

COLLEGE CATALOG

Fall 2023 - 2024

All Programs



PACIFIC COLLEGE
of HEALTH AND SCIENCE

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MISSION, VALUES, VISION, AND PHILOSOPHY

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.

Educational Philosophy

Pacific College offers an innovative learning environment that blends Chinese medicine, massage, and integrative medicine to prepare students to work collaboratively with patients and healthcare 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 healthcare 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, massage and body therapy, medical cannabis, and holistic nursing. They acquire the ability to explain our medicine to patients and healthcare providers. Successful graduates 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 healthcare

system. Pacific believes that its non-primary care students, such as 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.

INSTITUTIONAL GOALS AND LEARNING OUTCOMES

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 in Chinese medicine to function as primary healthcare providers, to apply the principles of Chinese medicine and natural healing and to become an integral part of the modern healthcare system.
3. To enable graduates of its bachelor's and master's degree programs in nursing to function as holistic nurses, to apply the principles of holistic nursing and natural healing, and to become an integral part of the modern healthcare system.
4. To provide graduates of the college's body therapy program with the skills necessary to deliver safe and effective Asian bodywork, to apply the principles of Chinese medicine 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.
5. To inspire, through the presentation of Chinese medicine 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.
6. To provide continuing education and post-graduate programs for graduates and other practitioners of Chinese medicine, holistic nursing, body therapy, and medical cannabis.
7. To provide a supportive, educational environment conducive to personal growth and academic advancement. 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.
8. 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. The Pacific College San Diego Library's NLM community outreach awards help support public workshops on access to health information.
9. To participate in state and national Chinese medicine, massage therapy, and nursing issues, and convey the essence of professionalism to its students.

10. To engage in complementary and integrated healthcare research. The college received a grant funded by the National Institutes of Health (NIH) Center for Complementary and Alternative Medicine to develop a curriculum and faculty training in evidence-informed practice. Pacific continues to educate students in evidence-informed practice through the program curriculum developed from this grant.
11. To provide Chinese medical, body therapy, and holistic nursing services to the community. Pacific College 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 communities.
5. **Compassionate Practice:** provide compassionate approaches to healthcare delivery when interacting with patients, clients, families, and communities.
6. **Interpersonal Communication Skills:** use interpersonal skills to maintain professional relationships with patients, clients, healthcare professionals, and communities.
7. **Collaboration Skills:** collaborate with patients, clients, health professionals, and communities to develop plans 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. **Lifelong Learning:** engage in lifelong self-directed learning to validate continued competence in practice.

SPIRIT OF THE 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.

KEYS AND IMPORTANT TERMINOLOGY

PCHS	Pacific College of Health and Science
SD	San Diego
NY	New York
CH	Chicago

Program Key

Acupuncture and Chinese Medicine

T-DAC	Transitional-Doctor of Acupuncture
T-DACCHM	Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
DAC	Doctor of Acupuncture
DACCHM	Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
MSAc	Master of Science in Acupuncture
MSAcCHM	Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
CCHM	Certificate in Chinese Herbal Medicine for Licensed Acupuncturists
FACE	Facial Applications for Cosmetic Enhancement Certificate

Asian Holistic Health and Massage

AAS HHS	Associate of Applied Science Holistic Health Science
AOS MT	Associate of Occupational Studies Massage Therapies
CMT/AB*	Certificate in Massage Therapy/Asian Bodywork <i>*Please note that CMT can also mean Certified Massage Therapist.</i>

Health and Human Performance and Health Education

MSHHP	Master of Science Health and Human Performance
HCC	Health Coach Certificate
BS PHEP	Bachelor of Science in Public Health Education and Promotion

Nursing

BSN	Bachelor of Science in Nursing (Prelicensure Option)
RN-to-BSN	Bachelor of Science in Nursing (RN-to-BSN Completion Option)
MSN	Master of Science in Nursing: Holistic Nurse Coach or Holistic Nurse Educator
HNC	Holistic Nursing Certificate

Medical Cannabis

MS-MCT	Master of Science in Medical Cannabis Therapeutics
MCC	Medical Cannabis Certificate

Yoga Teacher

AAS YT	Associate of Applied Science (Yoga Teacher)
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Important Terminology

Academic Hour

An academic hour is defined as 54 minutes of instruction.

Academic Hours/Units for Type of Learning

Didactic	15 academic hours = 1 term unit
Hands-on/lab	30 academic hours = 1 term unit
Clinical (non-nursing)	30 academic hours = 1 term unit
Clinical (nursing)	45 academic hours = 1 term unit

For the 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.

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.

LAc	Licensed Acupuncturist
CHM	Chinese Herbal Medicine

Biomedicine

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

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 healthcare 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.

Holistic Nursing

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

RN	Registered Nurse
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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.

Massage Practitioner

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

CMT	Certified Massage Therapist
LMT	Licensed Massage Therapist
MTh	Massage Therapy

Course Numbering System and Key

Pacific identifies the level of its courses by number.

100-200	Lower division undergraduate courses
300-400	Upper division undergraduate courses
500-above	Graduate and post-graduate courses

Concur	Concurrent: course(s) completed or taken in same term
Cred Hrs	Credit Hours
Exam Req	Exam Required: indicated comprehensive exam required prior to course(s)
Prereq	Prerequisite: course(s) required to be completed to take current course
Req for Comp	Required for Comprehensive Exams: course(s) required prior to taking indicated Comprehensive Exam

Course Code/Identifier Key

AC	Acupuncture	NC	Nurse Coach
BIO	Biology	NE	Nurse Educator
BT	Bodywork Therapies	NR	Nursing
BTW	Bodywork Therapies	NUT	Nutrition
BU	Business	OM	Oriental Medicine
CAN	Cannabis	PHY	Physiology
CHEM	Chemistry	PSY	Psychology
CL	Clinical	RES	Research
CLM	Clinical, Massage	SE	Specialty Elective
ENG	English	SSP	Study Skills
FACE	FACE Certificate	SSS	Student Success Skills
HB	Herbology	TCM	Traditional Chinese Medicine

HCE	Health Coach Elective	TTS	Technology Training, Student
HEP	Health Education and Promotion	WS	Western Science
HM	Holistic Medicine	WSM	Western Medicine
HPC	Human Performance Coaching	YOGA	Yoga
MA	Mathematics		

ACCREDITATION AND APPROVALS

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:

Western Association of Schools and Colleges
Senior College and University Commission (WASC (WSCUC))
985 Atlantic Avenue, #100
Alameda, CA 94501
510-748-9001
<https://www.wscuc.org/>

The following programs are accredited by WASC (WSCUC):

- Transitional-Doctor of Acupuncture
- Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Doctor of Acupuncture
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- 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 in Health and Human Performance
- Master of Science in Nursing: Holistic Nurse Coach or Holistic Nurse Educator
- Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options)
- Bachelor of Science in Public Health Education and Promotion
- Bachelor of Professional Studies
- Associate of Applied Science (Holistic Health Science)
- Associate of Applied Science (Yoga Teacher)
- Associate of Occupational Studies (Massage Therapies)
- Certificate in Chinese Herbal Medicine
- Certificate in Massage Therapy/Asian Bodywork
- Medical Cannabis Certificate
- Facial Applications for Cosmetic Enhancement (FACE) Certificate
- Health Coach Certificate
- Holistic Nursing Certificate

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 (CA BPPE)
1747 North Market, Suite 225
Sacramento, CA 95834
888-370-7589
<https://www.bppe.ca.gov/>

Approval to operate by the CA 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. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the CA BPPE. 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 San Diego campus offers the following on-ground degrees and certificates:

- Doctor of Acupuncture
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Associate of Applied Science (Holistic Health Science)
- Associate of Applied Science (Yoga Teacher)
- Certificate in Massage Therapy/Asian Bodywork

The San Diego campus offers the following online degrees and certificates:

- Transitional-Doctor of Acupuncture
- Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Medical Cannabis Therapeutics
- Master of Science in Health and Human Performance
- Medical Cannabis Certificate
- Bachelor of Science in Public Health Education and Promotion
- Medical Cannabis Certificate
- Facial Applications for Cosmetic Enhancement (FACE) Certificate
- Health Coach Certificate

The following degrees/certificates at the San Diego campus are not offered as of Spring 2023:

- Master of Science in Health and Human Performance
- Bachelor of Science in Public Health Education and Promotion
- Associate of Applied Science (Yoga Teacher)
- Health Coach Certificate

The Associate of Applied Science (Holistic Health Science) and the Certificate in Massage Therapy/Asian Bodywork (CMT/AB) programs at the San Diego campus are approved by the California Massage Therapy Council (CAMTC): Approval Code #SCH0099:

CAMTC
1 Capitol Mall #800

Sacramento, CA 95814
916-669-5336
<https://www.camtc.org/>

Attendance and/or graduation from a CAMTC-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 CAMTC.

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 (NYSED) and approved by the Board of Regents:

NYSED
89 Washington Avenue
Albany, NY 12234
518-474-3852
<https://www.nysed.gov/>

The New York campus offers the following on-ground degrees and certificates:

- Associate of Occupational Studies (Massage Therapies)
- 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

The New York campus offers the following online degrees and certificates:

- Master of Science in Nursing: Holistic Nurse Coach or Holistic Educator
- Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options)
- Holistic Nursing Certificate

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):

IBHE
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
217-782-2551
<https://www.ibhe.org/>

The Chicago campus offers the following on-ground degrees and certificates:

- Doctor of Acupuncture
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Acupuncture
- Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization
- Certificate in Chinese Herbal Medicine

The following certificate at the Chicago campus is no longer offered as of Spring 2023:

- Certificate in Massage Therapy/Asian Bodywork

Online Program Approvals and Exemptions

Pacific College of Health and Science is authorized for or exempted from operation in over 35 states. PCHS is approved to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV). Pacific College 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/>

Programs by Campus/Location

	SAN DIEGO	NEW YORK	CHICAGO	ONLINE
Associate of Applied Science (Holistic Health Science)	x			
Associate of Applied Science (Yoga Teacher)	x			
Associate of Occupational Studies (Massage Therapies)		x		
Bachelor of Science in Public Health Education and Promotion	x			x
Bachelor of Science in Nursing (RN-to-BSN Completion Option)		x		x
Bachelor of Science in Nursing (Prelicensure Option)		x		
Bachelor of Professional Studies/Master of Acupuncture		x		
Bachelor of Professional Studies/Master of Acupuncture with a Chinese Herbal Medicine Specialization		x		
Certificate in Chinese Herbal Medicine		x	x	
Certificate in Massage Therapy/Asian Bodywork	x		x	
Certificate in Holistic Nursing		x		x
Doctor of Acupuncture	x		x	
Transitional-Doctor of Acupuncture	x	x	x	
Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	x		x	
Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	x	x	x	x
Facial Applications for Cosmetic Enhancement Certificate	x			x
Health Coach Certificate	x			x
Master of Science in Acupuncture			x	

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization	x	x
Master of Science in Medical Cannabis Therapeutics	x	x
Master of Science in Health and Human Performance	x	x
Master of Science in Nursing		x
Medical Cannabis Certificate	x	x

Programmatic Accreditation

ACAHM Accreditation

The following programs offered by Pacific College of Health and Science are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- Master of Acupuncture
- Master of Acupuncture with a Chinese herbal medicine specialization
- Doctor of Acupuncture • including a Doctor of Acupuncture degree completion track
- Doctor of Acupuncture with a Chinese herbal medicine specialization • including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
- Certificate in Chinese herbal medicine

The program(s) listed above may offer courses via distance education. ACAHM does not accredit any programs at the undergraduate/bachelor level. Accreditation status and notes may be viewed on the ACAHM Directory (<https://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 practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952/212-2434; <https://acahm.org>.

Pacific advertises the doctoral 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.

ACEN Accreditation

Pacific College of Health and Science's Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) and Master of Science in Nursing (MSN) programs are accredited by the Accreditation Commission for Education in Nursing (ACEN):

ACEN
 3343 Peachtree Road NE, Suite 850
 Atlanta, GA, 30326
 404-975-5000
www.acenursing.org

ACEN is a specialized accrediting agency for nursing recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

AHNCC Endorsement

Pacific College of Health and Science's Bachelor of Science in Nursing (RN-to-BSN Completion Option) program is endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC):

AHNCC

81 Linden Loop

Cedar Park, TX 78613

900-463-0786, ext. 11

<https://www.ahncc.org/>

LICENSING EXAMINATIONS AND REQUIREMENTS

Licensure and Certification Disclosure

Pacific College of Health and Science offers several programs leading to professional licensure within the states of California, Illinois, and New York. The following programs may lead to a professional license or certification that is required for employment:

	CALIFORNIA	NEW YORK	ILLINOIS
Associate of Applied Science (Holistic Health Science)	x		
Associate of Applied Science (Yoga Teacher)	x		
Associate of Occupational Studies (Massage Therapies)		x	
Certificate in Chinese Herbal Medicine	x	x	x
Certificate in Massage Therapy/Asian Bodywork	x		x
Doctor of Acupuncture			x
Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	x		x
Master of Science in Acupuncture		x	x
Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization	x	x	x
Bachelor of Science in Nursing (Prelicensure Option)		x	

Please note the state approvals are from the California Bureau of Private Postsecondary Education (BPPE), the Illinois Board of Higher Education (IBHE) and the New York State Education Department (NYSED).

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. 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. Please refer to <https://www.pacificcollege.edu/about/licensure-disclosure> for up-to-date information and the college's official Licensure Disclosure.

Relocation: States, districts, and territories have varying rules, requirements and regulations that govern education leading to professional licensure or certification. Should a student relocate during the course of a program to another state, district or territory, it may negatively impact the student's ability to remain in the program, meet the state licensure requirements, and/or continue to receive financial aid funding. Prior to considering any state relocation, it is very important that you contact your program officials to discuss authorization and licensure eligibility requirements.

International Students: 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.

State Professional Licensure/Certification Disclaimer: Please note that states, districts, and territories vary in what professions they require to be licensed/certified and how licensure/certification is acquired. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules, and requirements. Pacific College is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location. Students interested in programs leading to licensure or certification should review the licensure requirements for the state in which they choose to practice.

U.S. Department of Labor's Standard Occupational Classification Codes: The college has programs that lead to the following job classifications according to https://www.bls.gov/oes/current/oes_stru.htm#29-0000:

Acupuncturists 29-1291

Massage Therapists 31-9011

Registered Nurses 19-1141

Acupuncture/Chinese Herbal Medicine Licensure and Certification

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. To obtain the California acupuncture licensing exam application, please contact the:

California Acupuncture Board

1625 N Market Blvd., Suite N-219

Sacramento, CA 95834

916-515-5200

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

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, MSACCHM, and CCHM 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 state licensure requirements can

be obtained at <https://www.nccaom.org/state-licensure/#> and/or the state agencies listed below. To obtain the NCCAOM board exam applications, please contact:

NCCAOM
2001 K Street, NW, 3rd Floor North
Washington, DC 20006
888-381-1140
<https://www.nccaom.org/>

To obtain the New York acupuncture license application, please contact:

New York State Education Department: Office of the Professions
89 Washington Avenue
Albany, NY 12234-1000
518-474-3817
<https://www.op.nysed.gov/acupuncture>.

To obtain the Illinois acupuncture license application, please contact:

Illinois Department of Financial and Professional Regulation
555 West Monroe Street, 5th Floor
Chicago, IL 60661
888-473-4858
<https://idfpr.illinois.gov/profs/acupuncture.html>

Please check <https://www.pacificcollege.edu/about/licensure-disclosure/acupuncture> for continual updates and state agencies as state laws/rules/regulations are frequently subject to change.

Massage Therapy Licensure or Certification

Qualified graduates of the AAS HHS, AOS MT, and CMT/AB programs are eligible to take the Massage and Bodywork Licensing Examination (MBLEx) administered by the Federation of State Massage Therapy Boards (FSMTB). To obtain the MBLEx application, please contact:

FSMTB
7300 College Boulevard, Suite 650
Overland Park, KS 66210
866-962-3926
<https://www.fsmtb.org/mblex/>.

