Coaching: Interpersonal skills	3.00	45	HPC502
	Total Units/Hours:	3.00	45	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
HPC504	Health and Human Performance Coaching: Professional skills	3.00	45	HPC503
	Total Units/Hours:	3.00	45	
	Total Program Units/Hours	12.00	180	

HEALTH COACH CERTIFICATE TUITION AND FEES

Effective September 1, 2022

Total Tuition per Program

Health Coach Certificate..... \$6,180(\$515 per unit)

Approximate cost per term: \$1545

Books/Supplies*

Health Coach Certificate..... \$500

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

Students are not required to purchase textbooks and supplies from the school.

Standard Fees (apply to all students)

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

Administrative Fee, per term (not refundable)\$40

Lab, Equipment, and/or Class Supply Fees

HPC504 Mentor Coach Lab fees..... \$350

Technology Fee, per term (online) \$150

Non-Standard Fees (apply as listed below)

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

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

Request for CEU certificate (per course).....\$50

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

Certified Copy of Documents (PCHS student)\$15

Duplicates of Diplomas/Certificates\$50

Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25

Make-up Fees for Coaching Class Requirements

Coaching observation	\$125
Mentor coaching session.....	\$125
Performance Evaluation.....	\$125
Student Tuition Recovery Fund Fees (STRF)	\$.50 per \$1,000 (or fraction of \$1000)

**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

MASTER OF SCIENCE (MEDICAL CANNABIS THERAPEUTICS) MODEL CURRICULUM

Master of Science in Medical Cannabis Therapeutics (MSMCT)

MSMCT

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
CAN510	Introduction to Medical Cannabis History and Policy	3.00	45	
CAN410	Introduction to the Endocannabinoid System	3.00	45	
Total Units/Hours:		6.00	90	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN515	Therapeutic and Medicinal Uses of Cannabinoids, Terpenes, and Flavonoids	3.00	45	CAN410
CAN525	Advanced ECS and Cannabinoid Pharmacology	3.00	45	CAN515
Total Units/Hours:		6.00	90	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
CAN530	Cannabis Research and Evidence-Based Literature Review	3.00	45	CAN525
CAN535	Ethics, Advocacy, and Public Health: Emerging Issues for Healthcare Professionals	3.00	45	CAN530
Total Units/Hours:		6.00	90	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
CAN540	Adverse Effects, Product Safety, and Patient Recommendation Considerations	3.00	45	CAN535
CAN600	Cannabinoid Therapeutics I: Clinical Applications for Symptom Management	3.00	45	CAN540
Total Units/Hours:		6.00	90	
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
CAN605	Cannabis Therapeutics II: Clinical Applications for Chronic Conditions	3.00	45	CAN600
CAN610	Capstone	3.00	45	CAN605
Total Units/Hours:		6.00	90	
Total Program Units/Hours		30.0	450	

MASTER OF SCIENCE (MEDICAL CANNABIS THERAPEUTICS) TUITION AND FEES

Effective September 1, 2022

Tuition

MSMCT\$15,000 (\$500 per unit)
Approximate cost per semester (depending on course load): \$3000

Books and Supplies

MSMCT\$1,200*

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

Students are not required to purchase textbooks and supplies from the school.

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US veterans)\$50
Administrative Fee, per term (not refundable)\$40
Technology Fee, per term (online) \$150

Non-Standard Fees (apply as listed below)

Administrative Fee/Late Registration (not refundable).....\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course\$10
Request for CEU certificate (per course).....\$50
Returned Checks\$25 plus late tuition fee, if applicable
Certified Copy of Documents (PCHS student)\$15
Duplicates of Diplomas/Certificates\$50
Transcript Request..... \$5
Late Tuition Fees (maximum \$50 per month)\$25
Tuition Payment Plan Fee\$25
Student Tuition Recovery Fund Fees (STRF)\$.50 per \$1,000 (or fraction of \$1000)

*Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.

MEDICAL CANNABIS CERTIFICATE MODEL CURRICULUM

Medical Cannabis Certificate

The Medical Cannabis Certificate program is only offered fully online. Students must pass all three classes to be awarded the certificate.

Medical Cannabis Certificate Curriculum: Healthcare Professionals

MCC

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
CAN401	Endocannabinoid System and Pharmacology	3	45	WS451e or WS651

CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3	45	CAN401
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN421 or CAN422	Cannabis Care Capstone or Cannabis Industry: Foundations Capstone	2	30	CAN411
Total Units/Hours:		8	120	

Medical Cannabis Certificate Curriculum: Foundations
MCC

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
CAN402	Endocannabinoid System and Pharmacology: Foundations	3	45	
CAN412	Medical Cannabis Guidelines and Professional Practice	3	45	CAN402
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN422	Cannabis Industry: Foundations Capstone	2	30	CAN411 or CAN412
Total Units/Hours:		8	120	

MEDICAL CANNABIS CERTIFICATE TUITION AND FEES

Effective September 1, 2022

Tuition

Medical Cannabis Certificate..... \$3,488 (\$436 per unit)

Books and Supplies

Medical Cannabis Certificate..... approximately \$300

** Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

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

Administrative Fee, per term (not refundable) \$40

Technology Fee, per term (online) \$150

Non-Standard Fees (apply as listed below)

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

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

Request for CEU certificate (per course)..... \$50

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

Certified Copy of Documents (PCHS student) \$15

Duplicates of Diplomas/Certificates \$50

Transcript Request..... \$5

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

Tuition Payment Plan Fee\$25
 Student Tuition Recovery Fund Fees (STRF)\$.50 per \$1,000 (or fraction of \$1000)
**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

BACHELOR OF SCIENCE (PUBLIC HEALTH EDUCATION AND PROMOTION) MODEL CURRICULUM

Bachelor of Science (Public Health Education and Promotion)

Bachelor of Science (Public Health Education and Promotion) program must complete a minimum of 120.5 units.

BSPHEP

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	COREQ
TTS101	Technology Training for Online Courses	0	0		
HEP101	Profession of Health Education and Health Promotion	3	45		
WS208	Integrative Health and Nutrition	3	45		
ENG101	English Composition	3	45		
HEP111	Contact Tracing and Case Investigation	0.5	7.5		
BIO101	100 level General Biology	3	45		
	Total Units/Hours:	12.5	187.5		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	COREQ
WS111	Anatomy & Physiology I	3	45		
QR201	Qualitative Reasoning	3	45		
HEP121	Essential Concepts of Health Education and Health Promotion	3	45	HEP101	HEP101
	Elective	3	45		
	Total Units/Hours:	12	180		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	COREQ
WS212	Anatomy & Physiology II	3	45	WS111, BIO101	
	Elective	3	45		
HEP131	Health Promotion policy Management and Administration	3	45	HEP101	
	Elective	3	45		
	Total Units/Hours:	12	180		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	COREQ

HEP201	Epidemiology	3	45	HEP101	
WS251	Biology for Public Health Professionals	3	45		
	Elective	3	45		
OM511	Fundamentals of Chinese Medicine 1	3	45		
	Total Units/Hours:	12	180		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	COREQ
HEP211	Essentials of Data Analysis	3	45	HEP101	
HEP231	Environmental Health	3	45	HEP101	
	Elective	3	45		
	Elective	3	45		
	Total Units/Hours:	12	180		
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	COREQ
	Elective	3	45		
	Elective	3	45		
HEP301	Methods of Health Education	3	45	HEP101, HEP121, HEP131, HEP201, HEP231, HEP211	
HEP311	Social Determinants of Health and Health Behavior	3	45	HEP101, HEP121, HEP131, HEP201, HEP231, HEP211	
	Total Units/Hours:	12	180		
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	COREQ
HEP331	Health Promotion Program Planning and Implementation	3	45	HEP311*	
HEP351	Health Promotion Program Evaluation	3	45	HEP311*, HEP331	
	Elective	3	45		
	Elective	3	45		
	Total Units/Hours:	12	180		
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	COREQ
HEP401	Health Communication and Advocacy in Health Education	3	45	HEP301, HEP311*, HEP331, HEP351	

	Elective	3	45		
	Elective	3	45		
	Elective	3	45		
	Total Units/Hours:	12	180		
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	COREQ
HEP411	Preparation for Certified Health Education Specialist Exam	3	45	HEP401	
	Elective	3	45		
	Elective	3	45		
	Elective	3	45		
	Total Units/Hours:	12	180		
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	COREQ
HEP421	Applied Projects in Health Education and Health Promotion	3	45	HEP401	
	Elective	3	45		
	Elective	3	45		
	Elective	3	45		
	Total Units/Hours:	12	180		
	Total Degree Credits	120.5	1807.5		
	Elective Options	UNITS	CRED HRS	PREREQ	COREQ
	Health Coach Certificate Courses				
HPC501	Health & Human Performance Coaching: Personal Growth	3.00	45		
HPC502	Health and Human Performance Coaching: Principles and Practice	3.00	45	HPC501	
HPC503	Health and Human Performance Coaching: Interpersonal skills	3.00	45	HPC502	
HPC504	Health and Human Performance Coaching: Professional skills	3.00	45	HPC503	
	Acupuncture and Chinese Medicine Courses				
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.00	45		
OM511	Fundamentals of Chinese Medicine 1	3.00	45		
SE410	Healthcare Disparities	1.00	15		
SE602	Emotional and Spiritual Healing in Asia	3.00	45		
WS204	Biological Aspects of Physics	2.50	37.5		
WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen Chem	
WS213	Anatomy and Physiology 3: Neuroanatomy	3.00	45	WS212	

WS451e	Pharmacology	2.00	30	
Bachelor of Science in Nursing Courses				
NR433e	Cultural Paradigms	3.00	45	
NR441e	Spanish for Healthcare Providers	3.00	45	
WS423	Psychoneuroimmunology	3.00	45	
Massage/Bodywork Courses				
BT257	Introduction to Kinesiology	2.50	45	
Medical Cannabis Certificate Courses				
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.00	45	
CAN412	Medical Cannabis Guidelines and Professional Practice	3.00	45	CAN402
CAN421	Cannabis Care Capstone	2.00	30	CAN411 or CAN412
Transferable Electives				
BT124	Taiji/QiGong	1.5	30	
BT130	Tui Na Hand Techniques	1.50	30	
BT230	Tui Na Structural Techniques	1.50	30	BT130

BACHELOR OF SCIENCE (PUBLIC HEALTH EDUCATION AND PROMOTION) TUITION AND FEES

Effective September 1, 2022

Total Tuition per Program

BSPHEP	\$46,128 (\$410 per unit)
Approximate cost per term (depending on course load):	\$4613
Cost Per Elective Course Hour (didactic and lab hours) (15:1)	\$23.05

Books/Supplies*

BS-PHEP	\$1,200
---------------	---------

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

Students are not required to purchase textbooks and supplies from the school.

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans)	\$50
Administrative Fee, per term (not refundable)	\$40
Technology Fee, per term (online)	\$150

Non-Standard Fees (apply as listed below)

Administrative Fee/Late Registration (not refundable)	\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course	\$10

Returned Checks	\$25 plus late tuition fee, if applicable
Certified Copy of Documents (PCHS student)	\$15
Duplicates of Diplomas/Certificates	\$50
Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Student Tuition Recovery Fund Fees (STRF)	\$.50 per \$1,000 (or fraction of \$1000)

**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

MASTER'S IN NURSING (HOLISTIC NURSING) MODEL CURRICULUM

M.S.N. NURSE EDUCATOR MODEL CURRICULUM

BASIC CARE CORE	COURSE	UNITS	CRED HRS	PREREQ
NR504	Perspectives in Holistic Nursing	3	45	BSN
WS423	Psychoneuroimmunology	3	45	BSN or Basic Pathophysiology
NR601	Theories of Learning and Change	3	45	NR504, WS423
NR602	Research, Evidence-based Practice and Quality Improvement	3	45	NR504, WS423
NR603	Advancing Nursing Leadership through Transformative Practices (2 Didactic, 1 Clinical)	3	75	NR 504e, NR 601e, NR 602e, WS 423e (or by permission of instructor)
Basic Care Core Total Credit Units/Hours:		15	255	210 Didactic / 0 Lab / 45 Clinical
DIRECT CARE CORE	COURSE	UNITS	CRED HRS	PREREQ
NR604	Advanced Integrative Pathophysiology, Advanced Holistic Health Assessment, and Pharmacology (3 Didactic, 1 Lab)	4	75	Basic Care Core (or by permission of instructor)
NR424	Nurse as Facilitator of Healing II: Modalities (1 Didactic, 2 Lab)	3	75	Basic Care Core (or by permission of instructor)
Direct Core Total Credit Units/Hours:		7	150	60 Didactic / 90 Lab / 0 Clinical
FUNCTIONAL SPECIALTY CORE	COURSE	UNITS	CRED HRS	PREREQ
NE611	Role of the Holistic Nurse Educator	3	45	Basic Care Core and Direct Care Core (or by permission of instructor)
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3	45	NE611 (or by permission of instructor)
NE621	Curriculum Design, Implementation, and Assessment	3	45	NE611, NE615
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3	45	NE611, NE615, NE 621 (or by permission of instructor)
Functional Specialty Core Total Credit Units/Hours:		12	180	180 Didactic / 0 Lab / 0 Clinical

SPECIALTY PRACTICA	COURSE	UNITS	CRED HRS	PREREQ
NE630	Holistic Nurse Educator Practicum I (1 Didactic, 2 Clinical)	3	105	Direct Care Core, Basic Care Core, Functional Specialty Core (or by permission of instructor)
NE635	Holistic Nurse Educator Practicum II and Capstone (1 Didactic, 2 Clinical)	3	105	NE 630
	Specialty Practica Total Credit Units/Hours	6	210	30 Didactic/0 Lab/180 Clinical
	NURSE EDUCATOR PROGRAM TOTAL CREDIT UNITS/HOURS:	40	795	480 Didactic/ 90 Lab/225 Clinical = 795 hours

M.S.N. NURSE COACH MODEL CURRICULUM

BASIC CARE CORE	COURSE	UNITS	CRED HRS	PREREQ
NR504	Perspectives in Holistic Nursing	3	45	BSN
WS423	Psychoneuroimmunology	3	45	BSN or Basic Pathophysiology
NR601	Theories of Learning and Change	3	45	NR504, WS423
NR602	Research, Evidence-based Practice and Quality Improvement	3	45	NR504, WS423
NR603	Advancing Nursing Leadership through Transformative Practices (2 Didactic, 1 Clinical)	3	75	NR504, NR601, NR602, WS423 (or by permission of instructor)
	Basic Care Core Total Credit Units/Hours:	15	255	210 Didactic / 0 Lab / 45 Clinical
DIRECT CARE CORE	COURSE	UNITS	CRED HRS	PREREQ
NR604	Advanced Integrative Pathophysiology, Advanced Holistic Health Assessment, and Pharmacology (3 Didactic, 1 Lab)	4	75	Basic Care Core, (or by permission of instructor)
NR424	Nurse as Facilitator of Healing II: Modalities (1 Didactic, 2 Lab)	3	75	Basic Care Core, (or by permission of instructor)
	Direct Core Total Credit Units/Hours:	7	150	60 Didactic / 90 Lab / 0 Clinical
FUNCTIONAL SPECIALTY CORE	COURSE	UNITS	CRED HRS	PREREQ

NC611	Role of the Holistic Nurse Coach	3	45	Basic Care Core and Direct Care Core (or by permission of instructor)
NC615	Coaching Techniques with Diverse Populations Across the Lifespan	3	45	NC611 (or by permission of instructor)
NC621	Coaching Process and Holistic Nursing Assessment	3	45	NC611, NC615
NC625	Entrepreneurship within the Integrative Health Care Landscape	3	45	NC611, NC615, NC621 (or by permission of instructor)
	Functional Specialty Total Credit Units/Hours:	12	180	180 Didactic / 0 Lab / 0 Clinical
SPECIALTY PRACTICA	COURSE	UNITS	CRED HRS	PREREQ
NC630	Holistic Nurse Coach Practicum I (1 Didactic, 2 Clinical)	3	105	Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission of instructor)
NC635	Holistic Nurse Coach Practicum II and Capstone (1 Didactic, 2 Clinical)	3	105	NC 630
	Nurse Coach Practica Total Credit Units/Hours	6	210	30 Didactic/0 Lab/180 Clinical
	NURSE COACH PROGRAM TOTAL CREDIT UNITS/HOURS	40	795	480 Didactic/ 90 Lab/225 Clinical = 795 hours

MASTER'S IN NURSING (HOLISTIC NURSING) TUITION AND FEES

Effective September 1, 2022

Total Tuition per Program

MSN\$20,800 (\$520 per unit)

Books/Supplies*

MSN\$1,200

**The cost for textbooks and supplies is approximate, based on current requirements and prices. Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans) \$50
 Administrative Fee, per term (not refundable) \$40
 Technology Fee, per term.....\$150

Non-Standard Fees (apply as listed below)

Administrative Fee/Late Registration (not refundable).....\$25
 Drop Fee (no charge through the first week of each term) per transaction, not per course \$10
 Request for CEU certificate (per course)..... \$50
 Returned Checks..... \$25 plus late tuition fee, if applicable
 Certified Copy of Documents (PCHS student) \$15
 Duplicates of Diplomas/Certificates \$50
 Transcript Request..... \$5
 Late Tuition Fees (maximum \$50 per month)\$25
 Tuition Payment Plan Fee.....\$25

For library late fees, see library brochure.