Qualified graduates of the AAS HHS and AOS MT degrees with at least 750 hours of study and 250 hours of post-graduation experience are eligible to take the Board Certification in Therapeutic Massage and Bodywork (BCTMB®) exam administered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB). To obtain the BCTMB® exam application, please contact:

NCBTMB
190 S. Meyers Road, Suite 240
Oakbrook Terrace, IL 60181-5243

800-296-0664

<https://www.ncbtmb.org/>

Qualified graduates of AAS HHS and AOS MT degrees, depending on course selection, are eligible to be a Certified Practitioner (CP) by the American Organization for Bodywork Therapies of Asia (AOBTA®). To learn more about the AOBTA®-CP requirements, please contact:

AOBTA®

391 Wilmington Pike, Suite 3, Box 260

Glen Mills, PA 19342

484-841-6023

<https://aobta.org/>

Massage certification in the state of California is awarded by the California Massage Therapy Council (CAMTC). A CAMTC 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. Additional specific information about state licensure requirements can be obtained from the state agencies listed below. To obtain the CAMTC Certification application, please contact:

CAMTC

1 Capitol Mall #800

Sacramento, CA 95814

916-669-5336

<https://www.camtc.org/>

Qualified graduates of the AOS MT degree in New York are eligible to take the New York State Massage Therapy Examination administered by the New York State Education Department: Office of the Professions (NYSED OP). To obtain the New York State Massage Therapy Examination application, please contact:

NYSED OP

New York State Board for Massage Therapy

89 Washington Avenue

Albany, NY 12234-1000

518-474-3817, press 1 then ext. 570

<https://www.op.nysed.gov/massage-therapy>

Qualified graduates of the CMT/AB in Illinois are eligible for massage licensure from the Illinois Department of Financial and Professional Regulation (IDPFR). To obtain the IDPFR massage licensure application, please contact:

IDPFR

555 West Monroe Street, 5th Floor

Chicago, IL 60661

888-473-4858

<https://idfpr.illinois.gov/profs/massagetherapy.html>

Please check <https://www.pacificcollege.edu/about/licensure-disclosure/massage-therapy> for continual updates and state agencies as state laws/rules/regulations are frequently subject to change.

Nursing Licensure and Certification

Qualified graduates of the Bachelor of Science in Nursing (Prelicensure Option) are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN) administered by the National Council of State Boards of Nursing (NCSBN). To obtain NCLEX-RN application information for New York, please contact:

New York State Education Department
Office of the Professions
89 Washington Avenue
Albany, NY 12234-1000
518-474-3817

<https://www.op.nysed.gov/professions/registered-professional-nursing/>

The Department of Education requires the education institution to provide a list to the students of where the education institution has determined the curriculum meets licensure requirements, does not meet licensure requirements and where no determination has been made about licensure requirements. Please see: <https://www.pacificcollege.edu/about/licensure-disclosure/nursing>

The Bachelor of Science in Nursing (RN-to-BSN Completion Option), Holistic Nursing Certificate (HNC) and Master of Science in Nursing (MSN) are for licensed RNs and do not lead to licensure.

The MSN curriculum of the Holistic Coach track is aligned with the Holistic Nurse Board Certification (HN-BC®), Advanced Holistic Nurse Board Certification (AHN-BC®), and Nurse Coach Board Certified (NC-BC®) exam content administered by the American Holistic Nurses Credentialing Corporation (AHNCC). To obtain the AHNCC board exam application, please contact:

AHNCC
81 Linden Loop
Cedar Park, TX 78613
900-463-0786, ext. 11

<https://www.ahncc.org/>

The MSN curriculum of the Holistic Educator track is aligned with the content of the Certified Nurse Educator (CNE®) exam administered by National League for Nursing (NLN). To obtain the NLN board exam application, please contact:

NLN
2600 Virginia Avenue, 8th Floor
Washington, DC 20037
800-669-1656

<https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview>

Please check <https://www.pacificcollege.edu/about/licensure-disclosure/nursing> for continual updates and state agencies as state laws/rules/regulations are frequently subject to change.

Yoga Certification

There is no federal law, rule or regulation that governs the practice of teaching yoga and its professional qualifications.

Pacific College is a Registered Yoga School (RYS™) with Yoga Alliance. The Associate of Applied Science Yoga Teacher (AAS YT) has the Yoga Alliance professional-level Registered Yoga Teacher-500 (RYT-500) credential, which is for teachers who have successfully graduated from an RYS 200 and RYS 300 and/or an RYS 500 and have taught at least 100 hours since completing training with an RYS 200 or RYS 500.

- RYS 200: for yoga teacher training programs that provide a foundational-level training with a minimum of 200 instructional hours
- RYS 300: for yoga teacher training programs that provide a professional-level training with a minimum of 300 instructional hours (taken by a teacher after the successful completion of an RYS 200)
- RYS 500: for yoga teacher training programs that provide a combination of the RYS 200 and RYS 300 programs with a minimum of 500 instructional hours

In order to be registered as an RYT-500 with Yoga Alliance, 100% attendance is required in the teacher training. To obtain RYT-500 application information, please contact:

Yoga Alliance
4201 Wilson Blvd. #600
Arlington, VA 22203
<https://www.yogaalliance.org/>

Health Coach Certification

There is no federal law, rule or regulation that governs the practice of health coaching and its professional qualifications. Eligible graduates of the Health Coach Certificate and Master of Science in Health and Human Performance can be awarded a certificate of completion from the college.

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, the 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. The school has 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, 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 as well as massage and Chinese physical therapies demonstrates the many tools available to holistic healers.

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 library may be opened 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 river that flows through Mission Valley, which the city of San Diego has widened and deepened, features walking and bike paths, parks, and other recreational opportunities that make it 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, consulted during the construction, worked with a well-known architect to design 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 and 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, in cooperation 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.

Online Education Department

PCHS's Online Education department was created to develop and offer degrees and certificates to residents in additional states and internationally. PCHS' virtual campus and the distance education format have become an integral part of the college. 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.

Relocation: Should a student relocate during the course of a program to another state, it may negatively impact the student's ability to remain in the program, meet the state licensure requirements, and/or continue to receive financial aid funding. Prior to considering any state relocation, it is very important that you contact your program officials to discuss authorization and licensure eligibility requirements. Please also visit the [State Authorization of Distance Education webpage](#) for updated information.

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

Institutional-Level Employees

Institutional employees include the president/CEO, executive vice president of finance, vice president of human resources and finance, 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 Executive Officer, President
Claudio Pico, Executive Vice President of Finance
Marcy Madix, Vice President of Human Resources
Chris Eastlack, Vice President of Admissions
Nathalie Turotte, Vice President of Marketing
Kevin Jerrod, Institutional Research Analyst
Greg Russo, MS, Vice President of Information Technology
Leng Tang-Ritchie, DAOM, LAc, Vice President of Clinical Education and Operations
Ethan Webster, Senior Registrar and Director of Financial Aide
Donald Phillips, DACM, MEd, LAc, Director of Instructional Design and Assessment and Interim Institutional Dean
Raquel Fereres, MS, Director of Library Services
Leena S. Guptha, ND, DO, MS, MBA, PhD, Academic Dean of Online Programs
Cynthia Neipris, LAc, DACM, Vice President of Alumni and Career Services
Ashley Kowal, EdD, Vice President of Student Services
Deborah Reuss, MA, HHP, NCBTMB, Institutional Dean of Massage
David Sol, DAC, LAc, LMT, CFMP, Interim Institutional Dean
Diane Smith-Levine, EdD, MSN, MHA, BSN, RN, CNE, Senior Director of Nursing Regulatory Affairs
Patrick Robinson, PhD, RN, ACRN, CNE, ANEF, FAAN, Vice President of Nursing

Campus Administration

Each of the three campuses has 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
Elaine Elefano, Director of Student Services
Liesl Fisher, Director of Admissions
Francisco Contreras, Senior Facilities Technician
Valerie Razutis, DAOM, LAc, Associate Dean, Graduate Studies
Bursar (bursar@pacificcollege.edu)

New York Kellie Knight, BA, Campus Director
Krystal Stone, MA, LMT, Director of Massage Programs
Michael Santoro, Senior Director of Admissions
Chryso Neophytou-Tsimis, Dean, Graduate Studies
Alexis Tamares, IT Operations Manager
Robert Johnson, JD, MSAc, LAc Director of Clinical Services
Kevin Ramkalwan, Facilities Manager
Patricia A. Krolewski, Registrar
Bursar (bursar@pacificcollege.edu)

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
Sarah Langthorne, DACM, LAc, Director of Clinical Services
Patricia A. Krolewski, Registrar
Liesl Fisher, Director of Admissions
Bursar (bursar@pacificcollege.edu)

ACADEMIC CALENDAR

Tri-Semester Yearly Sequence: Winter, Spring and Fall

Academic calendars for each campus can be viewed at:

San Diego

https://pacificcollege0.sharepoint.com/:w:/s/Marketing/Ef3BuNJ04XFPgBQlkgq_blsBAunbLBYk0xoA5Voj0-V8nA

New York

https://pacificcollege0.sharepoint.com/:w:/s/Marketing/ESWocLunrhFnt5DRLf7seggBGM9qI10xaCT1QHB_9Qochg?e=85AWwK

Chicago

<https://pacificcollege0.sharepoint.com/:w:/s/Marketing/EcgcyVsvZNBuw7ziKHS5pgBTfbupNv4zTe0VqESfDDAgg>

Online

Students in the Bachelor of Science in Nursing (RN-to-BSN Completion Option) 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.

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 therapeutic massage, holistic nursing, and 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, including 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 are encouraged to tailor teaching/learning strategies including remediation and curricular support to promote academic success when possible. 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.

E-Learning 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 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 substitutes 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 physical classroom time.

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

Additional Help in Navigating Pacific College E-Learning/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>

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. While new compared to the history of Chinese medicine, the knowledge and skills provided in holistic nursing and medical cannabis are a valued at Pacific College.

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 a deep appreciation of Chinese medical theory, holistic nursing, body therapy, medical cannabis therapeutics, 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 nurse educators, 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, please visit our website (<http://www.pacificcollege.edu/about/faculty>) for faculty biographies. Because the faculty is our most valuable resource, we hope you take their 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.

INTEGRATIVE MEDICINE COLLABORATIONS

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

- Chicago Women's Health Center
- Columbia University Student Services
- Flowers Wellness Acupuncture Dermatology and Herbs
- Integrative Health Nights
- Jacobs Medical Center at UC San Diego- Inpatient Oncology
- Jeffrey Ballet
- Kamwo Grand Meridian
- Mount Sinai Institute of Family Health
- New York Harbor Veterans Affairs Medical Center
- New York Health and Mental Hygiene
- On Point with New York Harm Reduction Educators
- Own Clinic for HIV Care at UC Can Diego Health
- Rady Children's Hospital
- Rush University Medical Center
- Saffron and Sage
- San Diego Sports Acupuncture
- Survivors of Torture, International
- Tapestry 360
- Topkare Hospice
- UC San Diego Health- Outpatient Medical Centers
- UC San Diego RIMAC
- University of California Los Angeles Health System
- Veterans Affairs Pain Clinic in Chicago
- Womenkind
- Yinova

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

PACIFIC SYMPOSIUM

Pacific Symposium provides the international community of holistic healers access to renowned 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 www.pacificcollege.edu/symposium.

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), Trauma Informed Care, 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 also take courses in the regular college curriculum for which they qualify 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).

POLICIES AND PROCEDURES

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 and download the Disability Support Services Policies and Procedures document from the Pacific College website.

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 sent via email.

Admissions and Registrar

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 and online, 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, nursing, or body therapy, and have sufficient ability to appreciate and take advantage of the unique curriculum offered to Pacific College students.

Candidate applications are accepted for entry each term 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.

Admissions Procedure

To apply, an applicant should send the following to the Office of Admissions:

- Completed Pacific College Application Form
- Application fee (\$100 for doctoral applicants; \$50 for all other programs)
- One current, full-face, passport-size photo for student file
- Personal statement describing your motivation for entering the field of Chinese medicine, holistic nursing, and/or massage therapy.
 - Doctoral/Master's/Bachelor's programs: typed essay should be double-spaced and approximately 1 to 2 pages in length
 - Associate/Certificate programs: 2-3 sentences in the space provided on the application describing their reasons for entering this profession
 - Non-matriculated: no written statement is required

Additional Required Documentation after Submission of Application:

- Doctoral/Master's/Bachelor's Programs: official transcripts from all colleges and previous 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.
- International Students: 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.
 - California Acupuncture/Chinese Medicine Students: 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.
- International Students: If you attended a school outside the United States, an academic evaluation of international transcripts/ documents in terms of American accredited equivalency must be sent to Pacific. Contact Pacific's admissions representatives for names and addresses of agencies that perform this evaluation. For quicker processing of your application while the college awaits official transcripts, you may send unofficial copies of your transcripts with your application form.

- California Acupuncture/Chinese Medicine Students: 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.
- New York Residents: All students enrolled in education programs in New York State must provide evidence of two doses of measles vaccination and one dose each of mumps and rubella vaccinations.

Pacific College does not accept ability-to-benefit students for admission to our programs.

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.

Validity of Documentation

If Pacific College of Health and Science has any reason to believe a student's diploma or transcript is not valid or was not obtained from an entity that provides secondary or post-secondary education (as applicable), it will take additional steps to determine the validity of the document. Pacific College of Health and Science may contact the granting institution or confirm with the relevant state agency to determine the validity of the document. If Pacific College of Health and Science has reason to believe a Title IV applicant is committing fraud, the U.S. Department of Education's Office of the Inspector General will be notified.

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

An admissions interview may be requested after reviewing your file. 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.

For applicants who require 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 may be 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 with an introduction to the college and policies as well as an opportunity for them to ask additional questions they may have. Note that admissions interviews do not apply to nursing programs.

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.

Enrollment Documents

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

- Initialed and signed “Fact Sheet” (San Diego only, to be completed before the Enrollment Agreement)
- 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)

Appeal of Admissions Decision

An applicant who is denied admission based on not meeting one or more of the criteria 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.

Conditional Acceptance (doctoral, master’s, and Bachelor of Science in Nursing [Prelicensure and RN-to-BSN Completion Options] degree applicants only)

Conditional acceptance 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 conditional acceptance 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.

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. 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.

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.

General Transfer Credit Policy

1. Transfer credit may be awarded for equivalent coursework documented by an official transcript that indicates the units or hours of training in each subject. Degree-level may determine transferability. For example, undergraduate courses may not be transferrable to graduate-level coursework.

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. Note that this differs for specific courses that are part of the Bachelor of Science in Nursing (Prelicensure Option); information can be found in the transfer policy for the program option.
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. Note that this does not apply to nursing programs.
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.

Doctoral, Master’s, and 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. Note that this does not apply to nursing programs. A student who passes a challenge exam will receive credit for the respective course or courses. No grade will be entered on the student’s transcript. Challenged courses count as transfers for purposes of California Acupuncture Board eligibility and certain limits apply. Challenge examinations may be taken only in subjects that meet the standards listed in “Transfer Credit Policy” above with the exception that credit: 1) need not be accredited, 2) need not have been earned within the last five years, 3) nor must the applicant have been continuously active within the last two years in the field for which challenge examination is requested.

In order to take a challenge examination, the student will:

1. Obtain the examination petition through the office of the academic dean.
2. Pay the challenge exam fee.
3. Take the examination by arrangement with the administrative office or office of the academic dean.

4. A score of 70% is required to pass the exam and receive credit for a course.

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

Acupuncture, Massage, and Nursing Transfer Student Fee

Applicants who have attended another college for at least one academic year and would like their transfer credit assessed must pay a "Advanced Transfer Assessment 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.

Acupuncture and Chinese Medicine Transfer Credits

Transitional-Doctorate of Acupuncture (T-DAc)

Transitional-Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)

- No more than 5 units of transfer will be granted.
- Only graduate-level courses completed with a grade of C or better are eligible.
- A minimum of 17 units must be completed at Pacific College.

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

- 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.

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:

- 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.
- 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 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.

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists Facial Applications for Cosmetic Acupuncture (FACE) Certificate

- No transfer credit policy

Asian Holistic Health, Massage, and Yoga Transfer Credits

Associate of Applied Science Holistic Health Science (AAS HHS) Associate of Occupational Studies Massage Therapies (AOS MT) Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

- San Diego and Chicago: transfer credit for courses taken at massage schools is limited to less than 50% of each massage program.
- New York: transfer credit for courses taken at massage schools is limited to 25% or approximately 250 hours of each massage program.

MSAcCHM Degree Students in Massage Programs Policy

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 toward the cost of massage licensure. If master's degree students complete the massage classes instead of using their transfer credit, they receive a rebate towards 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.

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 receive 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 program advisement representative for what may apply to you.

Associate of Applied Science Yoga Teacher (AAS YT)

- No transfer credit policy

Health and Human Performance and Health Education Transfer Credits

Master of Science Health and Human Performance (MSHHP)

- No more than 6 units of transfer credit will be granted.
- Only graduate-level courses completed with a grade of C or better are eligible. A minimum of 30 units must be completed at Pacific College.

Health Coach Certificate (HCC)

Bachelor of Science in Public Health Education and Promotion (BS PHEP)

- No transfer credit policy.

Nursing Transfer Credits

Master of Science in Nursing (MSN): Holistic Nurse Coach or Holistic Nurse Educator

- The consideration for transferring in of credits to replace any MSN Basic or Direct Care Core course includes course content, complexity, assessment standards, and inclusion of holistic aspects.
- Courses must have been taken within the past five years at a programmatically accredited master's in nursing program with an earned grade of "pass" or "B-" or above to be transferable. Courses must also be comparable to PCHS MSN courses.
- Applicants may receive transfer credit for up to 25% (or 10 credits) of courses.
- Specialty track courses are not eligible to receive transfer credit.

Bachelor of Science in Nursing (RN-to-BSN Completion Option)

The maximum number of transfer credits from an associate degree 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 a programmatically accredited baccalaureate nursing program may also receive credit for nursing courses completed if comparable to content in courses required for the Bachelor of Science in Nursing at Pacific College, and if a grade of "B-" or above was received.

Holistic Nursing Certificate (HNC)

- No transfer credit policy

Bachelor of Science in Nursing (Prelicensure Option)

A minimum of a grade of B- must be obtained in and must have been taken within the last 5 years for the following courses to be transferred:

- MA101: College Mathematics
- WS110/WS10L: Human Anatomy and Physiology I with Lab
- WS210/WS210L: Human Anatomy and Physiology II with Lab
- WS315/WS315L: Microbiology with Lab

In addition, the following courses, with their accompanying lab, must always be transferred together:

- WS110/WS10L: Human Anatomy and Physiology I with Lab
- WS210/WS210L: Human Anatomy and Physiology II with Lab
- WS315/WS315L: Microbiology with Lab

For example, you cannot transfer in WS110 Human Anatomy and Physiology I and just take WS110L Human Anatomy and Physiology I Lab or vice versa.

All other non-general education courses transferred to PCHS must have a minimum grade of C.

Applicants may receive transfer credit for up to 67 credits for lower and upper division support courses.

Students who have taken the following courses (Health Assessment – 4 credits, Pharmacology – 3 Credits, Pathophysiology – 3 Credits) at another programmatically accredited Bachelor of Science in Nursing program may receive transfer course credit if the following criteria are met:

- Courses were completed at an accredited institution within 5 years.
- Courses were completed with a minimum grade of B-.
- Course content is comparable to those courses required for the Bachelor of Science in Nursing (RN-to-BSN Completion Option) at PCHS.

Medical Cannabis Transfer Credits

Master of Science Medical Cannabis Therapeutics (MS-MCT)

Medical Cannabis Certificate (MCC)

- No transfer credit policy

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 and general education requirements, as well as 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

***To receive credit, students must submit an original copy of their scores directly from the College Board. We cannot accept AP scores from high school or college transcripts. Each AP examination with a score of 3, 4 or 5 will be granted three (3) undergraduate credits; credit will not be given for scores of 2 or 1.**

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 for up to 30 credits towards the model curriculum.

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 can start mathematics at Pacific.

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. Note that this does not apply to MSN students.

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 Non-Nursing Clinical Courses

On a space-available basis and at the discretion of the clinic director, students may audit extra clinical shifts at half the usual tuition rate. Malpractice insurance fees must also be applied when a student is enrolled in a clinical course.

Student Tuition Recovery Fund Disclosures (San Diego only)

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 and 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.

Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges to zero dollar (\$0.00) per one thousand dollars (\$1,000) of institutional charges. 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.

Admissions Requirements

Institutional (Required for All Programs)

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.

Associate/Certificate Programs English Language Proficiency Requirement

TOEFL/iBT score of 61; 500 (on the paper-based exam).

Master's Programs and Bachelor of Science in Nursing (RN-to-BSN Completion Option)

English Language Proficiency Requirement

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.

Note: Under certain circumstances, international applicants to Pacific College of Health and Science may request a waiver for the TOEFL/IELTS requirement when applying for admission. The college will consider, on a case-by-case basis, waiver requests from applicants who fall into *at least one* of the following categories:

1. The applicant has completed international schooling that included coursework which was taught in English.
2. The applicant has at least five years residency in the U.S., working in an establishment where all activities are conducted in English.

3. The applicant has at least one of the above circumstances and also has completed a degree in the U.S. that does not meet the total credit requirement.

Professional Doctorate [PD] Programs and Bachelor of Science in Nursing (Prelicensure Option) English Language Proficiency Requirement

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.

3. International English Language Testing System (IELTS)

Acceptable scores:

IELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0.

Note: Under certain circumstances, international applicants to Pacific College of Health and Science may request a waiver for the TOEFL/IELTS requirement when applying for admission. The college will consider, on a case-by-case basis, waiver requests from applicants who fall into *at least one* of the following categories:

1. The applicant has completed international schooling that included coursework which was taught in English.
2. The applicant has at least five years residency in the U.S., working in an establishment where all activities are conducted in English.
3. The applicant has at least one of the above circumstances and also has completed a degree in the U.S. that does not meet the total credit requirement.

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 “Disability Services”)

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 ability to safely support patients in arranging themselves for treatment. Emergency procedures include: ability to perform unassisted CPR; ability to safely manage an unconscious patient; and ability to 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 for 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 in the complex social environment of healing relationships with empathy, clarity and exceptional judgment. They must be prepared to operate as professionals in diverse and sometimes stressful environments with grace, flexibility, and equanimity.

Acupuncture and Chinese Medicine

Transitional - Doctorate of Acupuncture (T-DAC)

Transitional - Doctorate of Acupuncture with a Chinese Herbal Medicine Specialization (T-DACCHM)

Please review institutional admissions requirements/policies/procedures above. Prospective applicants are encouraged to apply for admission well in advance as the admissions evaluation

process can be lengthy, and class sizes in any given term are limited. Candidates may apply at any time for terms beginning in January, May, or September of each year.

- Cumulative GPA of 3.0 or higher
- 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.) 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.
- Proof of 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.
- 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.

*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.

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

Please review institutional admissions requirements/policies/procedures above. Applicants who do not meet the following requirements should speak with an Admissions Representative to discuss their options.

- Applicants with a cumulative GPA of 2.75 or higher 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.
- Proof of 90 semester units/135 quarter units of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education, accredited/pre-accredited by ACAHM or international equivalent.*
- Applicants 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 90 semester units/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.

- 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) must be taken prior to the 1st Year Comprehensive Exam.

* 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.

Master's students may not dual-enroll in the doctoral program. If a master's student wishes 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 upon completion of the doctoral curriculum, but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

DAc/DAcCHM General Education (GE) Requirements

The following Pacific College courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM 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)

Pacific College's Associate of Applied Science degree qualifies students to apply to Pacific's master's degree program, but 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. Admissions can 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.

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine specialization (MSAcCHM)

Please review institutional admissions requirements/policies/procedures above. Applicants who do not meet the following requirements should speak with an Admissions Representative to discuss their options.

- Cumulative GPA of 2.75 or higher 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.
- 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 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 90 semester units/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.

Master's students may not dual-enroll in the doctoral program. For a master's student 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 upon completion of the doctoral curriculum but no sooner than 9 terms (Dac) or 11 terms (DacCHM).

Students admitted to the MSAc or MSAcCHM program are not eligible for Federal Financial Aid until they have completed a minimum of 72 semester/108 quarter hours through a combination of previously completed coursework and coursework completed while enrolled in the program.

MSAc/MSAcCHM General Education (GE) Requirements

The following Pacific College courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM 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)

Pacific College's Associate of Applied Science degree qualifies students to apply to Pacific's master's degree program, but 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. Admissions can 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.

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

Please review institutional admissions requirements/policies/procedures above. Candidates are accepted for entry each term beginning in January, May, or September. Students may enroll up to the first day of classes in any term but should apply at least three months in advance as class size is limited.

- Cumulative GPA of 3.0 or greater

- 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. Students admitted to the CCHM program are not eligible for Federal Financial Aid until they have completed a minimum of 72 semester/108 quarter hours through a combination or previously completed coursework and coursework completed while enrolled in the program.

Facial Applications for Cosmetic Acupuncture (FACE) Certificate

Please review institutional admissions requirements/policies/procedures above.

- Cumulative GPA of 2.0 or greater
- Must be licensed as an acupuncturist (or licensing equivalent where there is no licensing)
- Proof of graduation from ACAHM-accredited college or its equivalent

Exceptions may be made for PCHS students who are past their second-year comprehensive examinations. Students admitted to the FACE Certificate program are not eligible for federal financial aid until they have completed a minimum of 72 semester/108 quarter hours through a combination of previously completed coursework and coursework completed while enrolled in the program.

Asian Holistic Health, Massage, and Yoga

Associate of Applied Science Holistic Health Science (AAS HHS)

Associate of Occupational Studies Massage Therapies (AOS MT)

Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

Associate of Applied Science Yoga Teacher (AAS YT)

Please review institutional admissions requirements/policies/procedures above. AAS YT and Chicago CMT/AB not offered as of Spring 2023.

- 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.
- 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 requests official copies to be sent directly to the college.)

- 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.

*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.

Health and Human Performance and Health Education

Master of Science Health and Human Performance (MSHHP)

Please review institutional admissions requirements/policies/procedures above. The last incoming cohort for the MSHHP entered in Spring 2023 and new enrollments are not currently being accepted.

- Cumulative GPA of 3.0*
- Completed Bachelor's degree
- 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.

*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.

Health Coach Certificate (HCC)

Please review institutional admissions requirements/policies/procedures above. The last incoming cohort for the HCC entered in Spring 2023 and new enrollments are not currently being accepted.

- Cumulative GPA of 3.0*
- Completion of 60 credits at the undergraduate level

- 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.

*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.

Bachelor of Science in Public Health Education and Promotion (BS PHEP)

Please review institutional admissions requirements/policies/procedures above. The last incoming cohort for the BS PHEP entered in Spring 2023 and new enrollments are not currently being accepted.

- Cumulative GPA of 2.5*
- Completion of 30 credits at the undergraduate level.

*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.

Nursing

Master of Science in Nursing (MSN): Holistic Nurse Coach or Holistic Nurse Educator

Please review institutional admissions requirements/policies/procedures above.

- BSN or higher from a regionally accredited institution recognized by the U.S. Department of Education or international equivalent and programmatically accredited by CCNE, ACEN, or NLN CNEA
- Official cumulative GPA of 3.0
- Active unencumbered RN license in state or jurisdiction where student's clinical experiences will occur
- Official transcripts from all higher education schools attended
- Resume/CV (concise and succinct)
- Written Essay (*A personal statement describing motivation for pursuing an MSN focused on holistic nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length.*)

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the MSN degree.

To be eligible for MSN clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check

- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance
- Current American Heart Association Basic Life Support certification
- Negative TB status within the last 12 months by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test. (IGRA)
 - 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”)
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver’s license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

All proof must be submitted by the first day of the semester in which the clinical experience will occur or the student will be withdrawn from the course.

Bachelor of Science in Nursing (RN-to-BSN Completion Option)

Please review institutional admissions requirements/policies/procedures above.

- Satisfactory completion of an associate degree or diploma in nursing defined as achieving at least 60 semester credits/90 quarter credits from a regionally accredited institution recognized by the U.S. Department of Education or international equivalent and accredited by ACEN, or NLN CNEA
- Cumulative grade point average of 2.75 or higher in previous undergraduate level course work
- Active, unencumbered R.N. license in the state(s) or jurisdiction(s) where the student’s clinical experiences will occur
- Written Essay (*A personal statement describing motivation for pursuing a BSN. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length.*)

Bachelor of Science in Nursing (RN-to-BSN Completion Option) General Education Requirements

The RN-to-BSN completion option requires the following general education courses:

- Written and oral communication: English, Computers
- 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

Courses with an asterisk must be completed prior to admission. The remainder of the courses can be completed while enrolled in the RN-to BSN Completion Option; 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.

Students applying to the program may receive transfer credits for general education courses through non-traditional credits & prior learning assessment (see section *Non-Traditional Credits & Prior Learning Assessment* for definition). Courses must be completed with a minimum grade of “B-” for math, anatomy & physiology, and microbiology and a “C” for all others to be considered for transfer.

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

To be eligible for RN-to-BSN Completion Option clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance
- Current American Heart Association Basic Life Support certification
- Negative TB status within the last 12 months by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test. (IGRA)
 - 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”)
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)

- Influenza vaccine (date must be current season, date will depend on time of year)
- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

All proof must be submitted by the first day of the semester in which the clinical experience will occur or the student will be withdrawn from the course.

Bachelor of Science in Nursing (RN-to-BSN Completion Option) Conditional Acceptance

In some cases, an applicant who has applied for the RN license exam (NCLEX-RN®) will be considered if other admission requirements have been met. Students will have until the end of the first term of enrollment to provide evidence of an active unencumbered RN licensure or will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

Holistic Nursing Certificate (HNC)

Please review institutional admissions requirements/policies/procedures above.

- An Associate Degree in Nursing or higher from a regionally accredited institution recognized by the United (U.S.) States Department of Education or international equivalent and accredited by the Accreditation Commission for Education in Nursing (ACEN), or through the NLN Commission for Nursing Education Accreditation (CNEA)
- Official cumulative GPA of 2.75 or higher in previous undergraduate college level work
- Active, unencumbered Registered Nurse (RN) license in the state(s) or jurisdiction(s) where the student's clinical experience will occur

All students will be required to complete clinical learning experiences in their state of RN licensure to fulfill the requirements of the baccalaureate degree in nursing.

To be eligible for Holistic Nursing Certificate clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability/malpractice insurance
- Current American Heart Association Basic Life Support certification
- Negative TB status within the last 12 months by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test. (IGRA)

- 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”)
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver’s license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

All proof must be submitted by the first day of the semester in which the clinical experience will occur or the student will be withdrawn from the course.

Bachelor of Science in Nursing (Prelicensure Option)

Please review institutional admissions requirements/policies/procedures above.

- Cumulative GPA ≥ 2.75
 - HS GPA must be used if applicant has ≤ 12 college credits
 - College GPA must be used if ≥ 13 college credits have been awarded
 - All official transcripts from all accredited (regional or national) post-secondary institutions (e.g. colleges, community colleges, universities, etc.) attended must be submitted and used in the calculation of a college GPA
 - No earned grades will be omitted from the calculation of the cumulative GPA. An earned grade will be used in the cumulative GPA calculation even if it is not eligible for transfer. For example, a grade of C in College Mathematics cannot be transferred, but that C grade will be used in the cumulative GPA calculation for admission purposes.
- High School or College-level Biology with Lab with a grade of B- or higher*
- High School or College-level Chemistry with a grade of B- or higher*
- Written Essay (*A personal statement describing motivation for entering the field of nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length.*)
- Test of Essential Academic Skills (TEAS) with scores at or greater than the current national average on each of the four (reading, math, science, English and language usage) sections
- Background check (results must allow a student to participate in clinical at every contracted agency per PCHS and agency agreement). *Note: PCHS is not responsible for determining the effect of any prior criminal history on an applicant’s/student’s ability to be licensed as an RN in*

any US state or jurisdiction. For information related to criminal history and RN licensure, contact the state board of nursing where licensure is desired)

- Drug screen (screen includes tetrahydrocannabinol [THC], a substance in marijuana)
- Vaccine record indicating:
 - 2 doses of live measles vaccine (serological evidence of immunity can substitute)
 - 1 dose of live mumps vaccine (serological evidence of immunity can substitute)
 - 1 dose of live rubella vaccine (serological evidence of immunity can substitute)
 - At least 1 dose of meningococcal ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB; or A signed form indicating that the student will obtain meningococcal vaccine within 30 days.