Student Tuition Recovery Fund Fees (STRF)\$.50 per \$1,000 (or fraction of \$1000)

**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING) MODEL CURRICULUM

Bachelor of Science in Nursing (Holistic Nursing) Model Curriculum

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

BSN

YEAR 1				
TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
NR300e	Theoretical Foundations of Holistic Nursing	3	45	
NR301e	The Nurse as Facilitator of Healing I: Role	4.5	120	
WS352e	Health Assessment	2.5	45	
WS331e	Pathophysiology 1	3	45	Anatomy & Physiology
Elective	Elective from Approved List	3	45	
	Total Units/Hours:	16	300	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
NR424	The Nurse as Facilitator of Healing II: Modalities	3	75	NR301e, WS352e, WS331e
MA310e	Research Statistics	3	45	
WS451e	Pharmacology	2	30	WS331e

Elective	Elective from Approved List	3	45	
Elective	Elective from Approved List	3	45	
	Total Units/Hours:	14	240	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
NR304e	Research in Nursing	3	45	MA310e
NR401e	Community Health: Nursing/Population Focused Healthcare	6	150	NR300e, NR301e, NR424, WS352e, NR304e, WS331e, WS423, WS451e, All Gen Ed courses
WS423	Psychoneuroimmunology	3	45	WS331e or equivalent
Elective	Elective from Approved List	3	45	
	Total Units/Hours:	15	285	
YEAR 2				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
NR400e	Issues and Trends in Professional Nursing and Healthcare	3	45	
NR405e	Leadership in the Delivery of Healthcare	3	45	NR304e, all Gen Ed courses
Elective	Elective from Approved List	3	45	
Elective	Elective from Approved List	3	45	
Elective	Elective from Approved List	3	45	
	Total Units/Hours:	15	225	
	Program Total:	60	1050	
	ELECTIVE OPTIONS	UNITS	CRED HRS	PREREQ
	Bachelor of Science in Nursing Courses and Electives			
NR433e	Cultural Paradigms	3.00	45	
NR436	Independent Study	1.00 - 3.00	15- 45	ENG 101/103
NR441e	Medical Spanish for Healthcare Providers	3.00	45	
RES101e	Information Literacy	2.00	30	
	Medical Cannabis Certificate			
CAN401	Endocannabinoid System and Pharmacology	3.00	45	WS451e or WS651
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.00	45	CAN401
	Acupuncture and Chinese Medicine Courses			
OM102	Philosophy and History of Asian Medicine	3.00	45	
OM501	Philosophical Foundations of Chinese Medicine	3.00	45	
OM511	Fundamentals of Chinese Medicine 1	3.00	45	
SE410	Healthcare Disparities	1.00	15	
SE602	Emotional and Spiritual Healing in Asia	3.00	45	
WS207	Survey of Biochemical Principles	2.00	30	BIO101, Gen Chem
WS232	Pathology East/West	3.00	45	OM222, OM102
WS506	Eastern and Western Nutrition	3.00	45	HB501, WS207
	Transferable Electives			
BT124	TaiJi/QiGong	1.5	30	
BT130	Tui Na hand technique	1.5	30	
BT230	Tui Na structural	1.5	30	BT130

BACHELOR OF SCIENCE IN NURSING (HOLISTIC NURSING)

TUITION AND FEES

Effective September 1, 2022

Cost Per Course Hour (non-NR-code didactic classes) (15:1)	\$31.30
Cost of NR-Coded Classes (15:1)	\$436.00 per unit
Externship Clinical Hours (lab and clinic)	\$33.35
Public Education Hours	\$31.30
Non-Credit, Remedial Hours	\$31.30
Independent Study (non-NR-coded classes)	\$62.60
Independent Study (NR-coded classes) per hour of the regular course	\$62.60
Audit of course (Pacific College students repeating successfully completed course)	\$100
Audit of clinical shift	50% of clinical shift tuition rate
Non-Required Electives (electives additional to the number the program requires)	\$100 discount per course

Total Tuition per Program

B.S., Nursing	\$14,379 - \$27,450*
---------------	----------------------

* Final cost of tuition is based on transfer credits and does not include fees, CPR, and supplies.

Books and Supplies	\$2,990*
---------------------------	----------

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

Students are not required to purchase textbooks and supplies from the school.

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans)	\$50
Administrative Fee, per term (not refundable)	\$40
Student ID Card/Replacement (not refundable after issued)	\$15
Student Council Fee, per term (not refundable after the drop/add period)	\$10
Students enrolled in MS310E Research Statistics (Proctor U fee)	\$70
Nursing uniform	\$26
Massage Course Linens and Supply Fee, per term	\$5
Technology Fee, per term (online)	\$150

Non-Standard Fees (apply as listed below)

Advanced Transfer Assessment Fee	\$100
Financial Credit, per hour awarded	\$5
Re-Application Fee (not refundable)	\$50
Administrative Fee/Late Registration (not refundable)	\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course	\$10
Returned Checks (plus late tuition fee, if applicable)	\$25
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (Non-PCHS student)	\$30
Duplicates of Diplomas	\$50
Special Certificates	\$25

CPR/First Aid Certifications (required while in clinical courses) (paid to provider)approx. \$100
 Documentation Fee for Licensure and/or Certification (non-refundable) (no charge for transcripts and extensive documentation for CA, IL, NY, and NJ)..... other states: \$20/hour
 Transcript Request..... \$5
 Late Tuition Fees (maximum \$50 per month)\$25
 Tuition Payment Plan Fee\$25
For library late fees, see library brochure.

Please Note:

- *Students 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.*
- *Nursing students are required to carry their own [malpractice](#) insurance.*

POST-BACCALAUREATE CERTIFICATE PROGRAM IN HOLISTIC NURSING MODEL CURRICULUM

Post-Baccalaureate Certificate Program in Holistic Nursing

Nursing Cert

CODE	COURSE	UNITS	CRED HRS
TTS101	Technology Training for Online Students	0	0
NR301e	The Nurse as Facilitator of Healing I: Role	4.5	120
NR424	The Nurse as Facilitator of Healing II: Modalities	3.0	75
CL520ce	Clinical Practicum	3.0	135
WS423	Psychoneuroimmunology	3.0	45
Program Total:		13.5	375

Starting Spring 2023

CODE	COURSE	UNITS	CRED HRS	PREREQ
Term 1				
TTS101	Technology Training for Online Students	0	0	
NR301e	The Nurse as Facilitator of Healing I: Role	4.5	120	BSN
WS423	Psychoneuroimmunology	3.0	45	BSN
Term 2				
CL520ce	Clinical Practicum	2.0	90	NR301e, WS423e
NR424	The Nurse as Facilitator of Healing II: Modalities	3.0	75	NR301e, WS423e
Program Total:		12.5	330	

POST-BACCALAUREATE CERTIFICATE PROGRAM IN HOLISTIC NURSING TUITION AND FEES

Effective September 1, 2022

Cost Per Unit.....	\$436
Audit of course (Pacific College students repeating successfully completed course)	\$100

Total Tuition per Program*

Certificate Program in Holistic Nursing.....	\$5,886*
--	----------

* does not include fees and supplies.

Books and Supplies..... \$221*

**The cost for textbooks and supplies is approximate, based on current requirements and prices. Students are not required to purchase textbooks and supplies from the school.*

Standard Fees (apply to all students)

Application Fee (not refundable) (fee waived for all US Veterans)	\$50
Administrative Fee, per term (not refundable)	\$40
Student ID Card/Replacement (not refundable after issued)	\$15
Student Council Fee, per term (not refundable after the drop/add period)	\$10
Nursing uniform.....	\$26
Technology Fee, per term (online)	\$150

Non-Standard Fees (apply as listed below)

Advanced Transfer Assessment Fee.....	\$100
Financial Credit, per hour awarded.....	\$5
Re-Application Fee (not refundable)	\$50
Administrative Fee/Late Registration (not refundable)	\$25
Drop Fee (no charge through the first week of each term) per transaction, not per course.....	\$10
Returned Checks (plus late tuition fee, if applicable).....	\$25
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (Non-PCHS student).....	\$30
Duplicates of Diplomas	\$50
Special Certificates.....	\$25
Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25

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

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

Please Note:

- Students 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.

- Nursing students are required to carry their own [malpractice](#) insurance.

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CERTIFICATE MODEL CURRICULUM

Facial Applications for Cosmetic Enhancement (FACE) Certificate Program

To receive the FACE Certificate, students must complete all 8 units.

FACE

YEAR 1				
TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0	0	
FACE415	FACE Theory and Clinic	6	112.5	
	Total Units/Hours:	6	112.5	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
FACE420	FACE Case Studies and Presentations	2	30	FACE415
	Total Units/Hours:	2	30	
	Program Total Units/Hours:	8	142.5	

FACIAL APPLICATIONS FOR COSMETIC ENHANCEMENT (FACE) CERTIFICATE TUITION AND FEES

Effective September 1, 2022

Tuition

Facial Applications for Cosmetic Enhancement (FACE) Certificate.....\$5,050

Books and Supplies

Facial Applications for Cosmetic Enhancement (FACE) Certificate.....TBD

* Students are not required to purchase textbooks and supplies from the school.

Standard Fees (apply to all students)

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

Administrative Fee, per term (not refundable).....\$40

Technology Fee, per term (on ground)\$30

Technology Fee, per term (online)\$150

Non-Standard Fees (apply as listed below)

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

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

Request for CEU certificate (per course).....\$50

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

Certified Copy of Documents (PCHS student)\$15

Duplicates of Diplomas/Certificates\$50

Transcript Request.....	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Student Tuition Recovery Fund Fees (STRF)	\$.50 per \$1,000 (or fraction of \$1000)

**Collected for State of California (not refundable after the Drop/Add period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8th 2021 by BPPE.*

Policies and Procedures

ADMISSIONS

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

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

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

Philosophy

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

Statement of Non-Discrimination

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

Sexual Harassment Prevention

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

Statement on Diversity

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

Students with Disabilities

See the “Disability Support Services” section, download the Disability Support Services Policies and Procedures document from the Pacific College website

English Language Proficiency Requirements

Academic success at Pacific College is dependent upon the student’s ability to communicate in English. The ability to understand, speak, read, and write in English must be well developed in order to learn material with full comprehension in a reasonable period of time. This level of proficiency is greater than that required for daily living. Therefore, every effort should be made to perfect English skills prior to being admitted to the College. Pacific College does not provide English language services.

Students who are not native speakers of English must take the Test of English as a Foreign Language (TOEFL) iBT (Internet-Based Test) of both written and spoken English.

Certificate and Associates Degree Programs

Applicants must achieve a TOEFL/iBT score of 61; 500 (on the paper-based exam).

Master’s Level Programs

English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution:
 - a) accredited by an agency recognized by the U.S. Secretary of Education, or
 - b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland.In all cases, English must have been both the language of instruction and the language of the curriculum used;
2. For programs not taught in English, the student must score a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), including a minimum speaking exam score of 26 and a minimum listening exam score of 22, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam;

Professional Doctorate [PD] Programs

English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution:
 - a) accredited by an agency recognized by the U.S. Secretary of Education, or
 - b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland.

In all cases, English must have been both the language of instruction and the language of the curriculum used.

2. Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)

Acceptable scores:

TOEFL iBT total score – 80 and TOEFL iBT speaking score –26; or

3. International English Language Testing System (IELTS)

Acceptable scores:

ELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0

Admissions Eligibility

Transitional-Doctorate of Acupuncture (DAc)

Transitional-Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

A student's entrance into the program begins with an assessment of the previously completed master's degree curriculum in comparison to Pacific's. Any substantial deficiencies are assigned as either pre-requisites to admission or co-requisites to the program of study. In addition, students must have completed 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or international equivalent. Applicants must have successfully completed at least one course in each of the following: Biology, Chemistry, and Psychology.

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

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

Applicants must provide:

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

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

Applicants for admission to the DAc or DAcCHM programs must evidence the satisfactory completion of at least three (3) years of undergraduate-level education (defined as 90 semester

credits or 135 quarter credits) from an institution accredited or pre-accredited by an agency recognized by the U.S. Secretary of Education.

Master's students may not dual enroll in the doctoral program. In order for a master's students to enroll in the doctoral program they must request a change of program if they have satisfied the admission requirements for the doctorate and have not completed more than 50% of the master's program. A new enrollment agreement will be required. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program. All doctoral students will be dual-enrolled and will receive a master's degree when students complete the doctoral curriculum but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.

The following Pacific College undergraduate courses taken within any of our programs may be considered toward the 90 unit prerequisite requirement for the DAc/DAcCHM programs:

- Medical Terminology (1.5)
- Tui Na Hand Techniques/Tui Na Structural Techniques (3)
- Taiji/Qigong (1.5)
- General Biology (2.5)
- Survey of Biochemical Principles (2)
- Clinical Counseling 1 (1.5)
- Biological Aspects of Physics (2.5)

Applicants who do not meet these requirements should speak with an Admissions Representative to discuss their options.

Applicants must have either successfully completed at least one course in each of the following: Biology, Chemistry and Psychology or concurrently complete according to the following schedule:

- General Biology (usually taken Term 1) is a pre-requisite or concurrent requirement to Anatomy and Physiology 1, and Anatomy and Physiology 1 Lab.
- General Chemistry (usually taken by Term 3) is a pre-requisite to Biochemistry.
- General Psychology (usually taken by Term 4)

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

Applicants for admission to the master's degree programs must have satisfactorily completed an associate degree or its equivalent or higher, defined as at least 60 semester credits/90 quarter credits of education, (including nine semester hours in the biosciences for applicants to New York campus), at the baccalaureate level or the equivalent from an institution accredited by an agency recognized by the U.S. Secretary of Education. Applicants who do not meet these requirements should speak with an Admissions Representative to discuss preparatory course option enrollment.

Admissions Eligibility for DAc/DAcCHM and MSAc/MSAcCHM Programs

Applicants to doctoral and master's programs who have not completed a BS or BA degree, an Associate of Science, or an Associate of Arts must demonstrate completion of 15 units of General Education classes contained within the 60 or 90 semester/ 90 or 135 quarter credits required for admission. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.

Six courses in the doctoral and master's programs qualify as general education units and are taken within the first year. If all of the classes below are successfully completed, students will earn 15 units from four of the five required categories.

- Medical Terminology (1.5 units)
- Anatomy and Physiology 1-lecture and lab (3.5 units)
- Anatomy and Physiology 2 (3 units)
- General Biology (2.5 units) (MSAc/MSAcCHM only)
- Foundations of Chinese Medicine (3 units)
- Clinical Counseling 1 (1.5 units)

Pacific College's associate of applied science degree qualifies students to apply to Pacific's master's degree program, however most of the required general education requirements must be met by taking coursework elsewhere or by taking courses offered in the associate of science degree program. An admissions representative would be happy to advise you regarding helpful general education courses to take.

Pacific College's associate of science degree also qualifies students to apply to the master's degree program. All GE categories are fulfilled within the required coursework for the associate degree, however to meet the master's degree requirements for admission at least one course must be taken in each of the following five categories within the total of 30 general education units: written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts. The remainder of the required general education courses must be distributed among at least three of the following categories:

- Social and behavioral sciences
- Humanities and fine arts
- Quantitative principles

College Board College Level Examination Program (CLEP) exams may be used toward fulfilling these GE requirements. A college admissions representative will describe these for you. Students completing an associate degree program at Pacific College or elsewhere may enroll in co-requisite and/or preparatory courses to gain eligibility to the doctoral programs.

Applicants with an undergraduate grade point average of 2.75 or greater will be considered for full acceptance to the program. Previous academic performance in didactic classes may hold greater weight in the decision for admission than previous academic performance in hands-on/practical coursework. Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with

requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.

Applicants for whom English is a second language must meet English language requirements. (See "English Language Requirements" under Admissions Policy and Procedures heading.)

Admissions Eligibility for FACE Certificate

Program specific admissions requirements: Students must be Licensed as Acupuncturists (or licensing equivalent where there is no licensing) and have graduated from an ACAHM accredited college or its equivalent. Exceptions may be made for PCHS students who are past their second-year comprehensive examinations.

Admissions Eligibility for MSHHP and HCC Programs

A cumulative GPA of 3.0 is required for entry into MSHHP and HCC

Applicants with lower grade point averages may be considered for full acceptance or conditional acceptance (or acceptance with requirements) to the program with evidence of recent, significant academic success, or professional achievement. Students who are accepted with requirements are assigned a course of study and academic goals to fulfill these for full acceptance into the program.

Applicants must have either successfully completed at least one course or equivalent in each of the following: Anatomy and Physiology 2 and Psychology, or complete during the program according to the following schedule:

- *Anatomy and Physiology 2 (generally taken Term 1) is a pre-requisite to PHY551 Physiology of Human Performance.*
- *General Psychology (generally taken Term 2) is a pre-requisite to PSY601 Psychology of Human Performance.*

Non-Traditional Credits & Prior Learning Assessment

In order to meet the pre-requisite requirement of 60 or 90 credits earned (dependent on your chosen program), we will accept credits earned from the following organizations and national testing programs:

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

Non-traditional credits can also be earned toward transfer credits, general education requirements, pre and co-requisite requirements. For these requirements, we will accept credits earned from the following organizations and national testing programs:

- College Board Advanced Placement (AP)
- College Board College Level Examination Program (CLEP)
- American College Testing Proficiency Examination Program (ACT/PEP)
- U.S. Armed Forces Institute (USAFI) program

- Defense Activity for Non-Traditional Education Support (DANTES/DSST) tests

For Straighterline & Study.com, only the following courses are pre-approved to use toward transfer credits needed, general education, pre- and co-req requirements:

- General Chemistry
- General Psychology
- General Biology
- College-level Math

**any other courses can be submitted case-by-case for approval from our academic teams.*

For transfer credits and pre- and co-requisite requirements, you may apply **up to 30 credits** towards the model curriculum.

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

Candidates are accepted for entry each term beginning in January, May, and September. Students may enroll up to the first day of classes in any term, but should apply at least three months in advance because class size is limited. Applicants must submit a completed application form with all supporting documentation and fees and proof of graduation from an ACAHM accredited college or proof of state license or NCCAOM certification. An interview with a college admissions representative may be scheduled before or after submission of the application. Accepted students will be notified within 30 days.

Bachelor of Science in Nursing (RN-BSN Holistic Nursing)

Applicants for admission to PCHS's bachelor's degree completion programs must have earned an associate degree, defined as at least 60 semester credits/90 quarter credits. Prior to graduation, the student must demonstrate that they have completed a minimum of thirty (30) units of general education with at least one course in each of the following five categories:

- Written and oral communication
- Quantitative principles
- Natural and physical sciences
- Social and behavioral sciences
- Humanities and fine arts

The remainder of the required general education courses must provide an appropriate balance of natural and physical sciences; social and behavioral sciences; and humanities and fine arts which are designed to develop essential academic skills for enhanced and continued learning.

Admission to the Bachelor of Science in Nursing (Holistic Nursing) program requires the following prerequisite courses. Courses with an asterisk must be completed prior to admission. The remainder of the courses can be completed while enrolled in the Bachelor of Science in Nursing (Holistic Nursing) program; however, they must be completed early in the program and prior to enrollment in NR401e Community Health and NR405e 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.

RN-BSN General Education Requirements

- Written and oral communication
 - English
 - Computer
- Quantitative principles
 - Mathematics
- Natural and physical sciences*
 - Anatomy and Physiology I (or Human Anatomy)
 - Anatomy and Physiology II (or Human Physiology)
 - Microbiology
- Social and behavioral sciences
 - Sociology
- Humanities and fine arts

Nursing Courses

Graduates from an accredited associate's degree program in nursing can receive up to 36 nursing credits for work completed. A minimum grade of "C" is required for all nursing courses transferred in. Registered nurses with a diploma in nursing can obtain advanced standing credits in one of two ways:

1. By taking select nursing examinations through Excelsior College (formerly Regents College). With these exams, Diploma RN's may transfer up to 30 credits. A minimum score of B is required on all exams.
2. By taking the NLN Mobility Profile II Examinations. Upon successful completion of these exams, 31 Nursing credits will be awarded.

Graduates from foreign schools of nursing must successfully complete the Commission on Graduates from Foreign Schools of Nursing (CGFNS) Examinations in order to receive 31 nursing credits for previous work completed.

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

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

The following are required for admission to the Bachelor of Science in Nursing (Holistic Nursing) program:

- Evidence of satisfactory completion of an associate's degree in nursing from an accredited institution recognized by the US Department of Education or international equivalent.
- A grade point average of 2.75 or higher in previous undergraduate level work

- Registered nurse license in state or jurisdiction where the student’s clinical experience in NR401e and NR405e will occur. In some cases, an applicant who is currently scheduled to sit for the RN license exam will be considered if they complete licensing by the end of the first term of classes in the Bachelor of Science in Nursing completion program at Pacific College.
- Copy of an active, unencumbered registered nurse license in state or jurisdiction where the student’s clinical experience in NR401e and NR405e will occur.

All candidates for the Bachelor of Science in Nursing (Holistic Nursing) Program will be required to complete clinical learning experiences towards fulfilling the requirements of the baccalaureate degree in nursing. Prior to or during the student’s clinical learning experiences at an acute or community and or school-based healthcare facility, that facility may require a criminal background check in order to meet the facility’s clinical placement policy or requirements. Such checks may be conducted by the facility or the student may have to independently obtain a criminal background check that meets the facility’s requirements.

Conditional Acceptance for Bachelor of Science in Nursing (Holistic Nursing)

Acceptance with Conditions indicates that the applicant has not completed the requirements for RN licensure. These students will have until the end of the first term of enrollment to provide evidence of a registered nurse (RN) license or they will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

Master of Science in Nursing (Nurse Coach or Nurse Educator)

Basic Qualifications for Acceptance into the MSN Nursing Program:

- BSN: From an accredited nursing program (regionally accredited and CCNE, ACEN, or NLN accredited)
- GPA of 3.0: Official cumulative GPA

MSN Program Application Checklist

- RN license: current and in good standing
- Official transcripts: from all higher education schools attended
- Resume or CV: concise and easy to read
- Two written references from individuals who can evaluate your professional abilities in:
 - Leadership
 - Character
 - Relationships
 - Collaboration
 - Teaching/learning capabilities
 - Gifts/accomplishments

Personal Statement:

Respond to these questions: What is your understanding of holistic nursing? Why are you applying for a master’s degree in holistic nursing education or to be a holistic nurse coach? What are your nursing practice goals? What strategies for success can you identify for this fully online learning experience?

- Written, 3 pages, double-spaced, 11-point font

Interview with the Dean and/or Nursing Faculty

Final decisions are made after the required Admissions Interview. This will be an opportunity to make a connection and determine if our MSN program is the right fit for you and us.

- \$50 Application Fee

To be eligible for the MSN clinical, the following are required:

- Active RN license
- Vaccination record
- Malpractice insurance
- Verify Students background check
- The student must show proof of personal malpractice insurance, current immunizations, and background checks as required by the college and the precepting facility

Master of Science (Medical Cannabis Therapeutics)

Applicants for admission to PCHS's MSMCT must have earned a bachelor's degree in a health- or science-related field (or 90 credits in a related field), and completed at least one semester of Anatomy/Physiology; or a clinical terminal degree; or receive the program director's permission. Applicants with an undergraduate grade point average of 3.00 or greater will be considered for full acceptance.

Medical Cannabis Certificate

Applicants for admission to PCHS's medical cannabis certificate must have earned an associate degree defined as at least 60 semester credits/90 quarter credits. Applicants with an undergraduate grade point average of 2.00 or greater, or licensure, will be considered for full acceptance. Applicants for the health care track must have successfully completed Pharmacology (or equivalent).

Bachelor of Science (Public Health Education and Promotion)

The minimum admission requirements for the BSPHEP are: 2.5 GPA and completion of 30 credits at the undergraduate level. Applicants for whom English is not their native language must demonstrate competence by TOEFL/iBT (see *English Language Proficiency Requirements*). Applicants with a lower undergraduate GPA (2.0 to 2.5) may be considered based on professional accomplishments, e.g., passing a health care licensing examination, work history, GRE scores, etc.

Certificate in Massage Therapy/Asian Bodywork, and Associate Degrees

In order to apply, an applicant must meet the following criteria:

- Students whose primary language is not English must provide evidence of a TOEFL/iBT score of 61; 500(paper score).
- Applicants are required to provide the college with an official high school transcript, a certified copy of a high school diploma or GED certificate, or results of a state certified completion of a high school equivalency exam, as well as a transcript of the coursework completed while attending high school by the end of their first term*. Copies of these documents are accepted to begin the application and enrollment process. If official documents are not received by the end of student's first term, they will not be allowed to enroll further, until they are obtained. (A copy of the diploma, transcript, or GED can be

submitted and verified by staff by phone or by website, and verification placed in the file. However, it is preferable that the applicant also request official copies to be sent directly to the college.)

*Note: Students in the massage therapy and associate degree programs may be required to obtain all post-high school transcripts if flagged for verification by the Department of Education for enrollment history.

*Note: Due to COVID-19 school closures many students are unable to receive their high school transcripts. Pacific College will temporarily accept high school diplomas for entrance to the undergraduate programs. Students need to supply their official high school transcripts upon their high school reopening.

- Proof of a previously earned, accredited associate degree acceptable for full credit to a bachelor's degree program or higher is also acceptable for admission to these programs. These should be mailed directly to the college.
- A notarized translation of foreign high school transcript bearing graduation date and an academic evaluation certifying accredited equivalency to an American high school program are also acceptable. In addition, the DD form 214 verifying status as a high school graduate or equivalent with course and grade equivalencies (if available) is also acceptable.
- A GPA of at least a 2.0, with the following guidelines:
 1. An applicant who presents a high school (HS) transcript with a GPA below 2.0, but who has earned a prior degree, or who has completed 12 or more college general education credits with a GPA of 2.0 or higher will be accepted into the massage therapy and associate degree programs with less than a 2.0 HS GPA. No Wonderlic exam will be required.
 2. Applicants who present a GED must present a total score of at least 2475, (the minimum score is 2250); the state high school proficiency examination scores must be 10% above the standard for the test. In California, the CHSPE score in both the math and reading sections must be 385 or higher (passing is 350 in each section).
 3. A DD form 214 verifying status as a high school graduate or equivalent qualify as a 2.0 GPA due to evaluation through the US military school certification process.
 4. Applicants whose GPA is below a 2.0 are required to take the Wonderlic Entrance Exam and score at least a 14 to be allowed admission to the massage programs.

Pacific College does not accept ability-to-benefit students for admission to our programs.

Admission Procedures

Candidates are accepted for entry each term, while applications are accepted throughout the year. Students may enroll up to the first day of classes in any term. Prospective applicants are encouraged to apply for admission well in advance of the beginning of classes because class size is limited and classes are subject to closure or cancellation. Students needing financial aid are encouraged to apply at least 30 days prior to the start of a term.

To apply an applicant should send the following to the Office of Admissions:

1. A completed Pacific College Application Form
2. Application fee (\$50; \$100 for doctoral applicants)
3. One current, full-face, passport-size photo for student file

4. A personal statement describing your motivation for entering the field of Chinese medicine, holistic nursing and/or massage therapy. The doctoral, master's and bachelor's programs' essay should be typed, double-spaced, and approximately 1 to 2 pages in length. Applicants to the associate and massage therapy programs must write 2-3 sentences in the space provided on the application describing their reasons for entering this profession; no written statement is required for non-matriculated or public education applicants.

Other Important Application Information Required:

1. Doctoral, master's and bachelor's degree applicants' official transcripts from all colleges and massage programs should be sent directly to Pacific College from the institution. If applicable, please have the records department of your college send the password to retrieve an e-transcript from a college website to the registrar of Pacific College. For quicker processing of your application while the college awaits official transcripts, you may send unofficial copies of your transcripts with your Application Form.
2. International documents in a non-English language require an accompanying, original, certified translation into English, including year-to-year records of each college or university attended. Indicate the number of lecture and laboratory hours or units devoted to each course as well as grades received. Include copies of official documents indicating the award of degrees with the title and date conferred.
Students who submit these kinds of transcripts will be required to submit official documentation to the California Acupuncture Board as well, at the time of application to the CALE exam.
3. If you attended a school outside the United States, an academic evaluation of international transcripts/ documents in terms of American accredited equivalency must be sent to Pacific. Students who submit these documents will be required to submit official, original documentation to the California Acupuncture Board as well, at the time of application to the CALE exam. Contact Pacific's admissions representatives for names and addresses of agencies that perform this evaluation. For quicker processing of your application while the college awaits official transcripts, you may send unofficial copies of your transcripts with your application form.
4. All students enrolled in education programs in New York State must provide evidence of the following:
 - Two doses of measles vaccination
 - One dose each of mumps and rubella

Public Education

In an expression of Pacific's mission to further the understanding of Chinese medicine, Pacific may allow a limited number of students to enroll in specific courses of general interest without fulfilling all the prerequisites of admission to a particular program or course. Such courses are normally limited to massage courses, taiji and qigong. For more information and to apply for public education courses, please contact one of Pacific's admissions representatives.

Non-Matriculated Students

Students who meet the prerequisites for admission to a program and specific courses may, on a space available basis, take Pacific courses with the approval of the academic dean. For more

information and to apply for non-matriculated status, please contact one of Pacific's admissions representatives.

The Admissions Interview

Some programs do not require an admissions interview. An admissions decision is made based upon review of a completed file. Applicant files are comprised of the application, application fee, personal statement (if required), and required transcripts from prior education.

Applicants who are seeking to enter a program which requires an admissions interview, the interview is scheduled after the applicant file is complete. Once a file is complete and reviewed, the admissions team will contact the applicant to schedule an appointment for them with a member of the academic team. An admissions interview is required of all applicants seeking first-time admission, readmission, or admission with advanced standing (transfer from another school). The admissions interview is an opportunity for the applicant to demonstrate an understanding of, and interest in, the selected program of study. It also provides the applicant an introduction to the college and policies as well as an opportunity for them to ask additional questions they may have.

Notification of Decision

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

Appeal of Admissions Decision

An applicant who is denied admission based on not meeting one or more of the criterion required, may appeal the admissions decision in writing within 30 days of denial.

Applicant Status

Full Acceptance

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

Acceptance with Requirements (master's, doctoral and bachelor's in nursing degree applicants only)

Acceptance with Requirements is granted when the Admissions Committee has determined that an applicant meets the minimum number of prerequisite credits for entry into the program, but has a low undergraduate grade point average. Such applicants must take a specified program of study and must achieve minimum grades prescribed by the Committee to continue in the program. All requirements must be fulfilled within a specified time frame (normally one academic term). Applicants who are granted Acceptance with Requirements enroll at their own risk. If they cannot satisfy the requirements within the indicated time frame, they may be disqualified from the program with no refund beyond those stated in the refund policy.

Acceptance with Administrative Deficiencies

When an applicant has demonstrated the necessary qualifications for acceptance, but has not provided all application items, e.g. official transcripts, letters of reference, etc., they may, at the

discretion of the Admissions Committee, be allowed to begin classes. However, such students are ineligible for Title IV financial aid and will not be allowed to continue in the program for more than one term. Applicants who are granted Acceptance with Administrative Deficiencies enroll at their own risk. If they cannot resolve the administrative deficiencies within the indicated time frame, they may be disqualified from the program with no refund for completed or in-progress courses.

Other Enrollment Documents

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

- Initialed and signed “Fact Sheet” (San Diego only, to be completed before the Enrollment Agreement)
- An enrollment agreement (only after your file is complete and you are accepted to the college)
- Honor code
- Classroom/Clinic arbitration agreement
- Parking notice (San Diego only)

Acupuncture Transfer Student Fee

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

Essential Functions for Individuals Entering the Fields of Acupuncture and Massage

Those interested in Pacific College of Health and Science programs should possess the technical and academic capacity for the acquisition of knowledge and skills and the ability to perform those skills as a clinician. These capacities must also be maintained by students to progress successfully in the program. Pacific College is committed to supporting students with disabilities with reasonable accommodations that do not fundamentally alter program standards or appropriate expectations of a graduate serving a patient population. (See section on “Students with Disabilities”)

The technical capacities include:

Sensory/Observation: Students/clinicians must be able to gather information from a patient or client observed both at a distance and close at hand. A candidate must be able to examine the body surface and structure for signs of disease, palpate for abnormalities and gather auditory data to support an accurate diagnosis and ensure the safety and proper care of patients and monitor response to treatment.

Motor: Students/Clinicians must possess motor function sufficient to perform the procedures associated with a medical or massage and bodywork practice and the care, safety and protection of patients. This includes the fine and gross motor capabilities of conventional practice, as well as the capacity to function in an emergency situation or to provide basic life support as necessary. Unique to the practice of manual therapies, a candidate must possess sufficient strength, coordination and palpatory sensitivity to achieve satisfactory clinical influence on patients. These techniques may involve lifting patients’ bodies in an assisted range of motion exercises, facilitated stretching and

vigorous rocking or oscillating motions such as those utilized in tui na, involving tolerance for lifting up to 50 lbs.

Further skills include: ability to perform screening tests of joints and muscles (sensation, range of motion and strength); ability to palpate and treat skin, soft tissues and joints and to safely support patients in arranging themselves for treatment. *Emergency procedures include:* ability to perform unassisted CPR, safely manage an unconscious patient and perform emergency first aid.

The behavioral capacities include:

Communication: Students/clinicians must be able to communicate effectively and sensitively with others at a professional caregiver level in both oral and written forms. This includes the capacities of active listening, appropriate emotional responsiveness and clear exchange of information with awareness of appropriate professional boundaries. In addition, they must possess an awareness of and be sensitized to non-verbal communication in clinical settings.

Cognitive: Students/clinicians need to be able to gather information in an organized manner, analyze and apply clinical reasoning to develop a diagnosis and an integrated treatment plan and to evaluate the efficacy of treatment through well- focused inquiry. They must be able to comprehend and interpret medical literature and to read a large volume of sophisticated material quickly with considerable recall. They must be able to engage critically with the material and apply the principles in unfamiliar contexts and situations.

Professionalism: Students/clinicians must possess the emotional maturity, sensitivity, and stability necessary to the care of patients and the maintenance of appropriate professional boundaries. They must possess a capacity for critical self -reflection and a willingness to engage the complex social environment of healing relationships with empathy, clarity and exceptional judgment. They must be prepared to operate as a professional in diverse and sometimes stressful environments with grace, flexibility, and equanimity.

DISABILITY SUPPORT SERVICES

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

In order to ensure that qualified students with disabilities are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in all academic and other programs, services, and activities of Pacific College, as required by law, reasonable accommodations and

auxiliary aids and services will be provided unless it is determined that doing so would alter the essential academic requirements of the College program being pursued or to any directly related licensing requirement. These may include modifications to the academic requirements and auxiliary aids and services, including, but not limited to, auxiliary aids and services for students with hearing visual impairments (readers and such technology as adaptive computer software and hardware, reading machines); note takers; extended or divided time on examinations for students with learning disabilities or reduced physical stamina; adjustments in course load when appropriate; and taping classes.

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

San Diego:

Student Advisor, Elaine Elefano
619-574-6909 ext. 150
eelefano@pacificcollege.edu

New York:

Director of Student Services, Ashley Kowal
212-982-3456 ext. 250
akowal@pacificcollege.edu

Chicago:

Student Advisor, Zenzile Pearson
872-888-7330
zpearson@pacificcollege.edu

For All Programs:

San Diego Campus Director, Teri Powers
619-574-6909 ext. 129
tpowers@pacificcollege.edu

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

Complaint Resolution Procedures

The complaint resolution procedures afford students an opportunity to resolve complaints regarding accommodation eligibility decisions, accommodations, auxiliary services, communication services, denial of services or other administrative decisions of the Disability Support Services officers. Students have options to express their concerns, an “Informal Resolution Procedure,” a “Mid-level Informal Complaint Resolution Procedure,” or a “Formal Grievance Process.” The College’s Section 504 Coordinator and Title IX Representative, for which to bring any concerns or complaints related to Section 504:

Ashley Kowal, Director of Student Services
110 William St., 19th Fl.

New York, NY 10038
212-982-3456 ext. 250
akowal@pacificcollege.edu

Disability Support 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 student advisor or campus director to discuss the complaint and possible avenues of resolution. This step should take no more than 5–7 business days. However, an informal complaint resolution procedure is not mandatory and need not precede the formal grievance procedure. If an informal resolution is not successful, the campus director will provide written notice to the student of the right to file a formal complaint within 10 business days of the notice and/or the option to request a mid-level resolution procedure, if appropriate.

Mid-level Informal Complaint Resolution Procedure

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

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

- The panel will identify the objective of the requirement, taking into consideration the information provided by the faculty member, program or department concerning essential requirements, including curriculum approval or course creation documents.
- The committee will consider information provided by the student relevant to determining whether notice of the essential requirement in question has been provided to the student, and whether the accommodation requested by the student would invalidate the objective of the requirement.
- The committee will determine whether the accommodation requested by the student would invalidate the objective of the requirement. If not, the accommodation will be implemented.
- If the requested accommodation would invalidate the objective of the requirement, the committee (or designated members) will promptly and diligently search for alternate accommodations in consultation with the faculty member, support services officer, and the student. The committee will address the following:
 - a) Are there alternate ways that the student can acquire or demonstrate mastery of the skill that would meet the same fundamental objectives of the course or program?
 - b) Have we diligently searched for potential alternatives?
 - c) Have we included all the necessary people in this search?

- d) Have we identified whether other postsecondary institutions have identified alternatives that achieve the objectives of the college without fundamentally altering requirements?
- The campus director will ensure that students are provided the opportunity to give information to the committee and that students have interim accommodations, and are given prompt written notice of committee decisions. However, students are not to be considered decision-makers on the committee. The duty to explore this issue diligently, in a well-reasoned manner, without resort to a pretext for discrimination rests with the college.
- The campus director or support services officer will take the steps necessary to ensure that the final approved accommodation is implemented fully and promptly by the college, including by any faculty member who previously may have objected to the accommodation.

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

If a satisfactory solution cannot be reached, the student may initiate a formal resolution by following the grievance process below. Furthermore, a student has the right to appeal any decisions made during the informal complaint resolution procedure through the formal grievance procedure.