*An applicant may be admitted to the Bachelor of Science in Nursing program (prelicensure option) who do not meet this requirement as long as they agree to take *BIO101 Introduction to Biology* and/or *CHEM101 Introduction to Chemistry* (depending on which requirement(s) was not met) as electives in the program during their first semester of coursework. These courses will be counted as a science electives and be used to fill 6 credit hours of the elective requirement of the program. These cannot replace the humanities elective requirements. Other courses for which the student has the appropriate pre-requisite courses may be taken during the first semester with these courses. However, in this special case of not meeting the admission requirements related to these two courses, these courses become prerequisites to WS110, WS110L, WS210, WS210L, WS315, and WS315L. Students must earn a B- or higher in these courses (like other science courses in the general education portion of the curriculum). Failure to achieve the B- will result in the same actions in terms of progression, probation, and disqualification as other general education courses requiring a B-.

Essential Functions for Individuals Entering the Field of Professional Nursing and Admitted to the Bachelor of Science in Nursing (Prelicensure Option)

The National Council of state Boards of Nursing has defined the following functional abilities that a nurse must possess to practice safely and effectively. They are the non-academic requirements of the Bachelor of Science in Nursing (prelicensure) program option, and they comprise physical, emotional, and professional demands required of a nurse. Applicants and admitted students must assess whether the following functions can be performed with or without accommodations. Students who have documented disability will work with college disability support services to determine if reasonable accommodation can be provided. See section on Disability Support Services.

GROSS MOTOR SKILLS

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

FINE MOTOR SKILLS

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil

- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

PHYSICAL ENDURANCE

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)

PHYSICAL STRENGTH

- Push and pull 25 pounds (e.g., position patients)
- Support 25 pounds of weight (e.g., ambulate patient)
- Lift 25 pounds (e.g., pick up a child, transfer patient)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Defend self against combative patient
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a patient)
- Squeeze with hands (e.g., operate fire extinguisher)

MOBILITY

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

HEARING

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

VISUAL

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., patient in a room)
- See objects more than 20 feet away (e.g., patient at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

TACTILE

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature (e.g., check for drafts)

SMELL

- Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

READING

- Read and understand written documents (e.g., policies, protocols)

ARITHMETIC COMPETENCE

- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

EMOTIONAL STABILITY

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., patient going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

ANALYTICAL THINKING

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long-term memory
- Use short-term memory

CRITICAL THINKING

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

INTERPERSONAL SKILLS

- Negotiate interpersonal conflict
- Respect differences in patients

- Establish rapport with patients
- Establish rapport with co-workers

COMMUNICATION SKILLS

- Teach (e.g., patient/family about health care)
- Explain procedures
- Give oral reports (e.g., report on patient's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)

Medical Cannabis

Master of Science Medical Cannabis Therapeutics (MS-MCT)

Please review institutional admissions requirements/policies/procedures above.

- Cumulative undergraduate GPA of 3.00 or higher will be considered for full acceptance
- 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

Medical Cannabis Certificate (MCC)

Please review institutional admissions requirements/policies/procedures above.

- Cumulative undergraduate GPA of 2.00 or higher, or licensure, will be considered for full acceptance
- Associate degree defined as at least 60 semester credits/90 quarter credits
- Health care track: successful completion of Pharmacology course (or equivalent) and healthcare license

Financial Aid

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 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, 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 Aid 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, and 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 student's total cost of attendance, minus financial aid awarded to the student.

Federal Direct Graduate PLUS Loans

The Federal Direct Graduate PLUS Loan is an affordable, low-interest loan for graduate students. The Graduate PLUS Loan is a non-need-based credit-based loan with a variable interest rate. 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 U.S. Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (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.fsa.gov. FSA ID gives you access to Federal Student Aid's 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 to 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 <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, visit <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, 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:

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-Dac@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>.

For questions related to nursing programs, please contact:

New York: 800-729-3468 or 212-982-3456 or admissions-NY@pacificcollege.edu

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 or Blackboard), 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 any day of the week in the two weeks leading up to the term. Beyond that, PCHS offers a plethora of helpful 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.

Please access information below:

- The knowledge base, called “StudentHub”, can be [viewed here](#)
- Computer requirements and recommendations for all students can be [viewed here](#)
- Cybersecurity and privacy information for students can be [viewed here](#)
- Technology support information can be [viewed here](#)

Bachelor of Science in Nursing (Prelicensure Option) Laptop Requirements

Students are responsible for providing their own laptop, which is used extensively in the program. Below are the minimum hardware and software specifications:

Minimum System Requirements:

- Windows PC
- Wireless capability
- Windows OS
 - 64-bit version of Windows 10 and Windows 11
 - No Chromebooks
 - OS must be updated at all times
 - Any OS not updated may have reduced functionality

- 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space
- Screen resolution should be at least 1280x768. Scaling should be set to 100%
- Anti-virus protection
- Webcam and microphone

Access to high-speed internet is required. The PCHS campus cannot be the only source of high-speed internet as students will need to access web-based software to complete many course assignments.

Academic Regulations

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. Students who begin the program in the fall often have the choice of day or evening courses. Day classes are typically three hours and offered from 9 a.m.-12 p.m. or 1 p.m.-4 p.m., but students should expect some variation. Online classes may begin as early as 6 a.m. 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 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. However, the college will limit such groups' choices during the internship phase and at such time as the number of students falls below the number necessary to provide multiple schedules.

For the Bachelor of Science in Nursing (Prelicensure Option), class times and clinical learning laboratory times are scheduled to accommodate clinical site availability and will take place between the hours of 8:00 a.m. – 9:00 p.m. Monday – Saturday. Clinicals are scheduled throughout the semester and may take place around the clock (including overnight shifts) on any of the 7 days of the week. Clinical generally takes place in 8- or 12-hour shifts.

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. In the 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 three weeks for the winter holiday season, two weeks in the spring, and two 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.

For the Bachelor of Science in Nursing (Prelicensure Option), courses are hybrid with online sections limited to 25-30 students, and face-face didactic teaching sections limited to 40-45

students. Clinical learning laboratory ratio is 16:1. Clinical group size is determined by several factors including facility policy/guidelines and type of experience, but in no case will the ratio exceed that which is allowable by state regulations.

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 college. 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

For select courses in the Bachelor of Science in Nursing (Prelicensure Option), students must achieve an exam average of 77% to pass the course (failure to do so will result in a letter grade of F). Additional course requirements will not be taken into consideration in determining a final course grade if the 77% exam average is not achieved. This applies to the following courses:

- WS331e Pathophysiology*
- WS35e Holistic Health Assessment Through the Lifespan*

- NR310e Essentials of Nursing Practice
- WS452e Pharmacology
- NR312e Holistic Caring for Adults I
- NR314e Holistic Caring for Families
- NR410e Holistic Mental Health and Wellness Nursing
- NR 412e Holistic Caring for Adults II
- NR404e Community Health Nursing*

*This policy does not apply to students in the Bachelor of Science in Nursing (RN-to-BSN Completion Option).

For select courses in the Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options), a satisfactory must be achieved in the lab and clinical portions of the course to be assigned a grade based on scores achieved in the didactic portion of the course. Failure to achieve satisfactory performance in lab or clinical will result in a grade of “F” for the course. This applies to the following courses:

- WS35e Holistic Health Assessment Through the Lifespan
- NR310e Essentials of Nursing Practice
- NR312e Holistic Caring for Adults I
- NR314e Holistic Caring for Families
- NR410e Holistic Mental Health and Wellness Nursing
- NR 412e Holistic Caring for Adults II
- NR404e Community Health Nursing
- NR425e Senior Practicum in Holistic Nursing

For select general education course pairs that are part of the Bachelor of Science in Nursing (Prelicensure Option) program that consist of separate didactic and a lab courses, the didactic course must always be taken with the lab course even if one or the other was previously passed. One can never be taken without the other as the lab course applies principles that are learned in the didactic course. These courses are:

- WS110/WS10L: Human Anatomy and Physiology I with Lab
- WS210/WS210L: Human Anatomy and Physiology II with Lab
- WS315/WS315L: Microbiology with Lab

Evaluation of Courses

Students are asked to submit evaluation forms at the completion of each course. Student input is valued to improve the course content and assess teaching and learning at the college. Evaluations are submitted anonymously, and no identifying student information is available to faculty members. 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; and 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 must receive approval from the responsible faculty member and the academic dean or student advisor. An “I” 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” also 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+, D, D-, and F+ are not used. In general, “A” indicates outstanding achievement and is available for the highest accomplishment. “B” indicates average and satisfactory performance. “C” is minimally passing. “F” is failing. “P” indicates passing and is not calculated in the grade point average.

When a student’s individual course grade average includes a “0.5”, the grade will be rounded up to the next whole number. F is used to indicate a failing grade.

Grade	GPA	Points
A	4.00	4.00/unit
A-	3.66	3.66/unit
B+	3.33	3.33/unit
B	3.00	3.00/unit
B-	2.66	2.66/unit

Grade	GPA	Points
C+	2.33	2.33/unit
C	2.00	2.00/unit
F	0.00	0.00/unit
I	n/a	n/a
P	n/a	n/a

Administrative Grading System

Grade	Points	Explanation
IP	n/a	In Progress (Satisfactory)
W	n/a	Official Withdrawal
WF	0.00	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	3	9
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 Exam Rules

Make-up of a missed exam 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 (all exams in nursing courses must be made up within one week of the exam date. Make-up exams may be an alternative exam or format from the original. 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. For nursing course exams, remote, faculty, or staff proctoring may be used. 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. For Bachelor of Science in Nursing (Prelicensure Option), practical laboratory competency assessments must be made up within one week and evaluated by a member of the faculty.

It is the decision of each faculty member whether make-up of quizzes will be allowed. Make-up of quizzes, if permitted, is 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. In the nursing programs, “Fail” in NR, WS, and

MA101 courses is any final grade below B-. 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, and 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 in acupuncture.) 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. Independent study cannot be used to fulfill an elective requirement in the nursing programs. 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 meetings 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

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. In the Bachelor of Science in Nursing (Prelicensure Option), courses may have lab and clinical components and 100% attendance is required for these components. Students need to arrange to make-up any missed clinic before the end of the term with the clinic staff. Bachelor of Science in Nursing (Prelicensure Option) students must make up all missed clinical and lab hours/sessions; however, the ability to make these up is not guaranteed due to clinical agency capacity and faculty availability. In cases where a student cannot make up required lab or clinical, a grade of “F” will be earned for the course, and the student will have to retake the course at full tuition amount.

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. Students in the Bachelor of Science in Nursing (Prelicensure Option) must attend all required on-campus and online synchronous didactic and remediation sessions unless extenuating circumstances can be demonstrated.

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 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 extenuating circumstances with their course faculty. Clinic make-up is arranged with the clinic staff. In the Bachelor of Science in Nursing (Prelicensure Option), request for clinical make-up due to an excused absence due to extenuating circumstances is made to the course faculty.

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 Synchronously 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 or demonstrated some other substantive academic interaction during the week.

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.

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”, a “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.

For nursing courses in all programs, a grade of “B-” (2.66) or higher must be achieved in the following courses:

- MA101: College Mathematics
- All WS courses
- All NR courses

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 if required for degree.
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 (not required for nursing programs).
6. GPA as indicated per program below in “Satisfactory Progress: Grades”.

Please note: The DAc (CH), DAcCHM (SD/CH), MSAc, or MSAcCHM (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.

Please note: The Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options) and the MSN will be awarded from the New York campus.

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 (or B- for nursing courses including WS courses that are part of the nursing programs and MA101) must be maintained in each course. Grade point average (GPA) requirements are:

Transitional-Doctorate of Acupuncture (T-DAc)

Transitional-Doctorate of Acupuncture with a Chinese Herbal Medicine specialization (T-DAcCHM)

- 3.00 GPA: required to graduate

Doctor of Acupuncture (DAc)

Doctor of Acupuncture with a Chinese Herbal Medicine specialization (DAcCHM)

Master of Science in Acupuncture (MSAc)

Master of Science in Acupuncture with a Chinese Herbal Medicine specialization (MSAcCHM)

Certificate in Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

- 2.00 GPA: year one (until the 1st year Comprehensive Exam)
- 2.75 GPA: year two (until the 2nd year Comprehensive Exam)
- 3.00 GPA: required to graduate

Facial Applications for Cosmetic Acupuncture (FACE) Certificate

- 2.00 GPA: required to graduate

Associate of Applied Science Holistic Health Science (AAS HHS)

Associate of Occupational Studies Massage Therapies (AOS MT)

Certificate of Massage Therapy/Asian Bodywork (CMT/AB)

Associate of Applied Science Yoga Teacher (AAS YT)

- 2.00 GPA: required to graduate

Master of Science in Medical Cannabis Therapeutics (MS-MCT)

- 3.00 GPA: required to graduate

Medical Cannabis Certificate (MCC)

- 2.00 GPA: required to graduate

Bachelor of Science in Nursing (Prelicensure and RN-to-BSN Completion Options)

Master of Science in Nursing

- 2.66 GPA required to graduate

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.

Undergraduate Maximum Completion Time

Normal completion times are 100-150% of the model curriculum for undergraduate programs.

- Associate of Applied Science Holistic Health Science: 60 – 90 units
- Associate of Applied Science Yoga Therapy: 62 – 91 units
- Associate of Occupational Studies Massage Therapies: 65 – 97.5 units
- Bachelor of Science in Public Health and Human Performance: 90 – 120.5 units
- Bachelor of Science in Nursing (RN-to-BSN Completion Option): 60 – 90 units
- Bachelor of Science in Nursing (Prelicensure Option): 124.5 units
- Certificate in Massage Therapy/Asian Bodywork: 36 – 54 units
- Medical Cannabis Certificate: 8 – 12 units
- Health Coach Certificate: 12 – 18 units
- Holistic Nursing Certificate: 12.5 – 18 units

Graduate 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:

- Transitional-Doctor of Acupuncture: 4 terms: 5.5 units/term
- Transitional-Doctor of Acupuncture with a Chinese Medicine Herbal Medicine specialization: 4 terms: 5.5 units/term
- Doctor of Acupuncture: 18 terms: 8.3 units/term
- Doctor of Acupuncture with a Chinese Herbal Medicine specialization (SD): 22 terms: 8.7 units/term
- Doctor of Acupuncture with a Chinese Herbal Medicine specialization (CH): 22 terms: 8.6 units/term
- Master of Science in Acupuncture (CH, NY): 18 terms: 7.4 units/term
- Master of Science in Acupuncture with a Chinese Herbal Medicine specialization: 22 terms: 8.2 units/term
- Master of Science in Nursing: 14 terms: 2.9 units/term
- Master of Science in Medical Cannabis Therapeutics: 7 terms: 4.3 units/term
- Master of Science Health and Human Performance: 8 terms: 4.5 units/term
- Certificate in Chinese Herbal Medicine: 12 terms: 3.4 units/term
- Facial Applications for Cosmetic Enhancement Certificate: 3 terms: 2.6 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 with a Chinese Herbal Medicine Specialization

Full-time doctoral degree students may complete the program in as few 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

Full-time doctoral degree students may complete the program in as few as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Transitional-Doctor of Acupuncture/Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

Full-time doctoral degree students may complete the program in as few as 2 terms, i.e., four months, which is 30 weeks of class. They will take approximately four to five classes per term.

Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization

Full-time master's degree students may complete the program in as few 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 in Acupuncture

Full-time master's degree students may complete the program in as few as 9 terms, i.e., three years, which is 135 weeks of class. They will take approximately five to six classes per term.

Master of Science in Medical Cannabis Therapeutics

Full-time master's degree students may complete the program in as few as 5 terms, i.e., one year and 8 months, which is 75 weeks of class. They will take two classes per term.

Master of Science in Nursing

Full-time master's degree students may complete the program in as few as 7 terms, i.e., three years, which is 105 weeks of class. They will take two classes per term.