Disability Support Services - Formal Grievance Procedure

The Disability Support 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 access the form, please go to the [Student Hub](#), then click on **Contact/Submit Ticket** at the top right side of the page to access the form, and then when it asks for Type of Request, select *Concern or Complaint* from the pull down menu 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 their designee shall notify the student in writing of the outcome of the complaint and document the outcome on the “Concern or Complaint” ticket, including the determination of whether discrimination occurred, and the steps that have been or will be taken to resolve the complaint. The campus director will ensure that any individual making the decision as to whether discrimination has occurred are trained in the legal standards and appropriate methods for resolution including the scope of remedies that should be provided to a student who experienced discrimination.

In California, complaints that are still unresolved after the formal complaint resolution process has completed may be directed to 1) the Bureau for Private Postsecondary Education, 2535, Capitol Oaks Drive, Suite 400, Sacramento, California 95833. The mailing address is P.O. Box 980818, West Sacramento, CA 95798-0818; 2) Western Association of Schools and Colleges Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001 or 3) the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) – 89421 Aztec Drive, Suite 2, Eden Prairie, MD 55347. Phone 952/212-2434. ACAHM addresses issues that involve students in the acupuncture and Chinese medicine master’s and doctoral degrees only.

Prohibition Against Retaliation

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

INTERNATIONAL STUDENT APPLICANTS

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

Special application and admission procedures are required of all international F-1 students. Permanent residents, refugees, and aliens in other nonimmigrant statuses should follow the regular application and admission procedures.

International (F-1 nonimmigrant) applicants must submit a copy of their passport name page and an affidavit of financial support, together with supporting documentation such as bank statements or a bank letter dated within 6 months of their first term start date, from their sponsor verifying that they have adequate resources to pay tuition, food, lodging, books, fees, and incidental expenses

for one academic year, and barring unforeseen circumstances, that funds will be available for subsequent years. For the amount required, please contact an admissions representative or see the international student page on the college website. Bank statements must be converted into U.S. dollars and translated into English.

Furthermore, international applicants must provide two official transcripts for each previous institution attended. Students will be required to submit original transcript evaluation documentation to the California Acupuncture Board as well, at the time of application to the CALE exam.

The I-20 will be issued only after the applicant's file is complete, the applicant is fully accepted into the respective program and the tuition deposit has been received by the college. International students are allowed to enter the U.S. 30 days prior to the start date of the I-20, which is recommended in order to get settled before school begins. The tuition deposit is credited toward tuition upon matriculation. A non-refundable I-20 fee of \$100 will be withheld from the deposit if the applicant does not attend the college. Students coming to the college from outside the U.S. will receive detailed instructions regarding how to apply for the visa and how to enter the U.S. together with the I-20 form. Non-immigrant F-1 students transferring from another approved school within the U.S. must also provide a copy of their current I-20, passport name page, visa and electronic I-94 document with the application along with the completed school transfer information form. Nonimmigrant students are not eligible for U.S. federal financial aid.

General Information for International (F-1) Students

International students arriving at the college from abroad must provide the college with a copy of their passport name page, visa, and entry stamp. The Department of Homeland Security (DHS) requires that all international students: 1) enroll in a full course of study, which is defined as 12 units per term, except in special circumstances that will be explained at the international student orientation, 2) attend classes regularly, and 3) make satisfactory progress towards completion of the degree.

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

Once enrolled, international students must report any of the following activities to the college immediately: change of legal name, address, program of study, request for I-20 extension, and/or desire to transfer to another institution. There is currently no dormitory housing available at Pacific College.

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

Orientation

Orientation dates and times are communicated to applicants by the admissions department upon acceptance to the college. All new students must attend this orientation. Students who miss the

orientation must notify their admissions representative immediately. A separate orientation or meeting with a campus designated student officer for new international students will take place to inform them of their obligations and privileges as F-1 non-immigrant students in the U.S. The international student advisor will contact students individually to set this special orientation date.

INFORMATION TECHNOLOGY AND SUPPORT

Incoming students receive a comprehensive set of technology requirements and technical trainings. PCHS provides a dedicated training course TTS101 (Technical Training for Students) which prepares students to be proficient with our IT systems and online classes. The TTS101 course covers the learning management system (Moodle), which encompasses navigation of courses, assignments, quizzes, discussion forums, evaluations, and more. Further, the TTS course covers the video communication system Zoom, Office 365, and the student information system portal.

Beyond the technology training course, PCHS offers an open office platform to connect with individuals from the IT department in real-time. Students who have additional questions or encounter a challenge with the TTS course can access the live open office 7-days per week in the two weeks leading up to the term. Beyond that, PCHS offers a plethora of help articles including video documentation and step-by-step tutorials with screenshots. A vast majority of problems that students may encounter can be resolved by the student in real-time by following the steps provided in our knowledge base. The knowledge base is called “StudentHub” and is accessible at <https://studenthub.pacificcollege.edu>.

In addition to the information above, computer requirements and recommendations for all students may be [viewed here](#), cybersecurity and privacy information for students can be [viewed here](#), and technology support information can be [viewed here](#).

STUDENT RESPONSIBILITY TO STAY INFORMED

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

FINANCIAL AID INFORMATION

Federal financial aid is available to qualified students at all three campuses, and all consumer information that is required to be disclosed to students pursuant to the financial aid programs available can be found in the Financial Aid Policy and Procedure Bulletin at <http://www.pacificcollege.edu>. It is important to note that if a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus loan fees and accrued interest less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal student financial aid program funds.

If the student has received federal student financial aid funds and withdraws from the college, a refund must be calculated based on federal student aid requirements. (See also: Refund Policy, “Refund Attribution”)

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

- Electronic processing of federal student aid. The financial aid application process is available online at <http://www.pacificcollege.edu>.
- Students can apply for financial aid using the computer available in the financial aid office.
- Personalized loan counseling for prospective and continuing students, as well as our graduates.
- The Financial Aid Policy and Procedure Bulletin, a document designed to assist students through the financial aid process, is available online at <http://www.pacificcollege.edu>.
- Pacific College offers a variety of federal financial aid programs to assist students in financing their education.
- Required, repeat coursework may qualify for financial aid. Please contact the financial aid office to determine your eligibility.

Pacific College of Health and Science: The student loan advocate in the Financial Aide Department supports current and future student loan borrowers. Coordinating with other state agencies, the loan advocate:

- Addresses student borrower complaints.
- Provides information and resources about student loan repayment.
- Educates the public about the rights and responsibilities of student loan borrowers.

Contact financial aid to talk to the student loan advocate.

Washington Residents: For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

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

Federal Pell Grant

The Federal Pell Grant program provides need-based grants to eligible undergraduate students based on their Free Application for Federal Student Aid (FAFSA) data. This grant program is to promote access to postsecondary education for undergraduate students who do not have a bachelor’s degree or a bachelor’s degree equivalent. Grant amounts are dependent on the student’s Expected Family Contribution (EFC), cost of education and enrollment status. Students may not receive Pell Grant funds from more than one school at a time. Federal Pell grants do not need to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program also provides need-based grants to eligible undergraduate students who receive a Federal Pell Grant. This program is to promote access to post-secondary education. The

Financial Aid Office determines eligibility by using extensive criteria. Availability depends upon the federal allocation awarded to the school.

Federal Work Study (FWS)

FWS is a program that provides part time employment for students who demonstrate financial need. The amount awarded is based the financial need as determined by their cost of education and Estimated Family Contribution (EFC). Students are paid on an hourly basis within the maximum number of hours allowed to work during the period of enrollment.

Federal Direct Subsidized and Direct Unsubsidized Student Loans

Eligibility for a subsidized Direct Loan is based on financial need and is available to undergraduate students only. The interest is paid (subsidized) by the federal government while the borrower is enrolled on at least a half-time basis, during the six-month grace period prior to repayment, as well as during authorized deferment periods.

Eligibility for an unsubsidized Direct Loan is not based on financial need and the borrower is responsible for the interest on the loan.

Federal Direct PLUS Loan for Parents

The Federal Direct PLUS loan is an affordable, low interest loan designed for parents of undergraduate students. The Parent PLUS Loan can be used to cover up to 100% of the students total cost of attendance, minus financial aid awarded to the student.

Federal Direct Graduate PLUS Loans

The Federal Direct Graduate PLUS Loan is an affordable, low interest loan for graduate students. The Graduate PLUS Loan is non-need-based, credit-based loan with a variable interest rate. The Graduate PLUS Loan allows graduate students to borrow up to the total cost of attendance less any other financial aid.

Alternative Loans (Private Education Loans)

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

VA Benefits

Pacific College will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>."

General Procedures for Applying for Financial Aid

1. Apply for a federal PIN from the U.S. Department of Education at <http://www.pin.ed.gov>. If you have a federal PIN but have forgotten it, you can ask to have it sent to you from the PIN website. Apply for a Federal Student Aid Identification Number (FSA ID) at www.fsaaid.gov. FSA ID gives you access to Federal Student Aid's on systems and can serve as your legal signature for the Free Application for Federal Student Aid and Federal Direct Loan Master Promissory Note. It also serves as your access code on Student Aid on the Web, the Department of Education's site with free information on funding a college education.
2. Complete the current year Free Application for Federal Student Aid at <http://www.fafsa.ed.gov>.
3. Each Pacific College campus has its own unique federal code. The code for the San Diego campus is: 030277.
4. Download, complete, sign and submit the current "Pacific College Financial Aid Certification Form" to the Financial Aid Office. (See the college website: <http://www.pacificcollege.edu> – Financial Aid page)
5. All new students and students applying for a Federal Direct Loan for the first time must complete entrance loan counseling before the financial aid office will originate loan eligibility. Entrance loan counseling is done online at <http://www.studentloans.gov>. Students will need their Federal PIN to enter and complete online entrance counseling.
6. Complete a Federal Direct Loan Master Promissory Note, online at <http://www.studentloans.gov>.

Applicants will be notified by the financial aid office if additional documents are needed. If you would like to know more about financial aid, please contact the financial aid office at the campus you plan to attend or visit the financial aid web page at <http://www.pacificcollege.edu/financialaid>. Pacific College of Health and Science delivers your refund with BankMobile Disbursements, a technology solution, powered by BMTX, Inc. Visit this link for more information:

<https://bankmobiledisbursements.com/refundchoices/>.

To view our third-party servicer contract for refund management, click

<https://www.vibeaccount.com/swc/doc/landing/wiw43s1l6ol21m2hpwfh>

Your Questions Are Important

Entry into the profession of Chinese medicine at any level is an important decision. We respect any applicant who seriously considers it. It is a process that will involve many questions and, hopefully, as many answers. Please consider Pacific College a resource in your research of Chinese medicine. We are here to help and answer any questions you may have.

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

September 2022 DG, DP

San Diego 800-729-0941 or 619-574-6909
New York 800-729-3468 or 212-982-3456
Chicago 888-729-4811 or 773-477-4822

Or via email:

San Diego admissions-SD@pacificcollege.edu
New York admissions-NY@pacificcollege.edu
Chicago admissions-CHI@pacificcollege.edu
T-DAc/DAcCHM online programs: Admissions-DACM@pacificcollege.edu

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

STUDENT STATUS

Full-Time/Half-Time Designation

This section defines the minimum number of credits or hours per term to qualify as a full-time or half-time matriculated student for purposes of financial aid.

Master's or entry-level doctoral degree students who have reached graduate level loan status:

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

Massage therapist certificate, bachelor's and associate degree students, and master's or entry-level doctoral degree students still receiving undergraduate level loans:

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

TRANSFER CREDITS

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Pacific College of Health and Science is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in any Pacific College of Health and Science program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Pacific College of Health and Science to determine if your credits or degree or certificate will transfer. Currently, the college has articulation agreements for the nursing program with several colleges and universities in the New York City area.

General Transfer Credit Policy

1. Transfer credit may be awarded for equivalent coursework documented by official transcript that indicates the units or hours of training in each subject.

2. Only coursework completed at an accredited or candidate institution of an agency recognized by the Secretary of Education may be transferable.
3. A grade of "Pass" or "C" (2.0) or above is required for transfer.
4. Credit must have been earned within the last five years unless the applicant provides acceptable evidence of continuous activity within the last two years in the specific field for which transfer credit is requested.
5. Transfer credit may be granted for a limited number of courses to individuals who have passed a state-recognized licensing examination. The licensing board or examination agency must provide documentation indicating a passing score in each of the specific areas for which transfer credit is requested to the college and to the California Acupuncture Board (CAB) if/when applying for acupuncture licensure in California.
6. Transfer credit is officially recorded by the end of your first term.
7. Transfer students must meet the admissions requirements in effect at the time of their official *matriculation*.
8. Courses taken at Pacific College branches are interchangeable and not considered transfer credit. Credits and/or coursework earned at any Pacific College of Health and Science (PCHS) location can be used at any other PCHS location as part of a relevant existing degree, diploma, or certificate program offered by the school.
9. Coursework taken at another institution after admission to Pacific is not transferable unless approved in advance in writing by the registrar, student advisor or academic dean.
10. Coursework transferred is not included when computing grade point average.
11. Transfer credit limitations for acupuncture licensure programs may require a student from an unaccredited school or an institution not approved by the CAB to repeat similar courses and to take more than the minimum credits required for graduation.
12. Students who receive transfer credit will reduce their cost and length of the overall program due to being admitted with advanced standing.

T-DAc/T-DAcCHM Degree Transfer Credit

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

DAc/DAcCHM, MSAc/MSAcCHM Degree Transfer Credit

To transfer from a master's to a doctorate program, students must meet the 90-semester unit minimum required for admission to the doctoral program and have completed the co-requisites for all applicable classes before transferring into the doctorate program. If a student has completed more than 50% of the master's program, they will need to complete their master's degree and enroll in the transitional doctoral completion program.

DAcCHM/MSAcCHM Degree Transfer Credit

Students in the DAcCHM/MSAcCHM program are qualified to sit for the California Acupuncture Licensure Exam and are subject to the following California Acupuncture Board (CAB) regulations:

1. Subject to relevant state regulations and licensing agency rules, applicants may receive transfer credit for up to 50% of the total program credit requirements. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.

2. Up to 100% transfer credit may be awarded for courses completed successfully in biology, chemistry, physics, psychology, anatomy, physiology, pathology, nutrition and vitamins, history of medicine, medical terminology, clinical science, clinical medicine, Western pharmacology, cardiopulmonary resuscitation, practice management, and ethics at a school which is approved under Article 4, Section 94770 of Chapter 7 of Part 59 of the Education Code or by an accrediting agency recognized by the U.S. Department of Education.

DAC, DACCHM, MSAC, and MSACCHM Degree Transfer Credit Exceptions

Pacific College does not grant transfer credit for the following courses: Senior Internship, Clinical Counseling 3 (pre-Fall 2015 curriculum), and Advanced Needle Techniques.

Transfer students must take either Clinical Observation or a Clinical Assistantship course at Pacific College prior to entering any level of clinical training. Transfer students who have previously taken similar courses may qualify for a reduced course fee but must still earn a passing grade in these courses.

Students who are not healthcare professionals and did not take pharmacology prior to admittance must take Pharmacology at Pacific College due to accountability for drug-herb interaction and application of ADME (Absorption/Distribution/Metabolism/Elimination). Students in medical professions who received transfer credit will be provided a handout on this information. Transfer credit for Practice Management and Ethics is only granted for comparable courses taken at accredited acupuncture colleges. Other prior business courses are not transferable. Licensed acupuncturists taking Pacific College's herbology and clinical courses for the purpose of qualifying for the NCCAOM herbology exam may be exempted from certain program prerequisites. Please contact the registrar or academic dean for details.

Bachelor of Science in Nursing (Holistic Nursing) Completion Program Transfer Credit

Courses content, complexity, grading standards, and grades are considered when determining transfer credit. Credit is not granted for workshops and continuing education classes. The maximum number of transfer credits from a two-year program shall not exceed 70 credits. Students who have taken additional courses at the bachelor's level may transfer up to 20 additional credits for a maximum total of 90 transfer credits. Registered nurses who have taken courses at an accredited baccalaureate nursing program may also receive credit for nursing courses completed if they have a grade of "B-" and are comparable to content in courses required for the Bachelor of Science in Nursing (Holistic Nursing) at Pacific College.

Students enrolled in the Pacific College Bachelor of Science in Nursing Completion Program (Holistic Nursing) will be licensed registered nurses who have graduated from an accredited associate degree or Diploma Nursing Program. They would have received course work or training regarding the identification and reporting of child abuse and maltreatment as part of their pre-professional nursing program. This content will be evaluated in conjunction with their transcript evaluation of transfer credit during the application/admission process.

Residency Requirement - At least 25% of any program must be completed at Pacific College. The New York campus is the only campus offering this degree, and transfer between campuses is not permitted for nurses at this time.

In the holistic nursing program, registered nurses with an associate 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.

Massage Program Transfer Credit

Transfer credit for courses taken at massage schools is limited to less than 50% of each massage program for San Diego and Chicago campuses. Transfer credit for courses taken at massage schools is limited to 25% or approximately 250 hours of each massage program for New York campus.

Massage Challenge Examinations

Students who have completed unaccredited coursework equivalent in content and length to Pacific College courses may be eligible to take a challenge examination. A student who passes a challenge exam will receive credit for the respective course or courses. No grade will be entered on the student's transcript. Challenge examinations may be taken only in subjects that meet the standards listed in "Transfer Credit Policy" above with the exception that credit: 1) need not be accredited, 2) need not have been earned within the last five years, 3) nor must the applicant have been continuously active within the last two years in the field for which challenge examination is requested.

In order to take a challenge examination the student will:

1. Obtain the examination petition through the office of the academic dean.
2. Pay the challenge exam fee.
3. Take the examination by arrangement with the administrative office or office of the academic dean.
4. A score of 70% is required to pass the exam and receive credit for a course.

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

Bachelor of Science in Nursing (RN-BSN Holistic Nursing) Completion Program Nursing Health Assessment Examinations

In order to assure that all students have reached the minimal nursing bachelor's level of skill in health assessment, all students must pass a nursing health assessment exam (or take the WS352e Health Assessment course at Pacific College) prior to the start of Community Health and/or Leadership course(s). The nursing health assessment exam is graded as pass/fail. Students will be awarded 2.5 nursing credits upon successful passing of the nursing health assessment exam and the payment of the fee. If students do not pass the nursing health assessment exam they may have a second opportunity. If students fail one nursing health assessment exam or wish to prepare for the

exam, they must do so by auditing WS352e Health Assessment/Physical Exam. The student must still pass the nursing health assessment exam prior to starting clinical course work.

Math Placement Exam (San Diego campus)

Undergraduate students are required to complete a placement exam prior to enrolling in the college algebra general education course. The test includes: integers, decimals, exponents, square roots, and scientific notation, fractions, percentages, ratios and proportions, and averages, substituting values, setting up equations, factoring polynomials, exponents and radicals, basic operations/polynomials, linear equations/one variable, linear equations/two variables, and rational expressions. Students may sign up to take the test through the front desk receptionist.

The placement exam used at the San Diego campus is My Foundations Lab. The college will provide an access code to My Foundations Lab to the student; the access code gives the student access to the placement exam and additional online course material in math and English. The My Foundations Lab final exam must be passed before a student may start mathematics at Pacific.

The placement exam used at the Chicago campus is the ACT Compass Math Placement Test. The ACT Compass Math Placement Test is a multiple-choice, computerized test that evaluates students' ability levels in terms of basic skills such as performing a sequence of basic operations, application skills such as applying sequences of basic operations to novel settings or in complex ways, and analysis skills such as demonstrating conceptual understanding of principles and relationships for mathematical operations.

Inter-program Financial Credit

Students who have taken specific courses from Pacific College's massage department may be allowed to challenge (C) or receive financial credit (FC) for specific master's or doctoral degree program courses. In addition, master's or doctoral degree program students wishing to earn a massage degree or certificate may share similar benefits. Please note that financial credit is not applied automatically. Students must note financial credit on their registration forms to inform the administration when credit has been awarded.

Contact your admissions or student advisement representative for what may apply to you.

Auditing Classes

Students may choose to audit a class for which they already have credit for a reduced fee. (See fee pages or ask the Academic Dean or Student Advisor.) Auditing classes outside a student's major or minor program coursework, for which a student does not already have credit, is also possible at full tuition. Academic dean or student advisor approval is required. Auditors must respect the priority access of credit students to teachers' time. Auditing is permitted on a space-available basis only.

*Note: All students required to take clinic training online due to COVID19 will be allowed to audit on-ground clinic shifts, as space allows, for no cost once the clinic can fully reopen. Students who took an on-ground winter 2020 class that was disrupted by the COVID19 pandemic will be able to audit that class once the College fully reopens for no additional cost as space and availability allow.

REGISTRATION AND PAYMENT

Registration Procedures

Continuing students may register for the next term, without late fees, at any time up to the 10th week of the current term. Newly accepted students may register for courses without late fees at any time prior to the beginning of the term but are encouraged to register early before classes reach maximum enrollment. Administrative fees for any term are due with the student's first tuition payment, rather than at the time of registration.

Late Registration

Continuing students who have not registered during the official registration period will be assessed an administrative late fee in addition to the regular administrative fee.

Academic and Clinical Course Load

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

For the master's and entry-level doctoral degree programs, the school believes it is important to allow enough time for interns to integrate classroom learning with the practical aspects of clinical training. To this end, the clinical internship must be completed over the course of at least three terms and cannot be accelerated even if additional clinical shifts are taken in any term. Any intensive shifts (shifts taken during a term break) are considered part of the term that precedes it.

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

Tuition Payment Plans

Tuition and fee payments are due and payable on the third Wednesday after the start of the term. However, Pacific offers students the option of paying tuition in four equal monthly payments over the course of the term. Students who have selected this method are responsible for a finance handling charge of \$25 for the term. Choosing this option does not obligate the student to use this method of payment in subsequent terms.

Payments are due as follows (subject to modification):

- Regardless of when a course first meets, the first tuition payment is due by the third Wednesday after the start of the term, and the three subsequent payments are due on the 10th calendar day, (or the first business day thereafter if the 10th falls on a weekend), of the second, third and fourth months of the term.
- Any pre-payment of tuition is subject to the refund policy and any tuition increase.
- Students opting to establish a payment plan must sign a promissory note by the Wednesday of week 3 of each term for any portion of tuition and fees being financed or not covered by financial aid.

Payment of Tuition by Credit Card

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

Late Payment Fees

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

In the case of students expecting financial aid, the following procedures apply: late fees and tuition payments are waived for a student who submits a complete financial aid application and whose financial aid file is certified as complete by a financial aid officer or assistant by the priority processing deadline (30 days prior to the beginning of the term). Any time after this deadline, if a complete financial aid application is submitted, any further late fees will be waived.

Account Balance

A student's previous account balance must be cleared prior to attending classes in a subsequent term. Account balances remaining after a term ends may be subject to a 9% annual interest rate. Any future credits to the student's account will be applied first toward any balance due. Transcripts will not be issued for any student who has any outstanding financial balance. Students who drop out of the institution with an outstanding balance are reported to a credit reporting agency after an attempt has been made to contact the student for repayment.

Additional Clinical Courses

On a space available basis and at the discretion of the clinic director, students may audit extra clinical shifts at half the usual tuition rate. Nursing Students are required to carry their own malpractice insurance. For all other programs malpractice insurance fees must also be applied when a student is enrolled in a clinical course.

Student Tuition Recovery Fund Disclosures (San Diego only)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

- Each qualifying institution shall collect an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is

enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

- It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.
- To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:
 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
 2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
 3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
 4. The institution has been ordered to pay a refund by the Bureau but has failed to do so. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
 5. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
 6. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
 7. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

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

SCHEDULE OF CLASSES

An [academic calendar](#) is published in this catalog. A more detailed academic calendar may be downloaded from the college website and is given to students each year.

Day classes are typically three hours and offered from 9 a.m.-12 p.m. or 1 p.m.-4 p.m., however, students should expect some variation. Most evening classes are three hours and held between the hours of 5:30-8:30 p.m., 6:00-9:00 p.m. or 6:30-9:30 p.m. Our goal is to begin weeknight classes late enough so that working people can attend without rushing from work and to end early enough to prevent fatigue the next day. Weekend classes may be held anytime between 9 a.m. and 6 p.m. Clinical instruction is scheduled during the business hours of the clinic. Students who begin the program in the fall often have the choice of day or evening courses. However, the college will limit such groups' choices during the internship phase and at such time as the number of students falls below that necessary to provide multiple schedules.

The maximum number of students in a regularly scheduled, lecture class is 40 to 45. The maximum student/teacher ratio in practical classes that involve learning demonstrations of specific techniques by students during class (e.g., acupuncture point location, physical diagnostic techniques etc.) is 15:1. One teaching assistant is assigned per 15 students in addition to the faculty member. Each term is 15 weeks with a potential intensive clinical week in April and/or August, following week 15. Seven weeks of vacation time normally includes two weeks for the winter holiday season, two weeks in the spring, and three weeks in the summer. For the purposes of all holidays and vacation periods where students will not have class, the [San Diego campus academic calendar](#) applies to all online students.

Due to the comprehensive nature and length of the program of study, classes may be held on secular and religious holidays. While recognizing the importance of religious observation, Pacific cannot promise students that scheduled classes will not conflict with religious obligations. Students must meet the attendance requirement set by the faculty member for any class. Students whose religions require strict observance should furnish the college with a list of dates on which religious holidays occur. A letter from an authorized representative of the religious institution must accompany the list, verifying the student's membership and requirement for absence. This documentation must be sent to the office of the registrar or student advisor at the beginning of each calendar year.

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

GRADING SYSTEM

Students receive letter grade symbols in all academic and clinical courses. Current course progress can be accessed in their Moodle course shell at any time during the term. Final grade symbols are measured and assigned at the completion of each term. Final grades are normally submitted by the

faculty member within seven days following the final examination. Access to final grades is available to students via the student portal.

Letter Grade Standards:

- **A** = 94-100%
- **A-** = 90-93%
- **B+** = 87-89%
- **B** = 84-86%
- **B-** = 80-83%
- **C+** = 77-79%
- **C** = 70-76%
- **F** = 69% or lower
- **I** = Incomplete

Evaluation of Courses

Students are required to submit evaluation forms at the completion of each course. Student input is valued to improve the course content and assess teaching and learning at the college. Evaluations are submitted anonymously, and no identifying student information is available the faculty member. Course evaluations are necessary to meet accreditation requirements.

Challenging a Grade Received

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

Students should seek first to resolve any discrepancy with the faculty member. If unresolved, the student should seek advice from the registrar, student advisor or academic dean for the appropriate procedure. A student requesting a change of grade or a student who did not receive a grade must notify the administration in writing within 30 days of the end of the term.

Extenuating Circumstances

Throughout this section of the catalog the phrase “extenuating circumstances” may appear. Extenuating circumstances are defined as serious illness, complications of pregnancy, labor or delivery, deaths in the family, military deployment, unforeseen immigration issues, natural or human-caused disasters, verified religious holiday observance, unavoidable, employer-documented, verifiable work-related events.

Authorized Incomplete Grade

The symbol “I” (Incomplete Authorized) indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but justifiable reasons (*see Extenuating Circumstances*) and that there is still a possibility of earning credit.

Students must submit a petition for an incomplete grade at least 72 hours before the final class and receive approval by their faculty member and the academic dean or student advisor. An incomplete shall not be assigned when the only way a student can make up the work would be to attend a major portion of the course when it is next offered. An “I” may not be assigned when the student’s

GPA in the class is less than 70%. An “I” will be allowed for missing a final exam only in continued, documented extenuating circumstances that would prevent the completion of a make-up exam within one week of the original exam date.

A student receiving an “I” must make up the specified deficiencies and receive a grade by the end of the eighth day of the next term, or the “I” automatically becomes an “F” on the ninth day of the term, and the course must be retaken at normal tuition rates. It is the student’s responsibility to ascertain that the faculty member has delivered the final grade to the administration by the eighth day of the following term.

Academic Grading System

A plus/minus system is used at Pacific at the discretion of the faculty member. The grades A+, C-, D, and F+ are not used. In general, “A” indicates outstanding achievement and is available for the highest accomplishment. “B” indicates average and satisfactory performance. “C” is minimally passing. “F” is failing. “P” indicates passing and is not calculated in the grade point average. When a student’s individual course grade average includes a “0.5”, the grade will be rounded up to the next whole number. F is used to indicate a failing grade.

<i>Grade</i>	<i>Grade</i>	<i>Points</i>	<i>Grade</i>	<i>Grade</i>	<i>Points</i>
A	4.0		C+	2.33	
A-	3.66		C	2.0	
B+	3.33		F	0.0	
B	3.0		I	n/a	
B-	2.66		P	n/a	

Administrative Grading System

<i>Grade</i>	<i>Points</i>	<i>Explanation</i>
IP	n/a	In Progress (Satisfactory)
W	n/a	Official Withdrawal
WF	0.0	Unofficial or Late Withdrawal Failure
RD	n/a	Report Delayed
AU	n/a	Audit (No Credit)
T	n/a	Credit by Transfer
CH	n/a	Credit by Challenge
NP	n/a	Non-Proficient: issued by administration for failure of 1 st or 2 nd comprehensive exam section(s). (Formerly “NG-No Grade”)
P	n/a	Proficient: issued by administration for passing the 1 st or 2 nd comp exams.
RF	n/a	Failure Grade Replaced
RC	n/a	C-Grade Replaced
RM	n/a	Requirement Met

Calculation of Grade Point Average (GPA)

Grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total number of academic units attempted. The GPA is a weighted average based on course units, for example:

Grade	Course	Units	Grade or "Quality Points" Earned
A	1		4
A	3		12
B	1		3
B	<u>3</u>		<u>9</u>
Totals	8		28

The GPA is determined by dividing 28 (total grade points) by 8 (credits attempted) = 3.5
The GPA may range from 0.0 to a 4.0.

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

Withdrawal Grade

The symbol "W" indicates that the student was permitted to drop a course after the add/drop period and before 60% of instruction was completed. Prorated tuition charges apply according to the refund policy. The administrative symbol "W" for withdrawal may not be assigned by a faculty member.

Withdrawal Failure

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

Unofficial Withdrawal Failure

Students who are administratively dropped because of failure to inform the registrar that they stopped attending class, are assigned a grade of "WF" (withdrawal failure). A "WF" grade counts as an "F" (0.0) when calculating grade point average. Unless all courses are dropped due to attendance, the course(s) refund will be prorated according to the last day of attendance in each course.

Administrative Transcript Notations

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

- Disciplinary actions
- Academic probation
- Academic disqualification
- Withdrawal
- Leave of absence
- Term break

Any student seeking to appeal such transcript notations may do so by formal query to the Student Success Committee.

Make-up Examination Rules

Make-up of a missed examination is subject to approval by the administration and faculty member. The student must provide documentation of extenuating circumstances (*see Extenuating*

Circumstances) to the academic dean or student advisor to receive approval for a make-up exam and avoid automatic failure of the exam. Make-up exam fees are applicable (*see Fee Schedule*). Faculty members are under no obligation to excuse a student from an exam and may assign a failing grade to a missed exam. Excessive use of the make-up exam policy may require meeting with the academic dean or student advisor.

If feasible, students must notify the faculty member and student advisor as early as possible that they will miss an exam and the reason. If approved for a make-up, midterm and final exams must be made up within one week of the exam date. The administrative office may administer these exams (*see Tuition and Fees: make-up fees*). Written makeup midterm and final exams are proctored by the academic administrative assistant. Practical makeup exams are proctored by a TA or faculty. The student making up the exam is responsible for arranging a model for a make-up practical exam. It is the decision of each faculty member whether make-up of quizzes will be allowed. Make-up of quizzes, if permitted, are administered by the faculty member.

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

Repeated Courses/Forgiveness Policy

Courses in which a “Fail” or “Withdrawal Failure” grade is earned must be retaken at normal tuition rates the next time the course is offered. Students who do not retake a failed course the next time it is offered will be academically disqualified from their program. Any exceptions to delay the retake of a failed course must be approved in advance by the Student Success Committee. The student may not progress to the next sequential course or clinic shift in the respective series until the “F” or “WF” has been remedied. When a student repeats a course in which an “F” or “WF” has been earned, only the new grade will be calculated in the student’s GPA. A student may repeat a course in which a “C” was earned and replace it with a new grade only when such replacement is required to raise the GPA to allow further progress or graduation from a program. Full tuition costs apply. The cost of retaking a course is used in calculating a student’s cost of attendance for financial aid purposes only if it is required or recommended by the Student Success Committee or student advisor as long as the student is otherwise making satisfactory progress.

Student advice: Pacific encourages and coordinates extensive use of tutors. Don’t wait to get an “F” before you seek help. If a teacher or another student has had a similar problem and worked it out, they can show you the method you need to succeed. Contact the Academic Dean or Student Advisor for help.

Independent Study

(As of this writing, the California Acupuncture Board does not allow independent study in any coursework required to complete the master’s or doctoral degree program.)

Independent study is not an automatic option for students. A student may be allowed to complete certain specific coursework by independent study if, in the opinion of the academic dean, extenuating circumstances exist and it is appropriate for the subject matter covered in the course and only if they directly interfere with expected deadlines for state or national examinations. Students may not use independent study to accelerate completion of the program for reasons other than those above. Differences in schedules at Pacific College’s branch campuses that interrupt or

delay the progress of a student relocating to a different branch are not considered extenuating circumstances unless relocation is necessitated by an extenuating circumstance. Independent study is not applicable to any aspect of clinical training. Only students with a Pacific GPA of 3.0 or better will be allowed to participate in an independent study process. No more than 12 units may be earned through independent study. Special tuition rates apply (see current Tuition and Fees).

When independent study is allowed, all arrangements must be facilitated through the administration. The subject material and evaluation methods must meet those in the course syllabus, including examinations, projects and/or term papers. Periodic meeting between the student and faculty member are required, and the actual contact hours shall not be less than one-third of the total residential hours required for the regularly scheduled course. The student must document and the faculty member must verify the amount of time spent on each educational activity. The total instructional activity must be at least triple the classroom time for a normally scheduled class, e.g., one credit requires 45 hours of instructional activity.

COURSE COMPLETION REQUIREMENTS

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

Minimum Attendance Requirements

The mastery of acupuncture, nursing, and massage requires a tremendous acquisition of theoretical knowledge and practical skills. Because of this, classroom and clinical attendance is critical. The college must also be able to verify minimum attendance for some state licensure requirements. Attendance requirements are based on the number of academic hours for a given course. Courses with higher academic hours will generally have more allowable absences. Allowable absences may also differ based on the total number of class sessions.

Students must attend 75% (100% practical/lab classes where required by law) 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. Students need to arrange make-up assignments with their course faculty. Clinical courses require 100% attendance. Students need to arrange to make-up any missed clinic before the end of the term with the clinic staff.

The specific number of class sessions that may be missed in any particular course is stated on each course syllabus. Students are responsible for knowing the specific attendance requirements in any course for which they are registered.

Unless a student can demonstrate extenuating circumstances to the academic dean as well as the faculty member of the class, there is no provision for making up missed time in courses requiring either 75% or 100% attendance, and the student's attendance may be considered in assessment of grades. Students who do not meet the attendance requirement due to documented extenuating circumstances may petition for an "Incomplete" grade. In courses that require 100% attendance, no more than 25% of the course may be completed as make-up time. Students may miss more than two classes in a row only for extenuating circumstances.

An unexcused absence is one in which a student missed class without an extenuating circumstance. If it is within the allowable limit for that class, there is nothing that needs to be done and any/all academic consequences of missing class may be applied. If the absence exceeds the allowable limit, this is considered excessive absence (see below). In either case (excused or unexcused absence) the absence itself is still recorded and counted toward the attendance requirement.

Excessive absence occurs when a student misses a number of class sessions (excused or unexcused) above the allowable limit (i.e., four absences in a class with a three-absence limit). In this case the student will automatically be dropped from the course and receive a “WF”. In addition, the faculty member may use academic discretion in determining if “late addition” to a class is advisable.

Faculty record attendance through the faculty portal. Attendance records are maintained in CampusVue, the student information system. Faculty are not required to provide make-up work for assignments missed due to absences in classes where there is 75% attendance required. In classes where 100% attendance is required, students are responsible for arranging any make-up work for missed hours, assignments, quizzes, or exams due to excused absences with their course faculty. Clinic make-up is arranged with the clinic staff.

Absence Notification

A student must notify their program academic advisor of their intent to continue in their classes if they have been or will be absent for two consecutive class meetings. Without notification, they may be dropped from the class(es) even if they are within the allowable absences or have extenuating circumstances.

Attendance for Classes Held Online

The general expectation in all online class meetings is that students will have their cameras on during the class session each week for the duration of the term. If a student cannot, in a particular class session, meet the general expectations as outlined above, they must communicate the reason why to the instructor via the private chat while *in class*, or in an email *prior* to class.

Attendance for Asynchronous Classes

A student is considered present for an asynchronous class when they have completed an assignment during the week the assignments are due.

Attendance under emergency conditions

Pacific College is committed to quality education and the health of its students, faculty, and staff. In the case of an emergency situation, attendance requirement policies may be suspended. Such suspension will only occur after explicit notification to institutional members. If you have any doubt about whether classes and/or clinical training is being conducted, contact your campus director or official information site.