Bachelor of Science in Nursing (RN-to-BSN Completion Option)

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.

Bachelor of Science in Nursing (Prelicensure Option)

Full-time bachelor's degree students normally complete the program in eight terms, i.e., two years and eight months, which is 120 weeks of class. They will take three to six classes per term.

Bachelor of Science in Public Health Education and Promotion

Full-time students starting with 30 credits and taking 15 credits per term could complete the program in 2 years. The average student could complete in 10 semesters / 3.5 years.

Associate of Occupational Science

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.

Associate of Applied Science

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

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.

Certificate in Chinese Herbal Medicine

Full-time Certificate in Chinese Herbal Medicine is normally completed in six terms, i.e., two years, which is 90 weeks of class. Full-time students will take two to three classes per term.

Facial Applications for Cosmetic Enhancement Certificate

Full-time Certificate in Facial Applications for Cosmetic Enhancement is normally completed in two terms, which is 30 weeks of class. Full-time students will take one to two classes per term.

Holistic Nursing Certificate

Full-time Certificate in Holistic Nursing is normally completed in two terms, which is 30 weeks of class. Full-time students will take approximately two to three classes per term.

Medical Cannabis Certificate

Full-time Medical Cannabis Certificate is normally completed in two terms, which is 30 weeks of class. Full-time students will take approximately one to two classes per term.

Health Coach Certificate

Full-time Health Coach Certificate is normally completed in two terms, which is 30 weeks of class. Full-time students will take two classes per term.

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

Pacific College E-Learning Information

Progress and Policy for Pacific College e-learning Courses:

- The College's Pacific College e-learning courses are offered on the same term schedule as the regular campus courses.
- Pacific College e-learning students submit all assignments (including lessons, projects, and dissertations) via the college's electronic learning management system. Feedback and evaluation are provided via the college's electronic learning management system.
- Students in e-learning 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 (note that this does not apply to nursing graduate programs). It is the student's responsibility to petition the college for eligibility to sit for these exams. Petitions are available 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: 2.00
- 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 and 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's and doctoral 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 since all courses in the master's degree program are also taken as part of the doctorate. 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 add/drop 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, but the drop fee will be applied.

Courses may not be added after the add/drop 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 (two years for the Bachelor of Science in Nursing [Prelicensure Option]) 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. Note that this does not apply to nursing programs.
3. The challenge exam(s) may serve as placement exams. The dean will determine subsequent coursework requirements. Note that this does not apply to nursing programs.
4. In the Bachelor of Science in Nursing (Prelicensure Option), a practical clinical laboratory assessment or a Level II on specific ATI Content Mastery Series exams may be required at the discretion of the academic dean.
5. Financial credit may be applied to courses that must be repeated.
6. 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 2 consecutive terms within any 12-month period. Students requesting a LOA are first subject to the college’s withdrawal policy and must make the request prior to the add/drop deadline. A LOA is for an 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 2 consecutive terms. 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.

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 covers 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.

Term Break

An eligible student may stay out of the program on an approved term break for one term without reapplication. Students in the Bachelor of Science in Nursing (Prelicensure Option) are not eligible for term breaks. Term breaks will be granted only to students who have completed a minimum of one term at Pacific, are in good academic and financial standing, and are not subject to any disciplinary action. Students must attend two consecutive terms before applying for further term breaks. Students requesting a term break are first subject to the college's withdrawal policy. Students must request a term break with their academic advisor and sign all required documents prior to the first day of the following semester or within the add/drop period. Failure to sign the required documentation will result in an unofficial withdrawal.

A term break has the same effect as withdrawing from the program with regard to financial aid. 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. In the Bachelor of Science in Nursing (Prelicensure Option), a practical clinical laboratory assessment or a Level II on specific ATI Content Mastery Series exams may be required at the discretion of the academic dean.

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, or 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. A 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) for a total of \$2080 in advance for the term, and then cancels before the close of business on the seventh 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 seventh 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, or 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 does 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.

Dropped Class Refund Policy, Enrolled Student

1. To drop or add a class or classes while still enrolled, the student must complete an Add/Drop 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 Add/Drop Forms: the refund amount for a class a student stops attending without notifying the administration by using an Add/Drop 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: [Add/Drop 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 hour of non-attended coursework. A tuition refund of \$428.57 ($\$600 \times 30/42 \sim \428.57) will be made.

For example, only: [Add/Drop 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 an Add/Drop Form after the next class meeting or week (if class meets 3 hours/week); this leaves 27 hour 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 an Add/Drop Form and the Attendance Monitor notes 3 consecutive absences (42-hour class) (if 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 Integrity

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. A 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 are 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 that 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 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.

Academic Probation and Disqualification

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) or "B-" (2.66 for all nursing programs).
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) or "B-" (2.66) for nursing programs).
2. The term on probation resulted in a GPA less than "C" (2.0) or B- (2.66) for nursing programs.
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. Masters 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. Bachelor of Science in Nursing (Prelicensure Option) students failing more than one required general education course or more than one nursing course (this includes WS courses in the respective parts of the curriculum) will be disqualified. Please note that the passing standard for NR, WS, and MA101 courses is 2.66 or B-.
8. Fourth Failure (Third Re-Take): A student who fails any section of the first- or second-year comprehensive exam four times will be disqualified from the MSAc, MSTOM, MSAcCHM, DAc, DACM, or DAcCHM program.

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.
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. Falsifying, misleading or misrepresenting academic programs, degrees, or professional credentials on official or public records, including social media platforms, websites, and resumes.
6. Willful disregard of college policy.
7. Soliciting or assisting another in acts mentioned above.
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 in this list.
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.

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.

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 cell phones is prohibited 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 faculty members. 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 use of laptops and electronic devices equivalent to non-participation in class and reserve the right to lower student grades accordingly.

E-Learning/Online/Distance Education Expectations and Conduct

For all programs, students may be required to complete various assignments through the online e-learning platform; as a result, students are required to have a dedicated computer with reliable access. A phone or other mobile device is not an acceptable substitute. Students are required to read the Information Technology and Support section of the catalog and are responsible for meeting the Technology Requirements to be successful with coursework.

During online courses, students are required to keep on their cameras while in class to verify active participation. If a student becomes disruptive to faculty or other classmates during an online course, the student may be removed for the remainder of that class session.

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 and this 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.

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 the student information system 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
- (d) Student grievances and subsequent resolutions
- (e) Degree conferred

Health and Safety Policies and Disclaimers

Student Rights

Student Right-to-Know Information

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

Student Rights and Responsibilities

The Board of Trustees of Pacific College of Health and Science adopted the following rights and responsibilities of students:

- 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

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 the practice of acupuncture, Chinese herbal medicine, massage, yoga and/or nursing 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.

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, and 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.

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 Act 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 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 and 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 audio recording classes.

Students seeking accommodations should contact, and provide current documentation to, the Student Services Coordinator who is designated as the Disability Support Services Officer for the college.

For all programs:

Ana Chavez, Student Services Coordinator
studentservices@pacificcollege.edu

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

Complaint Resolution Procedures

The complaint resolution procedures afford students an opportunity to resolve complaints regarding accommodation eligibility decisions, accommodations, auxiliary services, communication services, denial of services, or other administrative decisions of the Disability Support Services officer. Students have options to express their concerns through either 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, to whom to bring any concerns or complaints related to Section 504, is:

Dr. Ashley Kowal, Vice President of Student Services
929-373-3223
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 program director, dean, 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, disability 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 resorting to a pretext for discrimination rests with the college.
- The campus director or disability 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." This form can be accessed from the StudentHub, through the Contact/Submit Ticket link in the top right of the page. Under Type of Request, select Concern or Complaint from the pull-down menu. Complete this 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.

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 campus director makes a determination to review the complaint, the campus director should complete their review and notify the student of the complaint outcome within 90 business days of the date it was received. If the campus director makes a determination to dismiss the complaint because it does not state a claim that is appropriate for review, the campus director 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 campus 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 is 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, 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, (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 ADAAA. Complaints alleging retaliation for engaging in these protected rights may be filed under the above formal grievance procedure.

Discrimination and Harassment

Policy Statements

General 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.

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 and 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 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, but 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 and 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; and 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 who the offender may be, or the offender's relationship to the college. It is extremely important to note that Pacific College will make certain, to the best of its ability, that no harm comes to a student or staff member for reporting incidents of harassment 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 College 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 by law to the complainant.

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 the 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 and/or campus director 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 ensure 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 StudentHub. A concern or complaint form may be obtained by going to the [StudentHub](#); selecting **Contact/Submit Ticket** at the top-right of the page to access the form; then under Type of Request, selecting Concern or Complaint from the pull-down menu. 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 (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.

San Diego

Campus Director: April Paniagua
858-290-7111

7445 Mission Valley Rd. Suite 105
San Diego, CA 92108

New York

Campus Director: Kellie Knight
929-373-3212
110 William St. 19th Floor
New York, NY 10038

Chicago

Campus Director: Dave Frech
872-888-7346
65 E. Wacker Place 21st Floor
Chicago, IL 60601

Levels of Resolution

Consultation

A student, or 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 and/or clarification of perceptions, ensuring both parties are comfortable with future interaction, and may include remedial measures or disciplinary sanctions.
- Resolution of complaints following the informal format will be attempted 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, 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 <https://www.pacificcollege.edu/about/consumer-information>.

Disciplinary and Complaint Procedures

Any person may file a written complaint with the campus director or other administrator regarding the actions of a specific student, faculty, or staff member. A concern or complaint form may be obtained by going to the [StudentHub](#), then selecting **Contact/Submit Ticket** at the top-right to

access the form; under “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, vice president of student services, and/or human resources 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 their 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.

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 administrative 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. The campus director and/or president 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 <https://www.bppe.ca.gov/>

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

Accreditation Commission for Education in Nursing (ACEN), 3390
Peachtree Road NE, Suite 1400 Atlanta, GA 30326, phone (404) 975-5000,
<https://www.acenursing.org/>. ACEN addresses issues that involve
students in the Bachelor of Science in Nursing (Prelicensure and RN-to-
BSN Completion Options) and MSN programs only.

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,
<https://complaints.ibhe.org/> General Information: info@ibhe.org

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: 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: New Mexico Higher Education Department 2044 Galisteo Street, Suite 4
Santa Fe, NM 87505 Phone: 505-476-8400, <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, 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.

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://p94022.eos-intl.net/P94022/OPAC/Index.aspx>.

Online tutorials cover accessing catalogs, print and non-print resources, e-books, and databases including PubMed, MedlinePlus, Alt Healthwatch, Medline with Full Text, EJS online journals, Cochrane Library, ProQuest Nursing and Allied Health, and the Pacific College Audio Library.

There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, e-books and more. These are located at: <https://p94022.eos-intl.net/P94022/OPAC/Index.aspx>.

Students can request special assistance and tutorials at the library.

Other Holdings



There are many resources available in the Pacific College libraries, including Eastern and Western 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 and DVDs. In addition, the library has 241 database links. The library also has a unique collection of Chinese language monographs. Post-graduate doctoral capstone dissertations are available for reference use in the library. Required texts are available at the library's circulation desk.

Student Services

WellConnect

Pacific College has partnered with WellConnect 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 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 financial troubles.

To contact WellConnect:

-  Phone Number: 866-640-4777
 -  Website: <https://wellconnect.personaladvantage.com/>
- | | | |
|---------------------|-----------|------|
| School Access Code: | San Diego | L357 |
| | New York | M662 |
| | Chicago | T172 |

In addition to covering all PCHS students, WellConnect 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 student 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 and New York campuses)

This class requires **100% mandatory attendance** for all students in the Massage Therapy/Asian Holistic Health programs. This course will give students first-year experience with time management, study skills, e-learning platforms, StudentHub and the Campus Vue portal. There is no fee.

ATI Launch Bachelor of Science in Nursing (Prelicensure Option)

All program students must complete the *ATI Launch* (evidence based academic skill enrichment program) program as an extra-curricular activity during the final term of general education coursework. The requirement is completion of the program. No specific end achievement score is required.

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 vice president 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:

- Pacific College Alumni Network – PCAN featuring graduated directory for referrals, event postings, groups and clubs, job board, resources including discounts, and more
- Business courses as part of the curriculum
- Job placement assistance
- Assistance developing a private practice and other career matters
- Alumni newsletter
- Practitioner database with referrals for the public
- “Practice Success” webinars and classes
- Outreach, public speaking, networking, and promotional opportunities
- Pamphlets and PowerPoint presentations to use in career-building
- Continuing education online and onsite, plus Pacific Symposium
- Development and maintenance 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. Services provided by the college are offered as assistance to graduates seeking employment, but placement 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 is located near apartments, condos, and homes, and each campus is located near public transportation to accommodate those who 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 \$1,807-\$3,500 according to zumper.com (August 2023)

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 \$1,800-\$4,800 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 \$1765-\$2,377 according to zumper.com (August 2022)

Housing resource:

Apartment Finders	(773) 883-8800
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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’s office for information regarding requirements for licensing exam applications and to review student files for completeness.

The Bachelor of Science in Nursing (Prelicensure Option) is a complete partner with Assessment Technology International (ATI) and incorporates National Council Licensure Exam -RN (NCLEX-RN) preparation throughout the curriculum including subject matter Comprehensive Mastery Series Exams, Comprehensive Predictor Exam, Live NLCEX-RN Review, and Virtual ATI (VATI).

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
<https://www.op.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
<https://www.op.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:(888)381-1140) (toll-free phone number)

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

[\(202\) 381-1141](tel:(202)381-1141) (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

<https://www.ncbtmb.org/>

For an MBLEx examination
application, contact:

The Federation of State Massage Therapy Boards
Massage and Bodywork Licensing Exam Office

150 4th Avenue North, Suite 800

Nashville, TN, 37219

Phone: 866-962-3926

<http://www.fsmtb.org>

To obtain information
regarding a New York state
Registered Nurse (RN)
license and the NCLEX-RN
exam application, contact:

New York State Education Department

Office of the Professions

89 Washington Avenue

Albany, NY 12234-1000

518-474-3817

<https://www.op.nysed.gov/professions/registered-professional-nursing/>

The U.S. Department of Education requires the education institution to provide a list to the students of where the education institution has determined the curriculum meets licensure requirements, does not meet licensure requirements and where no determination has been made about licensure requirements. Please see: <https://www.pacificcollege.edu/about/licensure-disclosure/nursing>

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. Students in the Bachelor of Science in Nursing (Prelicensure Option) will be supported in the application process to take the NCLEX-RN and the college coordinates with the nursing boards of NY, NJ, CT, and CA (and others upon request) to provide candidate information for issuance of the authorization to test.

For any course(s) for which Pacific has granted transfer credit, the student must place a request with the original institution to forward official transcripts to the California Acupuncture Board at the time of application for the licensure.

Please see the Licensure and Certification Disclosure section of this catalog. 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 MBLEx and NCBTMB exams, and the states of California, New York, and Illinois. It is likely that students will be eligible in other locales. Please refer to <https://www.pacificcollege.edu/about/licensure-disclosure> for up-to-date information.

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, available at: <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. 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.

TUITION AND FEES

All tuition and fees are effective September 1, 2023.

Please Note:

- College items lost or broken will be charged at the college's replacement cost plus expenses.
- Cash not accepted for tuition and fees.
- Students may defer current Title IV loans while in the program.
- Students enrolled in online programs are exempt from Student Council fee.
- Nursing students are required to carry their own [malpractice](#) insurance.
- Library: The library does not assess overdue fines at this time. Lost and damaged books will be charged the replacement cost. The library only accepts cash—no checks. You can pay for lost or damaged books with a credit card at the bookstore. Bring your receipt to the library for confirmation.

SAN DIEGO CAMPUS

Tuition

Total Tuition per Program	Per Term	Total Program
Doctor of Acupuncture with Chinese Herbal Medicine specialization (DAcCHM: 11 terms, depending on course load)	\$7,464.24	\$82,106.63
Master of Science in Acupuncture with Chinese Herbal Medicine specialization (MSAcCHM: 11 terms depending on course load)	\$7,056.99	\$77,626.88
Associate of Applied Science Holistic Health Science (AAS HHS: 5 terms, depending on course load) *	\$5,563.50	\$27,817.50
Certificate in Massage Therapy/Asian Bodywork (CMT/AB: 3 terms, depending on course load) *	\$5,380	\$16,140
Associate of Applied Science Yoga Teacher (AAS YT: 5 terms, depending on course load)	\$5,192.80	\$25,964

*The college pays approximately \$400 of fees/expenses towards 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.