Clinical Attendance [Bachelor of Science in Nursing (Holistic Nursing)]

Attendance at all clinical sessions is mandatory. Special permission from the faculty member is needed if a situation arises requiring the student to miss a clinical. This includes the weekly online post-clinical conference. If a student is late (15 minutes or more) for a clinical day, a written

warning will be given. Any subsequent episodes will result in a clinical warning and mandatory clinical makeup, which will be done at the faculty member's availability. If any clinical days are missed, the student will be required to attend a make-up session(s), which will be done at the faculty member's availability. Only one clinical absence is allowed to be made up at the faculty member's discretion. All clinical work must be completed prior to the end of the term.

Tardiness Policy

Students arriving 15 minutes late to class or leaving 15 minutes before the faculty member dismisses the class may be marked as tardy for the class. Three tardies are counted as one full absence. Students who arrive more than 30 minutes late or who leave 30 minutes early will be marked as absent for the entire class.

Senior Internship Completion (DAc/DAcCHM, MSAc/MSAcCHM programs)

The college believes that there is a benefit to seeing patients over the course of one year as a senior intern. Therefore, senior internship must be completed during at least three terms in all but the most extreme extenuating circumstances. Any request to complete senior internship in less than three terms must be made in writing to the Student Success Committee.

Minimum Grade

A grade of "C" (2.0) or higher must be earned in each academic course. A student receiving a grade below "C", "WF" or an "F" is responsible for retaking the course in the following term, or the next time the course is offered, at normal tuition rates.

Graduation Requirements

1. Satisfactory completion, transfer, or challenge of all required courses.
2. Complete all financial obligations to the institution.
3. Successful completion of all required comprehensive examinations.
4. Completion of a financial aid exit interview (for financial aid students only), normally during the last half of the final term. Failure to complete a financial aid exit interview may result in delayed graduation or delayed submission of documents required for licensing or certification examinations.
5. Exit interview with a member of the career services department, dean or program director.
6. GPA of 2.0 or higher for undergraduate and most certificate program students.
7. GPA of 3.0 or higher for the Health Coach Certificate program
8. GPA of 2.5 or higher for Bachelor of Science in Nursing (Holistic Nursing) program students.
9. GPA of 3.0 or higher for graduate students.

Please Note: The DAcCHM (SD/CH), DAc (CH), MSAcCHM, or MSAc (NY/CH) degree will be awarded to students from the Pacific College campus at which they:

1. Complete the majority of their coursework based upon a calculation of units, or in the case of the master's/doctoral degrees,
2. Complete their internship year, defined as the last three courses of the Diagnosis and Treatment of Disease or Acupuncture Therapeutics series, the Chinese Herbs and Internal Medicine series (DAcCHM/MSAcCHM), and the entire internship.

In the rare event that master's/doctoral degree students complete a majority of their work at one campus and the internship year at another, the students may choose the campus from which their degree will be awarded.

SATISFACTORY PROGRESS

To make satisfactory progress in a course of study toward a degree, diploma, or certificate, a student must maintain required attendance, earn specified grades in each course and comprehensive examination (comprehensive exams apply only to DAc/DAcCHM and MSAc/MSAcCHM degree students), maintain a specified overall grade average, and proceed through the program at a pace leading to completion in a specified time frame. Students can access degree progress reports at any time through their student portal.

Attendance

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

Grades

A passing grade of C must be maintained in each course. Grade point average (GPA) requirements are:

Master's and Doctoral degree program

- 2.0 GPA: Year one (until the 1st year Comprehensive Exam)
- 2.75 GPA: year two (until the 2nd year Comprehensive Exam)
- 3.0 GPA: required to graduate

Master's of Science in Medical Cannabis Therapeutics (MS MCT)

- 3.0 GPA overall

Bachelor of Science in Nursing (RN-BSN Holistic Nursing)

- 2.5 GPA overall and required to graduate

Massage programs and Medical Cannabis Certificate

- 2.0 GPA overall

Pace

A student must complete at least 70% of the units attempted per term (Fall, Winter, Spring), or 100% if attempting less than 6 units, in order to be considered keeping pace for satisfactory academic progress. Transfer credit units will be counted as hours completed and hours attempted when calculating pace. Repeated credit hours will be counted in both attempted and completed hours. Credit hours for classes with grades of incomplete (I) will be calculated as attempted hours but not completed hours until final grade is assigned.

Maximum Completion Time

Normal completion times are 100-150% of the model curriculum for undergraduate programs.

- Massage Therapist Certificate: (SD) 36 - 54 units
- Associate of Applied Science: (SD) 60 - 90 units

- Associate of Occupational Studies: (NY) 65 – 97.5 units
- Bachelor of Science in Nursing (Holistic Nursing): (NY) 60 - 90 units
- Medical Cannabis Certificate: 8 – 12 units

Maximum Completion Terms/Minimum Course Load Per Term

Normal completion times for graduate programs are 100-200% of the model curriculum.

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

- Master of Science of Acupuncture with Chinese Herbal Medicine specialization (MSAcCHM): 22 terms. 8.2 units/term
- Master of Science of Acupuncture (MSAc): 18 terms. 7.4 units/term
- Doctor of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM, San Diego): 22 terms. 8.7 units/term
- Doctor of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM, Chicago): 22 terms. 8.6 units/term
- Doctor of Acupuncture (DAc, Chicago only): 18 terms. 8.3 units/term
- Master's of Science Medical Cannabis Therapeutics: 7 terms. 4.3 units/term

Programs of study of more than six years are not recommended. Students who are approaching and may exceed 200% of the time allowed by ACAHM standards to complete their program, (18 terms or approximately 6 years), may be required to take remedial work or exams in order to maintain satisfactory progress.

**Students must carry at least 6 units to qualify for Financial Aid*

Appeal of Designation of Unsatisfactory Progress

A student may appeal the designation of unsatisfactory progress, the termination of financial aid, or any other matter pertaining to financial aid to the Student Success Committee based upon extenuating circumstances, or to the vice president of financial aid for financial aid satisfactory academic progress. In such cases, the committee may determine that the student is making satisfactory progress toward the degree despite the failure to conform to the time frame or minimum grade average. Financial aid appeals must be made within the term to which the financial aid applied.

The Academic Year

For academic purposes, the Pacific academic year consists of three, 15-week terms, beginning each year in September with the fall term. For purposes of determining a change in grade level, an academic year is 30 units.

Student Course Load

The following describes the general time frame and full-time course load for Pacific's programs of study. Pacific College also accommodates part-time students. Students taking fewer courses than described below will take longer to complete the program. Please also see "Maximum Completion Period."

Doctor of Acupuncture and Chinese Medicine Degree (San Diego and Chicago)

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

Doctor of Acupuncture Degree (Chicago only)

Full-time doctoral degree students may complete the program in as little as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Doctor of Acupuncture and Chinese Medicine/Doctor of Acupuncture Alumni Completion Program

Full-time doctoral degree students may complete the program in as little as 1 term, i.e. four months, which is 16 weeks of class. They will take five classes per term.

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization Degree

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

Master of Science (Acupuncture) Degree (New York and Chicago)

Full-time master's degree students may complete the program in as little as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Bachelor of Science in Nursing (Holistic Nursing) Degree (New York only)

Full-time bachelor's degree students normally complete the program in five terms, i.e., one year and eight months, which is 75 weeks of class. They will take five to seven classes per term.

Associate Degrees

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

Certificate in Massage Therapy/Asian Bodywork (San Diego and Chicago)

Full-time Certificate in Massage Therapy/Asian Bodywork is normally completed in three terms, i.e. one year, which is 45 weeks of class. Full time students will take five to six classes per term.

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

Please refer to the financial aid bulletin for information pertaining to financial aid satisfactory progress.

Pacific College eLearning Information

Progress and Policy for Pacific College eLearning Courses:

- The College's Pacific College eLearning courses are offered on the same term schedule as the regular campus courses.
- Pacific College eLearning students submit all assignments (including lessons, projects, and dissertations) via the college's electronic learning management system. Feedback and evaluation is provided via the college's electronic learning management system.

- Students in the eLearning classes receive access to all the course materials one week prior to the start of the term. They are held to the same policies for dropping classes as those students taking classes in the traditional campus delivery format.

GRADUATE DEGREE COMPREHENSIVE EXAMINATIONS

Comprehensive examinations are administered at two stages of the graduate degree programs. It is the student's responsibility to petition the college for eligibility to sit for these exams. Petitions are available in the student lounge, online or from the administration. They must be submitted by the end of the sixth week of the term in which the student expects to take the exam. All comprehensive exams are scheduled week 15 of the term.

Students should take no more than two years to complete the courses required for each successive exam. Students who need more time must meet with the academic dean or academic advisor. The first and the second comprehensive exams are prerequisites to their respective clinical levels, as well as certain advanced courses. The college offers a third comprehensive exam as an optional licensing board preparation exam designed to improve student success on the NCCAOM and/or CALE or other state exams. Students are not required to sit for the third comprehensive exam and do not have to pass the exam to graduate.

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

Prerequisite courses to each comprehensive examination are listed in the graduate degree program model curriculum charts. **In addition to course completion requirements, all sections of the first-year comprehensive exams must be passed to be eligible to sit for the second-year comprehensive exams.** In addition, students must have the following GPAs to be eligible for the comprehensive exams:

- First comprehensive exam: 2.0
- Second comprehensive exam: 2.75

Consequences of Not Showing Up for a Comprehensive Exam

Students who petition for an exam, but do not show up to take the exam at the scheduled time will forfeit the exam fee and the attempt may count as a failure, unless there is adequate documentation of an emergency or other extenuating circumstances. Students who fail any section of the exam are required to retake all outstanding sections the following term. Failure to sit for retakes the following term may count as a failed attempt, regardless of whether or not a petition was submitted, unless extenuating circumstances exist and the absence was approved in advance.

Comprehensive Examination Completion Requirements

A score of 70% must be earned overall and on each subsection of the first and second comprehensive exam to pass. However, a student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second

comprehensive exams, respectively. In addition, a student cannot move on to term 5 or term 9 (DAcCHM/MSAcCHM)/term 7 (DAc/MSAc) classes without attempting the first or second comprehensive exams, respectively. After failure of any section on the first attempt, a student must meet with the academic dean or advisor and is encouraged to seek appropriate tutoring in the subject(s) failed. Mandatory retakes for failed exams will take place during the 15th week of the following term. Failure to pass all modules of the first comprehensive exam will result in the student being dropped from associate internship 2, and any other courses at the discretion of the academic dean. Failure to pass all modules of the second comprehensive exam will result in the student being dropped from all senior internship clinic shifts, and any other courses at the discretion of the academic dean. Failure to retake any failed section within a time frame established by the Student Success Committee and/or academic dean could result in assignment of remedial, non-credit coursework.

A second failure of any comprehensive exam necessitates a meeting between the student and the academic dean or advisor. Tutoring and/or remedial, non-credit coursework will be prescribed prior to any subsequent examination. It is the student's responsibility to make this appointment. Students failing to meet with the appropriate administrator are subject to suspension or disqualification.

A student failing any section of the first or second comprehensive exam three times will be required to complete a remediation course plan (RCP) or remediation term established by academic dean. The RCP will include coursework, tutoring and testing, as well as an evaluation of the student's prospect of advancing in the program. Students taking a RCP may not advance in any area of the program.

Failing any section of the first or second comprehensive exam four times results in dismissal from the program. There are no consequences for failing the third comprehensive exam.

Please note that comprehensive exams are not returned to the student for review. However, grades in each subject area are provided and a test review class may be scheduled at the discretion of the academic dean.

Effective in the Winter 2023 term, the following changes will be implemented that impact eligibility for clinic shifts and courses. To be eligible for:

- Associate Internship 1 (CL541), students must:
 - Attempt all comprehensive exams for their program of study
 - Pass the following comprehensive exams:
 - Acupuncture channels and points – written
 - Acupuncture point location – practical
 - Cupping and moxa demonstration – practical
 - Clean Needle Technique – practical
- Associate Internship 2 (CL 542), students must:
 - Pass all comprehensive exams for their program of study
- Advanced Needle Techniques (AC611a), Auricular Micro Therapy (AC631), Secondary Vessels (AC632), Combined Point Applications (AC633), Treatment of Orthopedic Disorders (AC613a), or any electives that require needling, students must:

- Pass the following comprehensive exams:
 - Acupuncture channels and points – written
 - Acupuncture point location – practical
 - Cupping and moxa demonstration – practical
 - Clean Needle Technique – practical

Student advice: The comprehensive examinations serve the function of providing vital feedback to you, the individual student. Many quizzes and exams, even final course exams, may be prepared for and passed by anticipating the teacher's testing method and, while not recommended, by cramming a limited amount of material into short-term memory. However, this approach may mislead you into believing the material has been fully assimilated. The comprehensive exams test knowledge accumulated over time. They give you feedback on the material you have successfully stored into long-term memory. They also tell you which material you need to study more. The extensiveness of the exams also provides feedback on your stamina and prepares you for the rigors of state and national examinations. Study for all major exams by focusing on the most important details and useful principles. Study as if you have to remember the material for a lifetime... you do!

CHANGES IN STUDENT STATUS, COURSE ENROLLMENT

Graduate Program Dual Enrollment

All students enrolled in the DAc and DAcCHM programs are eligible to receive both the master and doctorate degrees. A student may change enrollment from the doctorate to the master's degree program by informing the Registrar's office or by filing a change of program form. Changes to enrollment in the Student Information System that may affect financial aid can only occur during the break between the terms, so timely notification before a new term begins is important. There is no restriction on when a student decides when to earn only the master's degree. The college will track changes from the doctorates to the master's degrees carefully.

Adding and Dropping of Courses

Students may add or drop courses by submitting an add/drop form to the administration office with no tuition charges or fees if the form is submitted by the eighth day of the term (the "Add/Drop Period"). Students enrolled in classes that start the second week of the term have until the end of the second week to drop the course and receive a full refund, rather than eight days from the start of the term. Courses dropped after the drop/add period or as stated above are subject to the college's refund policy.

Students who drop a class after the add/drop period but are found to have never attended the class will be awarded a full refund for the class, however the drop fee will be applied.

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

Withdrawals

Students who discontinue their training must notify the registrar immediately as outlined under the college refund policy and, if they intend to return, should apply for a term break or leave of absence.

Unofficial Withdrawal

An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines. Students who drop all courses or who do not register for the following term without notifying the college that they are withdrawing from the program will be presumed to have dropped the program. They will be designated as an unofficial withdrawal and must apply for readmission. Students withdrawing unofficially from class or from the college will receive failing grades in all courses that they stop attending.

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

Re-entering a Program After Withdrawal

Students who have withdrawn and decide to return are subject to the following matriculation procedure:

1. Most classes taken within the last three years prior to enrollment are acceptable for credit, at the discretion of the academic dean.
2. Classes taken over three years from the term of re-enrollment may need to be challenged either individually or by way of the comprehensive exams, at the discretion of the academic dean.
3. The challenge exam(s) may serve as placement exams. The dean will determine subsequent coursework requirements.
4. Financial credit may be applied to courses that must be repeated.
5. Taiji and qigong instruction does not need to be repeated.

Leave of Absence

A leave of absence (LOA) period may be granted to students with extenuating personal circumstances, but may not exceed 180 days within any 12-month period. Students requesting a LOA are first subject to the college's withdrawal policy. Normally, students may only be granted one LOA during their courses of study. A student may be granted more than one LOA in the event of unforeseen circumstances, such as medical reasons affecting the student or a member of the student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed 180 days within the 12-month period. No LOA will be granted without an appointment with the student advisor and approval of the dean. The college requires a LOA request form to be signed by the student requesting a LOA.

If the student does not return following the LOA period, the school will apply its refund policy in accordance with the applicable and published requirements. Students on LOA retain "in-school" status and do not enter the grace period for loan repayment. However, if a student does not return to the college following the LOA period, the beginning of the grace period is retroactive to the last day of attendance (Date of Determination).

A leave of absence will be granted only to students who have completed at least one term at Pacific. The student may be granted a LOA with a tuition balance as long as:

- The student creates a written repayment plan approved by the bursar and signed by both the student and the bursar and covering the period from the LOA to their re-enrollment.

- If a balance remains at the start of the term of re-enrollment, the student may begin the term if the financial aid department verifies that the student will have a credit balance after tuition disbursement that will meet or exceed the previous balance due.
- The student's financial aid stipend check will be held by the bursar until the student pays the balance due to the college. If the student does not clear the balance due, they will be dropped from all classes.

Term Break

An eligible student may stay out of the program on an approved term break for one term without reapplication. No more than one term break may be taken per calendar year. Term breaks will be granted only to students who have completed a minimum of one term at Pacific, are in good academic standing and are not subject to any disciplinary action. Students requesting a term break are first subject to the college's withdrawal policy. Normally, a student may only be granted one leave during their course of study.

A term break has the same effect as withdrawing from the program with regard to financial aid. That is, the student must complete exit loan counseling online at www.pacificcollege.edu. The lender is notified that the student has withdrawn and the grace period for loan repayment begins. A term break cannot be taken immediately following a leave of absence.

Readmission from Leave of Absence or Term Break

An eligible student may stay on approved LOA or term break for one term without reapplication and may reenter under the requirements of the catalog in place at their original enrollment. Students absent without an approved LOA or term break must apply for readmission and be admitted before being allowed to register. Students accepted for readmission are subject to the curriculum and conditions stated in the catalog current at the time of reapplication. Students returning to the program after a hiatus of longer than one year must reapply through the admissions department. Students returning to the program within a year of their last date of attendance should reapply through their student advisor. Students reapplying must submit an essay of what has changed, must not have an outstanding balance or holds, and may be required to repeat courses as remedial work.

CANCELLATIONS, WITHDRAWALS, AND REFUNDS

Official Withdrawal: Informing the Administration of Cancellation or Withdrawal

- Cancellation or official withdrawal will occur when the student or applicant gives notice with reason for cancellation or withdrawal to the registrar's office.
- Students in Wisconsin who are exercising their right to cancel the enrollment agreement are required by law to do so within the three (3) day cancellation period.
- A petition to withdraw from program may be obtained from the registrar, dean, student advisor or from the area where student forms are publicly distributed. All forms are available on StudentHub.

Unofficial Withdrawal

- An unofficial withdrawal is one in which a student stops attending classes without filing official withdrawal paperwork within the established deadlines and the college has

reasonably determined that the student is no longer attending classes, including classes the student is auditing. (DOD – Date of Determination).

- Students who drop all courses or who do not register for the following term without notifying the college that they are withdrawing from the program will be presumed to have constructively withdrawn from the program. A written notice of withdrawal is not required.
- Students will be coded as an unofficial withdrawal and they will receive a Withdrawal (W) in any course not 60% completed by the last date of attendance.
- Withdrawals after 60% of the class hours have been completed result in no refund and a WF (Withdraw/Failure) grade. A “WF” grade counts as an “F” (0.0) when calculating grade point average.

Withdrawal – Refund Policy

- The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after the start date, whichever is later. A full refund of tuition will be made if the student cancels or the date of determination (DOD) is within the first eight days of the term either to the Federal Direct Loan Program or to the non-financial aid student. The refund will be issued within 10 days after the date of cancellation. Certain fees in addition to the application and administrative fee may be nonrefundable. (See campus “Tuition and Fees” for your program)
For example only: A student who pays \$2000 in tuition and \$80 in fees (non-refundable resident application and term administrative fee), \$2080 total, in advance for the term, and then cancels before the close of business on the eighth day of the term receives \$2000 as a refund. (Payable to the Federal Direct Loan Program, if a financial aid student.)
- A prorated refund will be issued within 40 days after the last date of attendance (LDA) if a student withdraws from a class after the eighth day of the term. Certain fees in addition to the application and administrative Fee may be nonrefundable. (See campus “Tuition and Fees” for your program)
- If the student has received federal financial aid funds, they are entitled to a refund of refundable monies not paid from Federal Direct Loan Program.

After the seventh day after the start date:

1. If the college is notified that a student drops all courses after the seventh day after the start date, a refund will be made for the unused portion of tuition paid, based upon the last date of attendance (LDA) in the last class attended for all courses not dropped at the time of withdrawal including classes the student is auditing. This policy parallels return to Title IV funds policy.
 - A petition to withdraw from the program is necessary for a student to officially withdraw. These forms may be obtained from the registrar, dean, student advisor or from the area where student forms are publicly distributed. All forms are available on StudentHub.
 - Attendance is regularly reviewed by the registrar and any student that has reached the maximum number of allowed absences is dropped from a course. If a student is dropped from all courses due to lack of attendance and do not register for the following term, they are deemed to have constructively withdrawn from the school. A written notice of withdrawal is not required.
 - If no petition to withdraw is submitted and the registrar determines that a student has stopped attending classes, the registrar will determine the student’s last date of attendance (LDA) for purpose of determining a refund by reviewing course attendance records, including classes the student is auditing.

2. In both situations, refunds will be made within 40 days of the last date of attendance (LDA).
 - Students will be coded as an unofficial withdrawal and they will receive a Withdrawal (W) in any course not 60% completed by the last date of attendance.
 - Withdrawals after 60% of the class hours have been completed result in no refund and a WF (Withdraw/Failure) grade.

Financial aid student: Credit balances greater than the amount indicated by the return to Title IV (R2T4) calculation may result from classes dropped earlier in the term that were subject to the college refund policy or other refunds given in light of extenuating circumstances. These credit balances, in addition to the R2T4 calculated amount, are returned to the financial aid loan program.

Dropped Class Refund Policy, Enrolled Student

1. To drop or add a class or classes while still enrolled, the student must complete a drop/add form. Students may not fall below 6 units to keep FA funds that have been disbursed.
2. The class will be dropped and the refund calculated based on the date the form is received by the administration, including audited classes. Withdrawal after 60% of the class hours have been completed results in no refund and a WF (Withdraw/Failure) grade.
3. USE Drop/Add forms: The refund amount for a class a student stops attending without notifying the administration by using a drop/add form is calculated based on the date of determination (DOD), the date which the college has determined that the student was no longer attending the class, including audited classes.

The administration will automatically drop the student from a course if the student exceeds the maximum number of hours permitted as follows:

- 45-academic hour course (42 class hours) – a maximum of 10.5 hours of the course or no more than 3 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
- 37.5-academic hour course (35 class hours) - a maximum of 8.75 hours of the course or no more than 2-3 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
- 30-academic hour course (28 class hours) - a maximum of 7 hours of the course or no more than 2-3 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
- 22.5-academic hour course (21 class hours) - a maximum of 5.25 hours of the course or no more than 1-2 full class sessions may be missed in most cases, based on number of hours each class session is scheduled.
- *15-academic hour course (14 class hours) - a maximum of 3.5 hours of the course or no more than 1 full class session may be missed in most cases, based on number of hours each class session is scheduled.

Refund Calculation:

Refund amounts and amounts due are calculated based on the length of the completed portion of the class relative to its total length in hours. Refunds are based on “seat time” not credit hours awarded. Some fees in addition to the Application and Administrative Fee may be nonrefundable. (See campus “Tuition and Fees” for your program”)

For example only: [Drop/Add Form submitted prior to the next class meeting or week]
A student pays \$600 in tuition for 3 units/42 class hours of instruction, and then withdraws after attending only 12 class hours; this leaves 30 hours of non-attended coursework. A tuition refund of \$428.57 ($\$600 \times 30/42 \sim \428.57) will be made.

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

1. A student pays \$600 in tuition for 3 units/42 class hours of instruction, attends 5 weeks, but hands in a drop form after the next class meeting or week (if class meets 3 hours/week); this leaves 27 hours of non-attended coursework. A tuition refund of \$385.71 ($\$600 \times 27/42$) will be made.
2. A student pays \$600 in tuition for 3 units/42 classroom hours of instruction, attends 15 classroom hours, but does not hand in a drop form and the Attendance Monitor notices 3 consecutive absences (42 hour class) (Class meets 3 hours/week); this leaves 18 hours of non-attended coursework. A tuition refund of \$257.14 ($\$600 \times 18/42$) will be made.

Refund Attribution

In the case where all or part of the refund is returned to federal programs, it is returned in the following order:

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

These must be refunded prior to any refund to students. Financial aid students are entitled to a refund of refundable moneys not paid from the federal financial aid program.

Books and Supplies Refund Policy

To qualify for a refund, student or applicant must cancel within the cancellation period (the first eight days of a term), and books and supplies must be returned unmarked and unused in the original containers accompanied by the original sales receipt within 10 days of the cancellation notice. Books and supplies in perfect condition purchased at the college bookstore may be returned for bookstore credit after the cancellation period.

ACADEMIC PROBATION, DISQUALIFICATION, AND PROFESSIONAL CONDUCT

Academic Probation

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

1. The student's overall or term cumulative grade point average (GPA) falls below a "C" (2.0) (2.5 for Bachelor of Science in Nursing).
2. The student receives a grade of "F" or "WF".

3. A master's or doctoral degree student fails to qualify for a comprehensive exam due to low GPA. Academic probation is program specific and may not carry over if a student transfers to a different program the following term.

During probation, some coursework and financial aid may be allowed.

Comprehensive Exam Probation (DAc, DAcCHM, MSAc, and MSAcCHM programs only)

Students failing all or part of any comprehensive examination will be placed on probation. A student who fails any section of the exam may not advance to associate internship or internship without passing all sections of the first and the second comprehensive exams, respectively. Students registering in or attending clinical courses beyond this point without written permission of the registrar or academic dean will receive no credit for any completed clinical shifts and will be disqualified from the program. No refund will be granted in such cases. The third comprehensive exam is an optional licensing board preparation exam. Master's and doctoral degree program students are not required to sit for the third-year comprehensive exam and do not have to pass the exam to graduate.

Disqualification

A disqualified student is one who is barred from further attendance at the institution for academic or administrative reasons. A student on probation may be disqualified from the program and from financial aid for the following reasons:

1. After one academic term on probation, the student's cumulative grade point average is below "C" (2.0). (2.5 for Bachelor of Science in Nursing).
2. The term on probation resulted in a GPA less than "C" (2.0) (2.5 for Bachelor of Science in Nursing).
3. An "F" or "WF" grade was earned during the term on probation.
4. Failing the same class required for one's program more than once.
5. Massage students who remediate a course failed in the previous term but earn an "F" in another additional class during the term of remediation will not be disqualified from their program. Instead, they are required to re-take and pass the failed class [or next module of the same topic (Chicago campus)] the following term. Disqualification is based on failing the same class [or class in the same subject (Chicago campus)] required for one's program twice.
6. Master and doctoral students: failing more than one class in one's program in consecutive terms, even if the originally failed classes are remediated: this is grounds for disqualification.
7. The student failed to adhere to a schedule of remedial work or examination determined by the academic dean. In the case of failing a comprehensive exam, (master's students).
8. The student failed all or part of the first- or second-year comprehensive examination (master's students) for the fourth time.

Probation and disqualification are documented in the student's academic file and transcript. The probationary period can vary from one term to two terms.

Readmission from Academic Disqualification

A student who is disqualified from the program may be allowed to reapply to the program following the successful completion of requirements assigned by the academic dean. No guarantee of reacceptance is made.

Students disqualified due to failed comprehensive exams (master's students) are required to retake only the section failed unless they have not attended class for two or more terms. If so, they would have to redo the failed comprehensive exam in its entirety. Graduate degree program students who are disqualified from one graduate degree program due to comprehensive exam failure must wait at least one term before they are eligible to reapply to the same or another graduate degree program.

Disciplinary Actions

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

1. Cheating, plagiarism, or forgery in coursework or on college documents. The use of cellphones or any recording devices is prohibited during any exam. Students are expected to follow the college honor code and academic integrity honor code at all times. ([Appendix A](#))
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 Chinese medicine without a license valid in the state where practicing, unless under formal clinical college supervision
6. Willful disregard of college policy
7. Soliciting or assisting another in acts mentioned above

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

8. Academic deficiency, including grades, grade point average, unit load, or excessive absences
9. Failure to meet the standards for safety, behavior, or dress and appearance set forth in the clinic manual
10. Conducting any business enterprise on or around the institution's premises without the expressed, written approval of the institution
11. Attending advanced courses without the necessary prerequisites
12. Soliciting or assisting another in acts mentioned above
13. Unprofessional communication or behavior with faculty, staff, patients, students, or other affiliated members of the Pacific College community at any time by any means, e.g., email, text, chat box, verbal, or any other means of communication or interaction
14. If, at any time, in the judgment of the Student Success Committee, students present a risk to themselves, the reputation of the college, faculty, staff, fellow students, or patients of the college, they may be suspended or disqualified from the institution

Readmission from Disciplinary Disqualification

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

Professional Conduct

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

Civility

As a diverse community of learners, students must work together in a setting of civility, tolerance, and respect for each other and for the faculty member. Rules of classroom behavior, (which apply to the online environment as well), include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner
Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language, or gestures

Appropriate Classroom Electronic Device Use

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

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

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

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

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

Alcohol and Drug Use Policy

Pacific College is dedicated not only to teaching and to the advancement of knowledge but also to the development of ethical and responsible individuals. The college seeks to achieve these goals through a sound educational program and policies that encourage maturity and independence. The regulations that govern student and employee conduct have been formulated with those objectives in mind.

The U.S. Department of Education regulations implementing the provisions the Drug Free Schools and Communities Act and the Drug Free Workplace Act require that the college, as a recipient of federal funding, establish policies that prohibit marijuana use, possession, and distribution on campus and in the workplace.

These regulations require that a college distribute information annually about the possession, use, and distribution of alcohol and illicit drugs including marijuana, regardless of state laws. Members of the Pacific College community are bound by federal, state, and municipal laws as well as by the regulations of the Board of Trustees of Pacific College of Health and Science.

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

On Nov. 8, 2016, California voters passed Proposition 64 legalizing the use of recreational marijuana among people over the age of 21. It is important to understand that Prop. 64 does not change Pacific College policy; marijuana remains prohibited on all university property and at all university events.

Any person found to have violated the college policy on alcohol and drug use is subject to discipline by and may be cause for disqualification from federal student aid. The legal age for drinking alcohol in California, New York and Illinois is 21, and state laws deal harshly with underage drinking. As stated earlier, it is also against the law in California, New York, and Illinois to sell or give away alcohol to anyone under the age of 21.

DISCRIMINATION AND HARASSMENT

Policy Statements

General Philosophy

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

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

Statement of Non-Discrimination

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

College Policy on Consensual and Therapeutic Relationships

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions, and parties in such a relationship assume those risks, even if affirmative consent exists. At a college, the role of the teacher is multifaceted including serving as intellectual guide, mentor, role model and advisor. However, in the educational context, such positions can include (but are not limited to) teacher and student, teaching assistant and student, staff member and student, and supervisor and employee.

Because of the potential for conflict of interest, exploitation, favoritism and bias, such relationships may undermine the real or perceived integrity of the supervision and evaluation provided. Further, these relationships are often less consensual than the individual whose position confers power or

authority believes. In addition, circumstances may change, and the conduct that was previously welcome may become unwelcome.

Such relationships may also have unintended, adverse effects on the climate of an academic program or work group, thereby impairing the learning or working environment for others—both within or outside of the duration of the relationship. Relationships in which one party is in a position to evaluate the work or influence the career of the other may provide grounds for complaint by third parties when that relationship gives undue access or advantage, restricts opportunities or simply creates a perception of these problems.

For all of these reasons, romantic or sexual relationships—whether regarded as consensual or otherwise—between individuals in inherently unequal positions should in general be avoided while an instructional or professional relationship exists. Additionally, the college discourages students, staff, and faculty from having a therapeutic relationship anywhere other than in a professional, medical office setting.

Because of the relative youth of undergraduates and their particular vulnerability in such relationships, sexual or romantic relationships between teachers and undergraduate students are even more strongly discouraged.

Individuals in inherently unequal positions must disclose to the administration if a dating or sexual relationship does develop within seven to ten days of any sexual or romantic involvement. Doing so will not only help the administration protect the student(s) but the faculty/staff member(s) as well. Consensual relationships will be reported to the supervisor, campus director and human resource director, preserving as much confidentiality as possible.

Where such a relationship develops, individuals in the position of greater authority or power must recuse themselves to ensure that they do not exercise any supervisory or evaluative function over the other person in the relationship. In the case of a faculty member, the administration will make arrangements to adjust the faculty's teaching schedule. This may result in a reduction in the faculty's teaching responsibilities for an indefinite period until such time as the student graduates or is no longer attending.

Failure of faculty/staff members to report consensual relationships to the administration in a timely fashion and recuse themselves from the position of authority obligates the supervisor, campus director and human resource director to conduct a prompt and thorough investigation. Where it is concluded that there was failure to report the relationship to the administration and/or a position of authority and a consensual relationship exists, the position of authority will be terminated, and the faculty or staff member will be subject to disciplinary action, up to and including dismissal.

If there is any doubt whether a relationship falls within this policy, individuals should disclose the facts and seek guidance from the administration rather than fail to disclose. Questions may be addressed to the appropriate supervisor, campus director, or human resource director.

Definitions

Affirmative consent: A knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Discrimination: While it is not easy to define precisely all instances that may be discriminatory, they include: slurs, epithets, threats, derogatory comments, visual depictions, unwelcome jokes, and teasing.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward individuals because of their veteran status, race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, physical or mental disability, marital status, citizenship, medical condition including genetic characteristics, pregnancy status, or any other characteristic protected by law, or that of his or her relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work or school environment,
- Has the purpose or effect of unreasonably interfering with an individual's work or study performance, or
- Otherwise adversely affects an individual's employment or education opportunities.

Hostile environment harassment occurs when unwelcome conduct, particularly of a sexual nature, is so severe, persistent, or pervasive that it affects a student's or an employee's ability to participate in or benefit from an educational program or activity or work, or creates an intimidating, threatening or abusive educational or working environment. Hostile environments can be created by one or multiple persons and can have one or more intended and unintended targets.

An offended observer is a person who is not the direct target of the offensive conduct, rather is a witness to the harassing behavior and to whom the conduct is offensive. For example, a student may make offensive comments about sexual orientation to a fellow student while in a group of peers. The targeted student is the intended victim of the bullying student, but any of the peers who heard the comments are potentially the unintended victims of the behavior. Both targeted individuals and offended observers can initiate the anti-discrimination/harassment process. Offended observers are generally people who are able to speak for the targeted individual when that person is unable to speak for themselves.

Sexual Harassment: While it is not easy to define precisely what sexual harassment is, it includes: unwelcome sexual advances, requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sex-related drawings, pictures, jokes, teasing, uninvited touching, or other sex-related comments. In addition to creation of a hostile environment, sexual harassment can also occur as *quid pro quo*.

Quid pro quo: Harassment occurs when a school employee causes a student or colleague to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school

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

Retaliation

Pacific College encourages reporting of all incidents of harassment and discrimination regardless of whom the offender may be, or the offender's relationship to the college. It is extremely important to note that Pacific College will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting incidents of harassment or discrimination. The school will take steps to prevent any retaliation by the alleged harasser or person who has displayed discrimination against another or anyone else at the school. Students and staff members can be sure that the school will take strong responsive actions, should any act of retaliation occur.

Malicious or Frivolous Allegations

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

Amnesty

The health and safety of every student at the Pacific College of Health and Science is of utmost importance. Pacific College of Health and Science recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Pacific College of Health and Science strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Pacific College of Health and Science's officials or law enforcement will not be subject to Pacific College of Health and Science's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Confidentiality

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

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

Even Pacific College of Health and Science offices and employees who cannot guarantee confidentiality will maintain complainant privacy to the greatest extent possible. The information provided to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

Sanctions

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

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C.1092(f)(1)(F)(i)(I)-(VIII), Pacific College shall make a notation on the transcript of students found responsible after a conduct process that they were "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." For the respondent who withdraws from Pacific College while such conduct charges are pending, and declines to complete the disciplinary process, Pacific College shall make a notation on the transcript of such students that they "withdrew with conduct charges pending." Student appeals seeking removal of a transcript notation for a suspension are referred to the college's grievance policy. Such notation shall not be removed prior to one year after conclusion of the suspension, while notations for expulsion shall not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

Complaint Procedure: Sexual Harassment and/or Discrimination

Any student, staff member, faculty member, or other person who believes he or she has been unlawfully harassed or discriminated against should immediately report it to the school using the complaint form on the student hub. The form will be forwarded to the campus director and human resources. In compliance with state laws, an incident should be reported within 180 days (within six months) from the date of occurrence. It is noted that there are some circumstances in which the reporting timeframe extends to 300 days from the date of occurrence, per federal law. However, differences in the definitions of protected classes in federal and state laws governing harassment and discrimination make an exhaustive list impractical here. Complainants are advised to consider the deadline for filing as 180 days. The school will move quickly to determine what happened.

When a student reports sexual harassment or an act of discrimination, the school will explain how its grievance and investigation procedures work and offer the student the opportunity to use them.