DAcCHM and MSAcCHM

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$24.45
Clinical Hours (30:1)	\$19.65

Public Education Hours	\$24.45
Non-Credit, Remedial Hours	\$24.45
Independent Study (if available) per hour of the regular course	\$48.90
Audit of Course (Pacific College students repeating successfully completed course)	\$110.00
Audit of Clinical Shift	50% of clinical shift tuition rate

AAS HHS and CMT/AB

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$23.80
Clinical Hours (30:1)	\$19.10
Public Education Hours	\$23.80
Non-Credit, Remedial Hours	\$23.80
Independent Study (if available) per hour of the regular course	\$47.60
Audit of Course (Pacific College students repeating successfully completed course)	\$110.00
Audit of Clinical Shift	50% of clinical shift tuition rate

AAS YT

Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$23.80
Public Education Hours	\$23.80
Non-Credit, Remedial Hours	\$23.80
Independent Study (if available) per hour of the regular course	\$47.60
Audit of Course (Pacific College students repeating successfully completed course)	\$100.00

Fees

Books*	
DAcCHM	\$5,000
MSAcCHM	\$4,900
AAS HHS	\$1,350
CMT/AB	\$790
AAS YT	\$1,350

*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
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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
CPR/First Aid Certifications (required while in clinical courses) (paid to provider)	approx. \$100
<i>Please note: Students sitting for the California Acupuncture Board licensure exam must have 8 hours of training from American Heart Association, or the American Red Cross covering CPR and First Aid Training for adults and children.</i>	
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150

Lab, Equipment, and/or Class Supply Fees (where required, included in supply estimates above)
AAS HHS and CMT/AB:

Aromatherapy Supply Fee	\$15
Malpractice Insurance, per term, includes clinic and classroom coverage (not refundable after term drop/add period)	\$20

DACCHM and MSACCHM:

Foundations of Evidence-Informed Practice	\$65
Malpractice Insurance for Clinical Observers, Assistants, Associate Interns, and Senior Interns, per term (not refundable after term drop/add)	\$70
General Biology (on-ground only)	\$20
First Time Fee Comprehensive Exams (not refundable once exam taken)	\$56
CALE Exam Preparation Class	\$300

Non-Standard Fees (apply as listed below)

Late Registration, per course post add/drop deadline (not refundable)	\$50
Returned Check	\$25 plus late tuition fee (if applicable)
Drop Fee (no charge through the first week of each term) per transaction, not per course	\$10
Add Fee (no charge through the first week of each term) per transaction, not per course	\$50
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (non-PCHS student)	\$30
Duplicates of Diplomas/Certificates	\$50
Transcript Requests	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Late Graduation Application Fee	\$25
Student Tuition Recovery Fund Fees (STRF)	\$0.0025 per each \$1,000

Collected for State of California (not refundable after the Add/Drop period). See the enrollment agreement for a full explanation of the STRF fee. Reinstated effective Feb 8, 2021, by CA BPPE.

DACCHM, MSACCHM, AAS HHS and CMT/AB Non-Standard Fees (apply as listed below)	
Financial Credit, per hour awarded	\$5
Re-Application Fee (not refundable)	\$50
International Student Service Fee (for non-education-related services)	\$64/hour
Intercampus Transfer Fee (non-refundable)	\$100
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	\$11
Written, per section	\$6
<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

NEW YORK CAMPUS

Tuition

Total Tuition per Program	Total Program
Master of Science in Acupuncture (MSAc)	\$79,071
Master of Science in Acupuncture with Chinese Herbal Medicine specialization (MSAcCHM)	\$104,142
Bachelor of Science in Nursing (Prelicensure Option)	\$118,275
Associate of Occupational Studies Massage Therapy (AOS MT)	\$38,910*
Certificate in Chinese Herbal Medicine (CCHM)	\$22,935

**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.*

MSAc, MSACCHM, AOS MT, and CCHM	
Cost Per Course Hour (Didactic and Lab Hours) (15:1)	\$33.20
Clinical Hours (30:1)	\$26.65
Lutheran Labor and Delivery Clinic Shifts	\$33.20
Public Education Hours	\$33.20

Non-Credit, Remedial Hours	\$33.20
Independent Study (if available) per hour of the regular course	\$66.40
Audit of Course (Pacific College students repeating successfully completed course)	\$110.00
Audit of Clinical Shift	50% of clinical shift tuition rate

Fees

Books*	
MSAc	\$2,250
MSAcCHM	\$4,900
Bachelor of Science in Nursing (Prelicensure Option)	\$2,200
AOS MT	\$1,350
CCHM	\$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
CPR/First Aid Certifications (required while in clinical courses) (paid to provider)	approx.. \$100
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150
AOS MT Gown (per clinic shift)	\$35
MSAc/MSAcCHM Gown (per clinic shift)	\$10

Lab, Equipment, and/or Class Supply Fees	
Foundations of Evidence-Informed Practice	\$65
Clinic Supply Fee	\$5 per term
<i>Additional class supplies may be required by the faculty member and may be purchased in the bookstore.</i>	
Malpractice Insurance, per term for Clinical Observers, Assistants, Associate Interns, Senior Interns, per term (not refundable after term drop/add)	\$70
Massage Malpractice Insurance, per term, includes coverage in the clinic and in the classroom (not refundable after term drop/add)	\$20
MSAc and MSAcCHM Specific Standard Fees	
First Time Fee for Comprehensive Exams (not refundable once exam taken)	\$56
General Biology (on-ground only)	\$20
AOS MT Specific Standard Fees	
Aromatherapy Supply Fee	\$20

BSN (Prelicensure Option) Specific Standard Fees

Test of Essential Academic Skills ("TEAS")	\$50
Background Check and Fingerprints	\$180
Drug Screening	\$50
Malpractice Insurance, per term (not refundable after term add/drop period)	TBD
Lab Kit	\$150
Uniform/Scrubs	\$150

Non-Standard Fees (apply as listed below)

Returned Check	\$25 plus late tuition fee (if applicable)
Drop Fee (no charge through the first week of each term) per transaction, not per course	\$10
Add Fee (no charge through the first week of each term) per transaction, not per course	\$50
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (non-PCHS student)	\$30
Duplicates of Diplomas/Certificates	\$50
Transcript Request	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Financial Credit, per hour awarded	\$5
Re-Application Fee (not refundable)	\$50
International Student Service Fee (for non-education-related services)	\$64/hour
Late Registration, per course post add/drop deadline (not refundable)	\$50
Intercampus Transfer Fee (non-refundable)	\$100
Late Graduation Application Fee	\$25

Comprehensive Exam Fees (not refundable once exam taken)

Retake Fees* for Failed Comprehensive Exam (per exam administration, during regularly scheduled comps)	
Practical, per section	\$11
Written, per section	\$6
<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

CHICAGO CAMPUS

Tuition

Total Tuition Per Program	Total Program
Doctor of Acupuncture (DAc)	\$68,570.25
Doctor of Acupuncture with Chinese Herbal Medicine Specialization (DAcCHM)	\$85,691.63
Master of Science in Acupuncture (MSAc)	\$61,421.25
Master of Science in Acupuncture with Chinese Herbal Medicine Specialization (MSAcCHM)	\$80,953.88
Certificate in Chinese Herbal Medicine (CCHM)	\$17,872.50
Certificate in Massage Therapy/Asian Bodywork (CMT/AB)	\$11,314.13*

None of the above tuition amounts include fees, CPR, or supplies. Book costs not included except for students enrolled in the full CMT/AB program.

*The college will pay \$200 toward certification expenses to master's degree students who complete the CMT/AB program requirements.

DAc, DAcCHM, MSAc, MSAcCHM, CCHM and CMT/AB	
Course Hours (Didactic and Lab Hours) (15:1)	\$25.85
Massage Course Hours (Didactic and Lab Hours) (15:1)	\$16.95
Clinical Hours (30:1)	\$20.80
Massage Clinical Hour (30:1)	\$16.95
Public Education Hours	\$25.85
Public Education Hours (Massage)	\$16.95
Non-Credit, Remedial Hours	\$25.85
Non-Credit, Remedial Hours (Massage)	\$16.95
Independent Study (if available; per hour of the regular course)	200% of tuition rate
Audit of Course (Pacific College students repeating successfully completed course)	\$110.00
Audit of Clinical Shift	50% of clinical shift tuition rate

Fees

Books*	
DAc	\$2,450
DAcCHM	\$5,000
MSAc	\$2,250
MSAcCHM	\$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
Technology Fee, per term (on-ground)	\$30
Technology Fee, per term (online)	\$150
Personal Protective Equipment (PPE) and Scrubs, per clinic shift (all programs)	\$35
DAC/DACCHM and MSAC/MSACCHM Specific Standard Fees (apply as listed below)	
First Time Fee for Comprehensive Exams (not refundable once exam taken)	\$56

Lab, Equipment, and/or Class Supply Fees (where applicable)	
Massage Classroom Sheets	\$50
Tui Na Class Sheets (acupuncture)	\$14
U-Pass Train Pass (eligible if registered for 12+ units)	\$135

Subject to changes by the Chicago Transit Authority

CMT/AB Specific:	
Malpractice insurance, per term, includes coverage in the clinic and in the classroom (not refundable after term drop/add)	\$20
Aromatherapy/Aromatherapy Essentials	\$20
East Asian Accessory Techniques (elective)	\$10
DAC/DACCHM and MSAC/MSACCHM Specific:	
Malpractice Insurance Clinical Observers, Assistants, Associate Interns, Senior Interns, per term (not refundable after term drop/add)	\$70
Foundations of Evidence-Informed Practice	\$65
General Biology (on-ground only)	\$20

Non-Standard Fees (apply as listed below)	
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
Transcript Request	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Financial Credit, per hour awarded	\$5

Re-Application Fee (not refundable)	\$50
International Student Service Fee (for non-educational related services)	\$64/hour
Late Registration, per course post add/drop deadline (not refundable)	\$50
Drop Fee (no charge through the first week of the term) per transaction, not per course	\$10
Add Fee (no charge through the first week of the term) per transaction, not per course	\$50
CPR/First Aid course no show, or cancel within 24 hours	\$125 (\$75 CPR, \$50 First Aid)
Late Graduation Application Fee	\$25
Intercampus Transfer Fee (non-refundable)	\$100

Comprehensive Exam Fees (not refundable once exam taken)

Retakes Fees* for Failed Comprehensive Exams (per exam administration, during regularly scheduled comps)	
Practical, per section	\$11
Written, per section	\$6
<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

ONLINE PROGRAMS

Tuition

Total Tuition per Program*	Per unit	Total Program
Transitional-Doctorate of Acupuncture/Transitional-Acupuncture with Chinese Herbal Medicine specialization (T-DAC/T-DACCHM)	\$475	\$10,450
Master of Science Health and Human Performance (MSHHP)	\$546	\$19,656
Health Coach Certificate (HCC)	\$546	\$6,552
Master of Science Medical Cannabis Therapeutics (MS-MCT)	\$530	\$15,900
Medical Cannabis Certificate (MCC)	\$455	\$3,640
Bachelor of Science in Public Health Education and Promotion (BS PHEP)	\$435	\$48,936.75
Master of Science in Nursing (MSN): Holistic Nurse Coach or Holistic Nurse Educator	\$550	\$22,000
Bachelor of Science in Nursing (RN-to-BSN Completion Option)		\$28,903.50
Holistic Nursing Certificate (HNC)		\$5,687.50
Facial Applications for Cosmetic Enhancement (FACE) Certificate		\$5,300

Fees

Books*	
T-DAc/T-DAcCHM	\$250
MSHHP	\$1,200
HCC	\$500
MS-MCT	\$1,200
MCC	\$300
BS PHEP	\$1,200
MSN	\$1,200
RN-to-BSN Completion Option	\$2,990
HNC	\$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.

All Online Programs: Standard Fees (apply to all students)	
Application Fee (not refundable) (fee waived for all US Veterans)	\$50
T-DAc/T-DAcCHM Specific Application Fee (not refundable) (fee waived for all US Veterans)	\$100
Administrative Fee, per term (not refundable)	\$40
Technology Fee, per term (online)	\$150

Lab, Equipment, and/or Class Supply Fees	
T-DAc/T-DAcCHM Specific Standard Fees (apply as listed below)	
Foundations of Evidence-Informed Practice	\$65
MSHHP Specific Standard Fees (apply as listed below)	
HPC504 Mentor Coach Lab fees	\$350
RES501 Evidence-Informed Practice module	\$65
HCC Specific Standard Fees (apply as listed below)	
HPC504 Mentor Coach Lab fees	\$350
RN-to-BSN Completion Option and HNC Specific Standard Fees (apply as listed below)	
Student ID Card/Replacement (not refundable after issued)	\$15
Nursing uniform	\$26
RN-to-BSN Completion Option Specific: Students enrolled in MS310E Research Statistics (Proctor U fee)	\$70
RN-to-BSN Completion Option Specific: Massage Course Linens and Supply Fee, per term	\$5
FACE Certificate Specific Standard Fees (apply as listed below)	
Technology Fee, per term (on ground)	\$30

All Online Programs: Non-Standard Fees (apply as listed below)	
Late Registration, per course post add/drop deadline (not refundable)	\$50
Returned Checks	\$25 plus late tuition fee (if applicable)
Drop Fee (no charge through the first week of each term) per transaction, not per course	\$10
Add Fee (no charge through the first week of each term) per transaction, not per course	\$50
Certified Copy of Documents (PCHS student)	\$15
Copy of Document Fee (Non-PCHS student)	\$30
Duplicates of Diplomas/Certificates	\$50
Transcript Request	\$5
Late Tuition Fees (maximum \$50 per month)	\$25
Tuition Payment Plan Fee	\$25
Late Graduation Application Fee	\$25
Student Tuition Recovery Fund Fees (STRF)	\$0.0025 per each \$1,000
<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 8, 2021, by CA BPPE.</i>	

T-DAc/T-DAcCHM Non-Standard Fees (apply as listed below)	
Request for CEU certificate (per course)	\$50
MSHHP and HCC Non-Standard Fees (apply as listed below)	
Request for CEU certificate (per course)	\$50
MSN, MS-MCT, MCC and FACE Non-Standard Fees (apply as listed below)	
Request for CEU certificate (per course)	\$50
RN-to-BSN Completion Option and HNC Non-Standard Fees (apply as listed below)	
Financial Credit, per hour awarded	\$5
Re-Application Fee (not refundable)	\$50
CPR/First Aid Certifications (required while in clinical courses) (paid to provider)	approx. \$100
Audit of course (Pacific College students repeating successfully completed course)	\$110.00
RN-to-BSN Completion Option Specific:	
Cost per Course Hour (non-NR-code didactic classes) (15:1)	\$33.20
Cost of NR-Coded Classes (15:1)	\$455.00 per unit
Externship Clinical Hours (lab and clinic)	\$33.35
Public Education Hours	\$33.20
Non-Credit, Remedial Hours	\$33.20
Independent Study per hour of the regular course	\$66.40
Audit of Clinical Shift	50% of clinical shift tuition rate

WISCONSIN STUDENTS

Online Programs	
T-DAC/T-DACCHM	see section: Tuition and Fees>Online Programs
MSHHP	see section: Tuition and Fees>Online Programs
HCC	see section: Tuition and Fees>Online Programs
FACE Certificate	see section: Tuition and Fees>Online Programs

On-Ground Programs (Chicago)	
DACCHM	see section: Tuition and Fees>Chicago Campus
DAC	see section: Tuition and Fees>Chicago Campus
MSACCHM	see section: Tuition and Fees>Chicago Campus
MSAC	see section: Tuition and Fees>Chicago Campus
CCHM	see section: Tuition and Fees>Chicago Campus
CMT/AB	see section: Tuition and Fees>Chicago Campus

GENERAL EDUCATION AND PREPARATORY COURSES

Preparatory Courses: Acupuncture and Chinese Medicine Doctoral and Master's Programs

Pacific College offers preparatory courses for students to gain admissions eligibility for its doctoral and master's programs for acupuncture and/or Chinese medicine. 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 student advisors to determine the best course choices to take to fulfill the requirements for admissions to the master and doctoral programs.