Campus Director: April Paniagua
858-290-7111
7445 Mission Valley Rd. Suite 105
San Diego, CA 92108

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

Campus Director: Dave Frech
773-477-4822
65 E. Wacker Place 21st Floor
Chicago, IL 60601

Levels of Resolution

Consultation

A student, faculty or staff member may consult with the campus director, academic deans, or directors of clinical services to discuss issues related to sexual or other harassment. This consultation is available if the person 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 completed in a timely fashion. Involved parties will be apprised of the ongoing process.
- Upon completion, all parties will be given notification of the outcome of the complaint including determinations of credibility and findings of facts based on credible evidence.
- Information will be released to any other parties on a “need to know” basis only.
- If harassment has been deemed as such, the school will take steps to prevent its recurrence and will correct its discriminatory effects on the complainant and others, where and when appropriate.
- Any party dissatisfied with the process or decisions resulting from the investigation will have an opportunity to appeal the findings.
- An attempt will be made to complete the formal resolution within a four-week period.

Interim Measures and Accommodations

The reporting individual(s) may obtain reasonable and available interim measures and accommodations that effect a change in academic, employment, transportation, or other applicable arrangements in order to help ensure safety, prevent retaliation and avoid an ongoing hostile environment, consistent with Pacific College's policies and procedures. Both the accused or respondent and the reporting individual(s) shall, upon request and consistent with Pacific College's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her, and shall be allowed to submit evidence in support of his or her request.

Additional Enforcement Information

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

Prevention of Harassment

Pacific is committed to providing awareness of the complaint procedure, ensuring immediate and appropriate action, and doing its best so that each student/staff member is comfortable bringing any issue to the school's attention.

Consumer Information

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

DISCIPLINARY AND COMPLAINT PROCEDURES

Any person may file a written complaint with the campus director or other administrator regarding the actions of a specific student, faculty, or staff member. A concern or complaint form may be obtained by going to the [Student Hub](#), then selecting **Contact/Submit Ticket** at the top right side of the page to access the form, and then when it asks for Type of Request, select *Concern or Complaint* from the pull down menu. The campus director is informed of all complaints, and works with the academic dean or dean of students to determine course of action and resolution. In some cases a Grievance Committee may be convened. In such cases the Grievance Committee may reject the complaint or it may expel, disqualify, suspend, place on probation, or warn the student, faculty, or staff.

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

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

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

Grievance Committee

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

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

It is extremely important to note that Pacific will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting any grievance. If a complaint is still unresolved after the Grievance Committee's decision a student or any member of the public may file a complaint about this institution by contacting:

San Diego Campus:

The Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's website <http://www.bppve.ca.gov>

A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 800, Sacramento, CA 95814, www.camtc.org , phone (916) 669-5336, or fax (916) 669-5337

New York Campus:

New York State Education Department, Office of Professions, Albany, NY 12230, Phone Number: (518) 474-3817; Fax: (518) 474-1449, www.op.nysed.gov

Chicago Campus:

Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377 (217) 782-2551, Fax: (217) 782-8548, TTY: (888) 261-2881, Institutional Complaint Hotline: (217) 557-7359, <http://complaints.ibhe.org/> General Information: info@ibhe.org

Or the student may contact the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone (952) 212-2434; fax (301) 313-0912. ACAHM addresses issues that involve students in the doctoral and master's degree programs only.

Wisconsin Students May Also Contact:

Department of Safety and Professional Services – Educational Approval Program, P.O. Box 8366, 4822 Madison Yards Way, Madison, WI 53705; www.dsps.wi.gov; dspseap@wisconsin.gov; (608) 266-1996.

New Mexico Students:

If a New Mexico resident cannot resolve a complaint, they may contact: New Mexico Higher Education Department 2044 Galisteo Street, Suite 4 Santa Fe, NM 87505 Phone: 505-476-8400 Website: <https://hed.state.nm.us/>

For additional state information to register a complaint, please go to <https://www.pacificcollege.edu/state-authorization-of-distance-education>.

CAMPUS GUIDELINES

Emergency Procedures

During periods of campus emergency, as determined by the campus director of the school, the campus director may, after consultation with the president and such members of the Board of

Trustees as are immediately available, place into immediate effect any emergency regulations or procedures necessary to meet the emergency, safeguard persons and property, and maintain educational activities.

The campus director may immediately impose an interim suspension in cases where there is reasonable cause to believe that such action is required in order to protect lives or property, and/or to ensure the maintenance of order.

Any clinical faculty member or clinic director may immediately impose an interim suspension upon a clinical trainee in cases where there is reasonable cause to believe that such action is required in order to protect the health and welfare of persons and/or the professional reputation of the school.

Campus and Classroom Safety

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

Guests on Campus

Guests, including minor children, may not be brought by students to classrooms or to the clinic (unless as a patient in authorized areas). They may not be left attended or unattended in any part of the college during periods when the student is engaged in classroom or clinical activities, unless permission is granted by the campus director.

Pets on Campus

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

STUDENT RECORDS

Notification Under FERPA of Student Rights Concerning Education Records and Directory Information

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

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

2. Students have the right to request an amendment of their education records that they believe are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by students, the college will notify students of the decision and advise students of their rights to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided when students are notified of their rights to a hearing.
3. Students have the right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the college in an administrative, supervisory, academic, or clinical, or support staff position; a person or company with whom the college has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting other college officials in performing their tasks.
A college official has a legitimate educational interest if access is reasonably necessary in order to perform instructional, research, administrative, or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.
4. Students may appeal the alleged denial of FERPA rights to:
Malcolm Youngren, President and CEO
Pacific College of Health and Science
110 William Street, 19th Floor
New York, NY 10038
5. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605
6. The college will make the following student directory information available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, email address, clinic schedule, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, previous schools attended, and degrees, honors, and awards received. By sending a note to the office of the registrar, students may request that any or all of this directory information not be released without their prior written consent. This note remains in the student's file and may be withdrawn or replaced with new directions at any time.

Maintenance of Student Records

In addition to permanently retaining a transcript the college also maintains pertinent student records for all graduates and students who attend the college but withdraw before completion for

an indefinite amount of time. The college maintains records relating to federal financial aid programs as provided by federal law. Student records unrelated to transcripts are kept and maintained in CampusVue during the time a student is enrolled and continuing after the student is no longer enrolled for a period of 7 years. The college retains student transcripts indefinitely. Records kept include:

- (a) Enrollment agreement and documentation relating to student payments;
- (b) Student information including attendance reports, progress records, grades, student address, etc.;
- (c) Date student completed the program and/or was terminated from the program and the reason thereof; and
- (d) Student grievances and subsequent resolutions.
- (e) Degree conferred

STUDENT RIGHTS

Student Right-to-Know Information

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

Student Rights and Responsibilities

The following rights and responsibilities of students have been adopted by the Board of Trustees of Pacific College of Health and Science:

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

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

Student Rights

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

- The right to express concerns and complaints without retaliation
- The right to review their student files

- The right to appeal grades to the department chair and/or academic dean and receive an unbiased review
- The right to an orderly review of complaints and concerns to the administration and, if needed, to the campus director and/or state or accreditation regulatory body
- The right to confidentiality when consulting with an advisor or counselor
- The right to reasonable assistance from the instructional staff concerning academic problems, including consultation and affordable tutoring

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution."

Disclaimers

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

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

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

Institutional Financial Status

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

Board of Trustees/Administrative Staff

BOARD OF TRUSTEES

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

Jack Miller, LAc, MA
Robert Baizer, MBA
Daniel Neuwirth, MBA
Terry Blatnick, BA
Benjamin Kligler, MD
Gina Lepore, DAOM, MBA

SAN DIEGO ADVISORY COMMITTEES

Massage Programs:

Bertram Furman, LAc
Karen Garman, EdD, MAPP
Tamer Gürmen, MTH
Kimberly Hoover, LAc, MSTOM
Mark Kastner, LAc
Brent Keime, HHP, LAc
Joanne Odenthal, PhD
Gayle Moore Wright, HHP
Joshua Petla

Graduate Degree Programs:

Bertram Furman, LAc

Mark Kastner, LAc
Pamela Richter, Pharm. D, LAc
Joanne Odenthal, PhD
Karen Garman, EdD, MAPP
Joshua Petla

NEW YORK ADVISORY COMMITTEES

Massage Programs:

Gail Balas, LMT
Luis Mariano Brignolo, PhD
Thomas W. Findley, MD, PhD
Deborah Valentine-Smith, LMT
Lynn Temenski, LMT
Martha Brown Menard, PhD, CMT
Sandra Sadowski

Master's Degree Programs:

Thomas Droge, LAc, MSTOM
Magnolia Goh, LAc
Donald D'Angelo, MD
Irene H. Grant, MD, CAC
Paul F. Ryan, LAc

Nursing Program:

Mary Helming, PhD, APRN, FNP-BC, AHN-BC
Quilvio Rodriguez, MSN, RN, PMHNP-BC, HNB-BC,
Jeanne Borzon, L.Ac, BSN, RN
Kimberly Glassman, PhD, MA, RN
Lynne King, DNS, RN
Kristen Lombard, PhD, RN, PMHCNS-BC
Jen Reich, PhD, RN, NC-BC
Margaret Scribner, MSN, RN
Kathy Sitzman, PhD, RN, CNE, ANEF, FAAN
Carol Soto, PhD, RN
Hillory Thorpe, MSN, MHA, RN
Margaret Reilly, DNS, APRN, CNE
Sandra Russo, PhD, RN

CHICAGO ADVISORY COMMITTEE

Massage Programs:

Clarisse Croteau-Chonka, PhD
Miriam Tamara Durman, AOBTA, LAc
Jason Bussell, LAc
Shanna Fritsch, DC

Eric Rothgeb, LAc, LMT

Graduate Degree Programs:

Jason Bussell, LAc

Clarisse Croteau-Chonka, PhD

Eric Rothgeb, LAc, LMT

Miriam Tamara Durman, AOBTA, LAc

Shanna Fritsch, DC

INSTITUTIONAL-LEVEL EMPLOYEES

Institutional employees include the president, COO, CFO, vice president of academic affairs, vice president of human resources and finance, vice president of financial aid, vice president of admissions, vice president of marketing, vice president of information technology, and dean of libraries. These individuals supervise the activities of staff members across all three campuses and online.

INSTITUTIONAL ADMINISTRATION

Malcolm Youngren, MA, MEd, Chief Operating Officer, President

Stacy Gomes, EdD, Vice President of Academic Affairs

Claudio Pico, Executive VP of Finance

April Paniagua, Vice President of Admissions

Marcy Madix, Vice President of Human Resources

Nathalie Turotte, Vice President of Marketing

Kevin Jerrod, Institutional Research Analyst

Greg Russo, MS, Vice President Information Technology

Leng Tang-Ritchie, VP of Clinical Education and Operations

Ethan Webster, Senior Registrar

Donald Phillips, Director of Instructional Design and Assessment

CAMPUS ADMINISTRATION

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

San Diego

April Paniagua, Campus Director

Stacy Gomes, EdD, Vice President of Academic Affairs

Leena S. Gupta, DO, MBA, Academic Dean of Online Education

Deborah Reuss, MA, HHP, NCBTMB, Academic Dean, Undergraduate Studies

Aimee Holdwick, DAOM, LAc, Academic Dean of Graduate Studies

Donald Phillips, DACM, MEd, LAc, Director of Instructional Design and Assessment

Valerie Razutis, DAOM, LAc, Director of Clinical Services

Karen McCray, MBA, Registrar

New York

Malcolm Youngren, MA, MEd, Campus Director
Ashley Kowal, EdM, Assistant Dean of Students, Interim Academic Dean
Sheila Burke, DNP, MBA, MSN, RN, Dean of Nursing
Lynne King, DNS, RN, AHN-BC, Caritas Coach®, Associate Dean of Nursing
Kristen Lombard, PhD, RN, PMHCNS-BC, AHN-BC, Associate Dean of Nursing
Kiera Nagle, MA, LMT, Director of Massage Program
Kellie Knight, BA, Director of Clinical Services
Shana Garwood, Registrar

Chicago

Dave Frech, MSTOM, Campus Director
Brendan Mattson, DACM, LAc, Academic Dean, Graduate Degree Programs
David Sol, DAc, LAc, LMT, CFMP, Academic Dean, Undergraduate Degree Programs
KuanRen Su, DACM, LAc, Director of Clinical Services
Patricia A. Krolewski, Registrar

Academic Calendar: Fall 2022 - 2023

The academic calendars for each campus can be viewed here:

San Diego

https://pacificcollege0.sharepoint.com/:w:/s/Marketing/Ef3BuNJ04XFPgBQlkgq_blsBAunbLBYkOxoA5Voj0-V8nA

New York

https://pacificcollege0.sharepoint.com/sites/Marketing/_layouts/15/guestaccess.aspx?guestaccess_token=2TlSQJdIeBuwz5SSStvDdzEWOLm6fLg54uC2KGptUF8%3d&docid=0bb70a825aea74d11b790d12dfec7a08

Chicago

<https://pacificcollege0.sharepoint.com/:w:/s/Marketing/EcgcyVsvZNBuw7ziKHS5pgBTfbupNv4zTe0VqESfDDAgg>

Appendix A

Academic Integrity Honor Code

Pacific College of Health and Science is committed to upholding the highest standards of academic integrity. Academic integrity guides responsible behavior as scholars and learners and provides value to degrees.

Fairness and trust in academia are important, as these attributes ensure that students do not have unfair advantages. An act of academic dishonesty potentially jeopardizes all members of the learning community, as it can impact scholarly reputation. Student's effective learning is demonstrated by their ability to conduct their own work for assignments.

Therefore, students must ensure that they are submitting original work that is written or developed for their particular courses. Students are to avoid engaging in plagiarism, unauthorized collaboration, cheating, duplication of previous academic assignments, or otherwise facilitating or participating in academic dishonesty. All students are required to follow policies on academic integrity that include but are not limited to the following:

Plagiarism is the representation of others' words or ideas as one's own work. For example:

- A. Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- B. Submitting duplicate work from previous courses or without the instructor's permission.
- C. Failure to use quotation marks to signal that one is using another person's precise words. Even brief direct quotes must be enclosed in quotation marks.
- D. Failure to identify the source of quotations and paraphrases. Of course, one must cite the source of quotations; one must also cite the source of ideas and information that is not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items — for example, books, articles, material on the Internet, television programs, instructors' lectures, and people, including personal communication with experts, other students, friends, or relatives.
- E. When taking language verbatim from an external source, the writer must clearly indicate the language in question is a quotation. APA has specific guidelines to indicate shorter or longer quotes, and the student should follow these. Quotations should be used sparingly in most academic papers, and it is never acceptable to use large sections of text copied or cut-and-pasted from other sources. In general, paraphrasing (expressing the information in your own words) is preferable to quoting. However, paraphrases also require citations.
- F. Creating an academically dishonest paraphrase. When paraphrasing, the author must find their own way of expressing the original meaning. Simply inserting synonyms into the source's sentence structures is plagiarism.
- G. Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, or mathematical proof) that are derived from the work of others.

Cheating is the use or attempted use of unauthorized assistance in an examination, paper, homework assignment, or other project. For example:

- A. Copying answers from another student's examination.
- B. Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- C. Using unauthorized materials or devices (e.g. notes, textbooks, calculators, electronic devices) during an examination without the permission of the instructor.
- D. Obtaining and/or otherwise accessing a copy of an examination before its administration without the permission of the instructor or taking screenshots of an exam while it is being administered or reviewed.
- E. Collaborating with other students or third parties on a take-home or online examination, paper, homework assignment, or other graded or ungraded project without the permission of the instructor.
- F. Fabrication of data, including inventing or falsifying the data of a lab experiment, falsifying collection of data, or invention of citation sources.
- G. Alteration of an assignment, including altering any graded assignment (paper, homework, project, discussion) and resubmitting to claim an error in grade. Claiming an accidental submission of a draft or incomplete assignment in order to have more time to complete an assignment may fall under this category.
- H. Facilitating or attempting to support another student in acts of academic dishonesty.

Code of Academic Integrity Penalty Policy and Sanctions:

Students must not participate in plagiarism or cheating, and they must ensure that they are submitting original work that is written or developed for their particular course(s), as they are upholding the highest standards of academic integrity.

A violation of the academic integrity policy is a grievous act and the penalty issued is appropriately severe, as mild sanctions tend to trivialize academic integrity issues. Charges of plagiarism or academic dishonesty may be raised by faculty, administrators, staff, or peers.

The faculty of record/program chair or director for the course will be responsible for the initial investigation and charges.

- A. The faculty member of record/program chair or director will fully investigate the academic integrity allegation or concern as described below.
- B. Faculty/chair or director shall report all Academic Integrity Policy citations and disciplinary actions to the appropriate academic dean.
- C. The dean will recommend the course-related sanction, with the maximum sanction being the issuing of a grade of F for the course, probation, and/or disqualification from the program. Other actions may include, but are not limited to, awarding of a zero grade for the assignment with an opportunity to rewrite for up to 50% credit within one week of notification, and/or reduction of the overall course grade.

- D. Second violations of the policy may result in a zero for the assignment/course and a meeting with the program director/department chair, and/or dean. For students whose violation is brought forward after graduation, revocation of the degree.
- E. Third violations of the policy will be referred to the student success committee and may result in disciplinary action up to and including dismissal/disqualification from the program and/or revocation of the awarded degree or certificate.
- F. Pacific reserves the right to also review the student's current and previous coursework to determine if previous work may have been plagiarized or cheating has occurred.
- G. Students may not avoid an accusation of academic integrity policy violations or assigned sanctions by dropping or withdrawing from the course.

Academic Integrity Violation Policy Procedures for Faculty of Record:

- A. All faculty members are to include the academic integrity policy in their syllabi. All faculty members should report suspected violations of academic integrity to the appropriate dean in a timely manner.
- B. Once the form is completed the faculty member discusses the suspected violation with the student. If the faculty determines that they were mistaken in the nature of the issue and academic integrity policy was not broken, the form is discarded. If there is sufficient evidence to verify the violation, the faculty member documents the evidence and issues the course related academic sanction, which is also recorded. The completed form is then shared with student.
- C. The student has 7 days to sign and return the form. A signed form indicates acceptance of the sanction. Failure to sign and return within 7 days also indicates acceptance of the sanction.
- D. Alternately, the student may contest the faculty's findings regarding the Academic Integrity Policy violation and/or sanction and file an appeal with the appropriate academic dean. If an appeal process leads to a reversal of the allegation and sanction, the student's record of academic dishonesty is expunged.
- E. All reports are held as confidential by the dean and become part of the student's academic file. All written statements regarding the violation are held permanently after graduation or non-attendance.
- F. All cases regarding repeat violations (2 or more), or initial cases deemed sufficiently serious, will result in a hearing before the Student Success Committee. Students may submit written statements of response. Provided interim suspension is not warranted, students shall remain enrolled in the class where the violation occurred and retain all student rights and privileges.
- G. The Student Success Committee's decision shall stand as PCHS's final decision on sanctions imposed with no further appeals allowed.

This code was developed by reviewing similar codes at other institutions including Massachusetts Institute of Technology, University of Maine at Augusta, and Trident University International.