General Education and Preparatory Courses and Course Descriptions

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BIO101	General Biology	2.5	45.0		
CHEM101	General Chemistry	3.0	45.0		
COM102	Therapeutic Communication in Healthcare	3.0	45.0		
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	COM102	
ENG101	English Composition I	3.0	45.0		
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	
LNG401	Spanish for Healthcare Providers (Humanities)	3.0	45.0		
MA101	College Mathematics	3.0	45.0	Math Placement Exam	
MA310e	Research Statistics	3.0	45.0	MA101	
PSY101	General Psychology	3.0	45.0		
PSY201	Lifespan Development	3.0	45.0	PSY101	
SOC101	Introduction to Sociology	3.0	45.0		
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	SOC101	
SOC401	Cultural Paradigms (Humanities)	3.0	45.0		
TTS101	Technology Training for Online Students	0.0			
WS110	Human Anatomy and Physiology I	3.0	45.0		WS110L
WS110L	Human Anatomy and Physiology I Lab	1.0	30.0		WS110
WS202	Medical Terminology	1.5	22.5		

WS204	Biological Aspects of Physics	2.5	37.5		
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	
WS208	Integrative Nutrition	3.0	45.0		
WS210	Human Anatomy and Physiology II	3.0	45.0	WS110	WS210L
WS210L	Human Anatomy and Physiology II Lab	1.0	30.0	WS110L	WS210
WS315	Microbiology	3.0	45.0	WS210	WS315L
WS315L	Microbiology Lab	1.0	30.0	WS210L	WS315
WS423	Psychoneuroimmunology	3.0	45.0	WS331e	NR310e, WS424e, WS452e
WS521	Anatomy and Physiology 1	2.5	37.5		WS521.L1
WS521.L1	Anatomy and Physiology 1 Lab	1.0	30.0		WS521
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	

BIO101 General Biology

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago, Online

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

CHEM101 Chem

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

This course is a one-semester survey covering many of the topics in a one-year general chemistry sequence, but at an introductory level and without a lab component. Topics covered include: atomic structure; ionic and molecular compounds; the stoichiometry of chemical reactions; gases, liquids, and solids; chemical equilibrium; and the basic mathematics required for chemical calculations. For students pursuing graduate study, the material in this course provides a strong scientific foundation for future coursework in biochemistry, human physiology, human nutrition and pharmacology.

COM102 Therapeutic Communication in Healthcare

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

This course emphasizes professional communication skills essential for healthcare providers in the provision of safe quality care. Caring language used in all verbal, non-verbal, and written communication supports authentic human connection and caring-healing environments. Students will learn, in this highly interactive course, how to develop therapeutic communication and relationship skills based on a Relationship-Centered Care approach and the four therapeutic practices of presence/attuning, wondering, following, and holding. Consistent caring-healing communication and these four core competencies ensure healthy interprofessional team relationships and improved patient care outcomes with diverse populations across the life span.

COM202 Communication in the Digital World/Healthcare Technology

Units: 3 didactic

Hours: 45 academic

Prerequisite: COM102

Concurrent: None

Location: Online

This course focuses on the field of health communication in the digital world and the practical applications of informatics. Students will examine technology's role in the delivery, management and analysis of healthcare and learn theories of interprofessional and mass communication related to topics like cybersecurity and HIPAA compliance. Students will be given the tools to practice clear, purposeful, caring, and compassionate communication across different platforms to improve provider-patient interactions and interdisciplinary team communication.

ENG101 English Composition I

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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

ENG201 Writing for Healthcare Professionals

Units: 3 didactic

Hours: 45 academic

Prerequisite: ENG101

Concurrent: None

Location: Online

This course is designed to introduce students to the scientific and information literacy used daily in healthcare professions. This writing course focuses on necessary mechanics and writing skills, and students will learn how to interpret and discuss scientific and academic articles and resources. There will be an emphasis on the use of APA format, finding/using educational and library resources, and analytical thinking in practical applications for writing a scholarly paper. There will be multiple opportunities for revision; prior knowledge of medical terminology is beneficial.

LNG401 Spanish for Healthcare Providers

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

MA101 College Mathematics

Units: 3 didactic

Hours: 45 academic

Prerequisite: Math Placement Exam

Concurrent: None

Location: Online

cultures and beyond. Students will review the theories, stages and life cycles of human development and the internal and external relationships and connections that allow these elements to thrive.

SOC101 Introduction to Sociology

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

This course is designed to introduce students to the scientific study of society. Student will learn the fundamental sociological concepts, theories, and methods with a focus on cultures, institutions, social interactions, and identity as an individual and part of society. Students will develop a sociological toolkit they can utilize to understand themselves, their relationships, and their world.

SOC201 Healthcare Policy, Social Justice and Ethics

Units: 3 didactic
Hours: 45 academic
Prerequisite: SOC101 **Concurrent:** None
Location: Online

This course focuses on the concepts of justice and ethics and their application to domestic policy related to health and healthcare. Students will discuss the competing ethical frameworks and theories of justice on topics like patient’s rights, clinical practice and research, bioethics, equity in healthcare and professional moral codes. There will be a focus on how domestic health policies are developed, reformed, and implemented based on advocacy, allyship, local and federal governments, and resources. Students should gain a better understanding of their own perspective on the ethical and moral considerations of themselves, their patients, institutions, and the local and global community.

SOC401 Cultural Paradigms

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

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.

TTS101 Technology Training for Online Students

Units:	0 didactic	
Hours:	0 academic	
Prerequisite:	None	Concurrent: None
Location:	Online	

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.

WS110 Human Anatomy and Physiology I

Units:	3 didactic	
Hours:	45 academic	
Prerequisite:	None	Concurrent: WS110L
Location:	New York	

The study of anatomy and physiology from the cellular to the tissue levels in the human body, including all major human biofield, regulatory, and organ systems.

WS110L Human Anatomy and Physiology I Lab

Units:	1 lab	
Hours:	30 academic	
Prerequisite:	None	Concurrent: WS110
Location:	New York	

Laboratory assignments to support the content of WS110.

WS202 Medical Terminology

Units:	1.5 didactic	
Hours:	22.5 academic	
Prerequisite:	None	Concurrent: None
Location:	San Diego, New York, Chicago	

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
Units: 2.5 didactic

Hours: 37.5 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago

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.

WS207 Survey of Biochemical Principles
Units: 2 didactic

Hours: 30 academic

Prerequisite: BIO101, CHEM101

Concurrent: None

Location: San Diego, New York, Chicago, Online

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

WS208 Integrative Nutrition
Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

This course explores the principles of improving the health of the population through improved nutrition. Students will explore the key role of health promotion and disease prevention through improved nutrition, how public policy is developed and implemented, and how to advocate for public health. Students will discover the role of federal agencies, learn how to assess, plan, and evaluate nutrition services for different types of communities, especially those at risk, and look at food scarcity and the future of nutrition in the Public Health sector.

WS210 Human Anatomy and Physiology II
Units: 3 didactic

Hours: 45 academic

Prerequisite: WS110

Concurrent: WS210L

Location: New York

Building on the concepts learned in Anatomy and Physiology I, this course focuses on study of anatomy and physiology from the tissue to the systems level in the human biofield including all major body systems, regulatory functions, and organs.

WS210L	Human Anatomy and Physiology II Lab
Units:	1 lab
Hours:	30 academic
Prerequisite:	WS110L
Concurrent:	WS210
Location:	New York

Laboratory assignments to support the content of WS210.

WS315	Microbiology
Units:	3 didactic
Hours:	45 academic
Prerequisite:	WS210
Concurrent:	WS315L
Location:	New York

This course introduces the concepts of microbiology with an emphasis on its role in health and healthcare. Topics include identification, classification, and transmission of microorganisms, especially bacteria and viruses related to disease, infection control, immunology, and epidemiology.

WS315L	Microbiology Lab
Units:	1 lab
Hours:	30 academic
Prerequisite:	WS210L
Concurrent:	WS315
Location:	New York

Laboratory assignments to support the content of WS210. Laboratory assignments applying fundamental techniques of identifying, cultivating, and containing microorganisms to support the content of WS315.

WS423	Psychoneuroimmunology
Units:	3 didactic
Hours:	45 academic
Prerequisite:	WS331e
Concurrent:	NR310e, WS424e, WS452e
Location:	Online

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.

WS521	Anatomy and Physiology 1
Units:	2.5 didactic
Hours:	37.5 academic
Prerequisite:	None
	Concurrent: WS525.L1
Location:	San Diego, New York, Chicago

Anatomy and Physiology 1 comprehensively presents the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal 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, in conjunction with its paired lab, WS525.L1 Anatomy and Physiology Lab 1, provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS525.L1	Anatomy and Physiology 1 Lab
Units:	1 lab
Hours:	30 academic
Prerequisite:	None
	Concurrent: WS521
Location:	San Diego, New York, Chicago

Anatomy and Physiology Lab 1 is the paired lab for WS521 Anatomy and Physiology 1. Students develop practical skills including palpation and identification of bony and muscular structures as well as major anatomical landmarks. Together, the two courses comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal 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. These courses provide 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

Units: 3 didactic

Hours: 45 academic

Prerequisite: WS521, WS525.L1, BIO101 **Concurrent:** None

Location: San Diego, New York, Chicago

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course covers the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body.

ACADEMIC PROGRAMS

Acupuncture and Chinese Medicine

Transitional-Doctor of Acupuncture (T-DAc) and Transitional-Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (T-DAcCHM)

Total Credits:	22.0
Total Hours:	360.0
Location:	Online

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/T-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 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.

Program Goals

1. To provide advanced training to qualified practitioners of traditional Chinese medicine in the areas of patient care, system-based medicine, collaborative care, professional development, and evidence-informed practice.
2. To provide continuing education and post-graduate programs for graduates of the traditions of Chinese medicine.
3. To provide a supportive, educational environment conducive to personal growth and academic advancement.
4. To further the understanding of the profession of traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
5. To participate in state and national traditional Chinese medicine issues and convey the essence of professionalism to its students.
6. To engage in complementary and integrated healthcare research.
7. To enable graduates to participate in multidisciplinary teams and integrative healthcare settings.

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 healthcare providers.
- E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.
- F. Communicate effectively with other healthcare providers regarding the results of diagnostic studies.

System-based Medicine

- A. Guide a patient into healthcare 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 healthcare 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 healthcare team and within that healthcare system.
- C. Describe the prevailing and emerging organization, structure, and responsibilities of the healthcare team.
- D. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the healthcare 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 healthcare 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

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, involving no 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. 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.

T-DAc/T-DAcCHM Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

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.

- 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.) 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.
- Proof of 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.
- 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.

*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.

T-DAc/T-DAcCHM Transfer Credit Policy

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

T-DAc/T-DAcCHM 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.

To be eligible to receive a continuing education certificate for these courses, you must have successfully passed the course and have 100% attendance. The following courses may be eligible for continuing education credit up to the maximum number of units indicated for each course.

- Health Care Systems: up to 35 CEUs/PDAs
- Evidence-Informed Practice: up to 30 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 submit your request via the electronic [CEU Request Form](#). Please follow the [NCCAOM instructions](#) to submit PDAs from an ACAHM-approved degree program.

T-DAc/T-DAcCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BU805	Inter-Professional Communication	1.0	15.0	
CL820	Health Care Systems	3.0	45.0	
CL830	Applications of Inter-Professional Communication	2.0	60.0	BU805
IPM800	Integrative Pain Management	2.0	30.0	
OM806	Practice-Based Learning	3.0	45.0	
OM810	Integrative Case Management	3.0	45.0	
TTS101	Technology Training for Online Students	0.0		
WS800	Evidence Informed Practice	3.0	45.0	
WS810	Advanced Integrative Diagnosis	3.0	45.0	
WS820	Preventative Medicine and Public Health	2.0	30.0	

BU805 Inter-Professional Communication

(offered as BU800 in full, on-ground DAc/DAcCHM program)

Units: 1 didactic

Hours: 15 academic

Prerequisite: None

Concurrent: None

Location: Online

This course will increase effective communication with patients, patient families, and healthcare team members. Students 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
(offered as CL810 in full, on-ground DAc/DACCHM program)

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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

Units: 2 lab

Hours: 60 academic

Prerequisite: BU805

Concurrent: None

Location: Online

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.

IPM800 Integrated Pain Management

Units: 2 didactic

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: Online

The purpose of this course is to broaden the student's knowledge of pain management and to teach how to think critically about 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 through treatment planning, lifestyle recommendations, communication/collaboration with healthcare providers, appropriate referral, and an exploration of the patient’s support structure.

OM806 Practice-Based Learning
(offered as OM805 in full, on-ground DAc/DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

The course will help students examine the two fundamental aspects of their healthcare 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

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

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.

TTS101 Technology Training for Online Students

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: Online

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.

WS800	Foundations of Evidence-Informed Practice (offered as WS550 in full, on-ground DAc/DAcCHM program)
Units:	3 didactic
Hours:	45 academic
Prerequisite:	None
Concurrent:	None
Location:	Online

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 (offered as WS860 in full, on-ground DAc/DAcCHM program)
Units:	3 didactic
Hours:	45 academic
Prerequisite:	None
Concurrent:	None
Location:	Online

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 (offered as WS830 in full, on-ground DAc/DAcCHM program)
Units:	2 didactic
Hours:	30 academic
Prerequisite:	None
Concurrent:	None
Location:	Online

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.

T-DAc/T-DAcCHM FULL-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	HOURS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0		
WS800	Foundations of Evidence-Informed Practice	3.0	45.0		
BU805	Inter-Professional Communication	1.0	15.0		
OM810	Integrative Case Management	3.0	45.0		
WS810	Advanced Integrative Diagnosis	3.0	45.0		
IPM800	Integrative Pain Management	2.0	30.0		
Total Units/Hours:		12.0	180.0		
TERM 2	COURSE	UNITS	HOURS	PREREQ	CONCUR
CL830	Applications of Inter-Professional Communication	2.0	60.0	BU805	
CL820	Health Care Systems	3.0	45.0		
OM806	Practice-Based Learning	3.0	45.0		
WS820	Preventive Medicine and Public Health	2.0	30.0		
Total Units/Hours:		10.0	180.0		
Program total:		22.0	360.0		

Doctor of Acupuncture (DAc) and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM)

DAc	DAcCHM
Total Units: 150.0	Total Units: 192.0 / 190.0
Total Hours: 2,805.0	Total Hours: 3,532.5 / 3,502.5
Location: Chicago	Location: San Diego / Chicago

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, legal, and safety standards, and sound judgment.
2. Explain the etiology of disease from a traditional 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-informed practice.
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).

Program Goals

1. To train qualified practitioners of Chinese medicine.
2. To enable graduates of its master's and doctoral degree programs to apply the principles of traditional Chinese medicine and natural healing and become an integral part of the modern healthcare system.
3. To inspire, through the presentation of traditional Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
4. To provide a supportive, educational environment conducive to personal growth and academic advancement.
5. To further the understanding traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
6. To engage in complementary and integrated healthcare research.
7. To enable graduates to participate in multidisciplinary teams and Integrative Health care settings.
8. To provide traditional Chinese medicine services to the community.

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 Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA 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.
- Proof of 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 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) must be taken prior to the 1st Year Comprehensive Exam.

* 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.

Applicants who do not meet these requirements should speak with an Admissions Representative to discuss their options.

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, 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 upon completion of the doctoral curriculum, but no sooner than 9 terms (DAc) or 11 terms (DAcCHM).

General Education (GE) Requirements

The following Pacific College courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM 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)

Pacific College's associate of applied science degree qualifies students to apply to Pacific's master's degree program, but 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 applied science and associate of occupational studies degrees also qualify students to apply to the master's degree program. The GE category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. 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 the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

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.

DAC, DAcCHM, MSAC, and MSACCHM Transfer Credit Policy

- 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.

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:

- 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.
- 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.

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 an “Advanced Transfer Assessment 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.

DAC, DAcCHM, MSAc, and MSAcCHM 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.

DAC/DACCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

DAC/DACCHM courses and course descriptions shared with MSAC/MSACCHM can be found under Academic Programs > Acupuncture and Chinese Medicine > Master of Acupuncture (MSAc) and Master of Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM) > DAC/DACCHM and MSAC/MSAcCHM Courses and Course Descriptions.

CODE	COURSE	UNITS	CRED HRS	PREREQ
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542
CL770	Applications of Inter-Professional Communication	2.0	60.0	BU800, CL612a

CL810	Health Care Systems	3.0	45.0	
OM805	Practice-Based Learning	3.0	45.0	
TTS101	Technology Training for Online Students	0.0		
WS550	Foundations of Evidence Informed Practice	3.0	45.0	OM511
WS830	Advanced Integrative Diagnosis	3.0	45.0	WS550
WS860	Preventative Medicine and Public Health	2.0	30.0	WS656

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 future 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

(offered as BU805 in online T-DAc/T-DAcCHM program)

Units: 1 didactic

Hours: 15 academic

Prerequisite: CL211, CL542

Concurrent: None

Location: San Diego, Chicago

This course will increase effective communication with patients, patient families, and healthcare team members. Students 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, and improve their ability to apply biomedical terminology.

CL770 Applications of Inter-Professional Communication

(offered as CL830 online T-DAc/T-DAcCHM program)

Units: 2 lab

Hours: 60 academic

Prerequisite: BU800, CL612a

Concurrent: None

Location: San Diego, Chicago

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 professionals that could include medical doctors, osteopathic doctors, physician assistants, nurse practitioners, chiropractors, or naturopaths.

CL810 Health Care Systems
(offered as CL820 in online T-DAc/T-DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego, Chicago

The course provides entry into one of the most fascinating aspects of American culture, where philosophy, economics, and technology intersect with medicine at both 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.

OM805 Practice-Based Learning
(offered as OM806 in online T-DAc/T-DAcCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego, Chicago

The course will help students examine the two fundamental aspects of their healthcare 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 casework that integrates current research, Chinese medical theory, treatment plans, alternative approaches, biomedical considerations, community resources, and prognosis.

TTS101 Technology Training for Online Students

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: Online

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.

WS550 Foundations of Evidence-Informed Practice
(offered as WS800 in online T-Dac/T-DacCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM511 **Concurrent:** None
Location: San Diego, New York, Chicago

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. Students 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.

WS830 Preventive Medicine and Public Health
(offered as WS820 in online T-Dac/T-DacCHM program)

Units: 2 didactic
Hours: 30 academic
Prerequisite: WS550 **Concurrent:** None
Location: San Diego, New York, Chicago

This course discusses 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.

WS860 Advanced Integrative Diagnosis
(offered as WS810 in online T-Dac/T-DacCHM program)

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS656 **Concurrent:** None
Location: San Diego, Chicago

Students will further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine labs, and more. Students will improve their ability to exchange diagnostic information

with other healthcare providers. Most importantly, students will critically analyze the diagnostic options and learn how to inform patients of their relative merits.

DAC FULL-TIME MODEL CURRICULUM, CHICAGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0				
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0			1	2
OM501	Foundations of Chinese Medicine	3.0	45.0			1	2
BT124	Taiji/Qigong	1.5	30.0				
CL501	Introduction to Clinical Observation	1.0	15.0			1	2
CL211	Clinical Counseling 1: The Student	1.5	30.0			1	2
WS521	Anatomy and Physiology 1	2.5	37.5		WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0		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	3.0	45.0	OM511		1	2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511		1	2
WS515	Anatomy and Physiology 2	3.0	45.0	WS521, WS525.L1, BIO101		1	2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511		1	2
BT130	Tui Na Hand Techniques	1.5	30.0			1	2
CL531a	Clinical Observation	2.0	60.0	OM511, CL501	CPR/1 st Aid	1	2

CF0.00	CPR/First Aid (8 hours required)	0.0	0.0			1	2
Total Units/Hours:		14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512		1	2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512	OM512	1	2
					ok		
BT230	Tui Na Structural Techniques	1.5	30.0	BT130		1	2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515		1	2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511		1	2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532a	1	2
CL532a	Clinical Assistantship 1	2.0	60.0	CL211, CL531a, HB501, AC504a, BT130	AC511a	1	2
Total Units/Hours:		17.5	315.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	OM513, AC504a		1	2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515		1	2
WS207	Survey of Biochemical Principles	2.0	30.0	CHEM101, BIO101		1	2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513		1	2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	1(W23)	2
CL533a	Clinical Assistantship 2	2.0	60.0	AC511a, AC505a, CL532a			2
CL502	Introduction to Associate Internship	1.0	15.0	CL532a			2
Total Units/Hours:		16.0	285.0				

								<i>First Comprehensive Exam</i>
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502		1	2	
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a		1	2	
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207				
WS531	Pathophysiology 1	3.0	45.0	WS528		1	2	
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528		1	2	
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a		1	2	
Total Units/Hours:		15.0	285.0					
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550		1	2	
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a		1	2	
AC632	Secondary Vessels	2.5	45.0	AC611a, AC506a		1	2	
AC633	Combined Point Applications	2.5	45.0	AC611a, AC506a		1	2	
WS632	Pathophysiology 2	3.0	45.0	WS528		1	2	
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542				
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502		1	2	
CL542a	Associate Internship 2	2.0	60.0	CL541a		1	2	
Total Units/Hours:		17.0	315.0					
<i>Second Comprehensive Exam.</i>						<i>Exam 1 All sections</i>		
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613		1		
WS652a	Physical Exam	2.5	45.0	WS531, WS632		1		
WS651	Pharmacology	2.0	30.0	WS531, WS632		1		
WS204	Biological Aspects of Physics	2.5	37.5					

WS840	Clinical Research Design and Statistics	2.0	30.0	WS550			
CL651a	Senior Internship 1	2.0	60.0	CL542a	1 of: [OM614, OM615, OM616], AC613a, WS652a		1,2
CL652a	Senior Internship 2	2.0	60.0	CL542a	AC613a, WS652a, 1 of: [OM614, OM615, OM616]		1,2
Total Units/Hours:		16.0	307.5				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613		1	
BU611	Practice Management and Ethics	3.0	45.0			1	
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a		1	
WS656	Clinical Science	3.0	45.0	WS651		1	
OM643	Licensure Exam Preparatory Course	1.0	15.0			1,2	
CL810	Health Care Systems	3.0	45.0			2	
OM805	Practice-Based Learning	3.0	45.0				
CL653a	Senior Internship 3	2.0	60.0	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]		1,2
CL654a	Senior Internship 4	2.0	60.0	CL652a, AC613a, WS652a	1 of: [OM614, OM615, OM616]		1,2
Total Units/Hours:		22.0	405.0				
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613		1	
BU612	Medical-Legal Report Writing	2.0	30.0		Intern	1,2	
SE	Specialty Elective	1.0	15.0				
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550		2	
WS860	Advanced Integrative Diagnosis	3.0	45.0	WS656			

CL770	Application of Inter-Professional Communication (Practicum)	2.0	60.0	CL612a, BU800		
CL655a	Senior Internship 5	2.0	60.0	CL653a	1 of: [OM614 OM615, OM616]	1,2
CL656a	Senior Internship 6	2.0	60.0	CL653a	CL655a, 1 of: [OM614 OM615, OM616]	1,2
CL657a	Senior Internship 7	2.0	60.0	CL655a	1 of: [OM614 OM615, OM616]	1,2
Total Units/Hours:		19.0	405.0			
Total Program Units/Hours		150.0	2,805.0			

DacCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO AND CHICAGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0				
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0			1	2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0			1	2
BT124	Taiji/Qigong	1.5	30.0				
CL211	Clinical Counseling 1	1.5	30.0			1	2
CL501	Introduction to Clinical Observation	1.0	15.0			1	2
WS521	Anatomy and Physiology 1	2.5	37.5		WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0		WS521	1	2
WS202	Medical Terminology	1.5	22.5			1	2
Total Units/Hours:		17.5	300.0				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511		1	2

AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511		1	2
WS515	Anatomy and Physiology 2	3.0	45.0	WS521, WS525.L1, BIO101		1	2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511		1	2
BT130	Tui Na Hand Techniques	1.5	30.0			1	2
CL531	Clinical Observation	2.0	60.0	CL501, OM511	CPR/1stAid	1	2
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0			1	2
Total Units/Hours:		14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512		1	2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512		1	2
BT230	Tui Na Structural Techniques	1.5	30.0	BT130		1	2
HB514	Herbology 1	2.0	30.0	HB501		Herb Comp	2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515		1	2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511		1	2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532	1	2
CL532	Clinical Assistantship 1	2.0	60.0	CL211, CL531, HB501, AC504a, BT130	AC511a	1	2
Total Units/Hours:		19.5	345.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP

OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	OM513, AC504a		1	2
WS207	Survey of Biochemical Principles	2.0	30.0	CHEM101, BIO101		1	2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515		1	2
HB515	Herbology 2	2.0	30.0	HB501, OM512		Herb Comp	2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513		1	2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	1(W23)	2
CL533	Clinical Assistantship 2	2.0	60.0	HB514, AC511a, AC505a, CL532			2
Total Units/Hours:		17.0	300.0				
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
WS204	Biological Aspects of Physics	2.5	37.5				
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a		1	2
HB516	Herbology 3	3.0	45.0	HB501, OM513		Herb Comp	2
CL502	Introduction to Associate Internship	1.0	15.0	CL532			2
WS531	Pathophysiology 1	3.0	45.0	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528		1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a		1	2
Total Units/Hours:		16.5	277.5				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM651	Diagnosis and Treatment of Disease 1	3.0	45.0	OM514, HB516, WS550	HB621	1	2

HB621	Herbology 4	3.0	45.0	HB516		1	Herb Comp
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a		1	2
AC632	Secondary Vessels	2.5	45.0	AC611a, AC506a		1	2
WS632	Pathophysiology 2	3.0	45.0	WS528		1	2
CL541	Associate Internship 1	2.0	60.0	CL502, CL533, AC512a		1	2
Total Units/Hours:		15.5	285.0				
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM652	Diagnosis and Treatment of Disease 2	3.0	45.0	OM651, HB621		1	2
HB622	Herbology 5	3.0	45.0	HB621		1	Herb Comp
AC633	Combined Point Applications	2.5	45.0	AC512a, AC506a		1	2
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550			
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207			
WS651	Pharmacology	2.0	30.0	WS531, WS632		1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502		1	2
CL542	Associate Internship 2	2.0	60.0	CL541	CL503	1	2
Total Units/Hours:		18.5	315.0				
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM653	Diagnosis and Treatment of Disease 3	3.0	45.0	OM651, HB621		1	
HB623	Herbology 6	3.0	45.0	HB621		1	Herb Comp

WS656	Clinical Science	3.0	45.0	WS651		1	
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a		1	
WS652a	Physical Exam	2.5	45.0	WS531, WS632		1	
CL612a	Clinical Counseling 2: The Patient	1.5	30.0		CL543 or any of CL651-CL659	1	
BU800	Inter-Professional Communication	1.0	15.0	CL211, CL542		1	
CL543	Associate Internship 3	2.0	60.0	CL542		1	
Total Units/Hours:		18.0	330.0				
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.0	45.0	OM651, HB621		1	
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623		1,2	
HB642	Shang Han Lun/Wen Bing	3.0	45.0	HB623		1,2	
WS860	Advanced Integrative Diagnosis	3.0	45.0	WS656		2	
OM642	Licensure Exam Preparatory Course (San Diego)	3.0	45.0			1,2	
OM643	Licensure Exam Preparatory Course (Chicago)	1.0	15.0			1,2	
CL651	Senior Internship 1	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]		1,2	
CL652	Senior Internship 2	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652,		1,2	

				OM653, OM704]			
CL653	Senior Internship 3	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]		1,2	
Total Units/Hours (San Diego):		21.0	405.0				
Total Units/Hours (Chicago):		19.0	375.0				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.0	45.0	OM651, HB621		1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631		1,2	
BU611	Practice Management and Ethics	3.0	45.0			1	
CL810	Health Care Systems	3.0	45.0			2	
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]		1,2	
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		18.0	360.0				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.0	15.0				

WS830	Preventive Medicine and Public Health	2.0	30.0	WS550		2
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631		1,2
BU612	Medical-Legal Report Writing	2.0	30.0		Intern	1,2
OM805	Practice-Based Learning	3.0	45.0			2
CL770	Application of Inter-Professional Communication (Practicum)	2.0	60.0	CL612a, BU800		2
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]		1,2
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]		1,2
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]		1,2
Total Units/Hours:		19.0	405.0			
Total Program Units/Hours		192.0	3,532.5			
(San Diego)						
Total Program Units/Hours		190.0	3,502.5			
(Chicago)						

Master of Science in Acupuncture (MSAc) and Master of Science in Acupuncture with a Chinese Herbal Medicine Specialization (MSAcCHM)

MSAc		MSAcCHM	
Total Units:	133.5	Total Units:	180.0 / 178.5
Total Hours:	2,505.0	Total Hours:	3,337.5 / 3,307.5
Location:	New York, Chicago	Location:	San Diego / New York, Chicago

Please note that New York offers the Bachelor of Professional Studies/Master of Acupuncture (MSAc) and Bachelor of Professional Studies/Master of Acupuncture with Chinese Herbal Medicine specialization.

Educational Purpose

The purpose of the master's in acupuncture degree programs is to train practitioners of Chinese medicine and 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.

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.

Program Goals (MSAc, MSAcCHM)

1. To train qualified practitioners of Chinese medicine.
2. To enable graduates of its master's and doctoral degree programs to apply the principles of traditional Chinese medicine and natural healing and become an integral part of the modern healthcare system.
3. To inspire, through the presentation of traditional Chinese medicine and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
4. To provide a supportive, educational environment conducive to personal growth and academic advancement.
5. To further the understanding traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.
6. To engage in complementary and integrated healthcare research.
7. To enable graduates to participate in multidisciplinary teams and Integrative Health care settings.
8. To provide traditional Chinese medicine services to the community.

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; in the MSAcCHM program, herbology is also an equal partner. 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, students work 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. Students get hands-on experience helping people with holistic and Chinese methods of treatment while working alongside allied healthcare colleagues. The clinical experience prepares students for the responsibility of accepting their 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 counterparts 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, students are 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.

MSAc/MSAcCHM Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA 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.
- 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 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 their previous education. An additional 15 units of general education must be completed prior to term five of the master's or doctoral programs.

Applicants who do not meet these requirements should speak with an Admissions Representative to discuss their options.

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).

MSAc/MSAcCHM General Education (GE) Requirements

The following Pacific College courses within the DAc/DAcCHM and MSAc/MSAcCHM qualify as general education and are taken in the first year of study. These courses may be considered toward the 90-unit prerequisite requirement for the DAc/DAcCHM and the 60-unit prerequisite requirement for the MSAc/MSAcCHM 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)

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 applied science and associate of occupational studies degrees also qualify students to apply to the master's degree program. The GE category of natural and physical sciences is fulfilled within the required coursework for the associate degrees. 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 the following categories:

- Written and oral communication
- Quantitative principles
- Social and behavioral sciences
- Humanities and fine arts

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.

DAC, DAcCHM, MSAC, and MSACCHM Transfer Credit Policy

- 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.

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:

- 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.
- Up to 100% transfer credit may be awarded for successfully completed courses 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 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.

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 an Advanced Transfer Assessment Fee. The fee will be credited to the student's account after the add/drop 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.

DAC, DAcCHM, MSAC, and MSACCHM 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.

COURSE		UNITS	CRED HRS	PREREQ	CONCUR
MSAc and MSAcCHM Courses					
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511	
AC505a	Acupuncture Channels and Points 2	2.5	45.0	AC504a, OM512	
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513	
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532 or CL532a
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a	
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a	
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a	
AC632	Secondary Vessels	2.5	45.0	AC506a, AC611a	
AC633	Combined Point Applications	2.5	45.0	AC506a, AC512a	

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. These courses provide the foundation for the six technique courses as well as the student’s clinical assistantship and internship.



Student advice:

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

AC504a Acupuncture Channels and Points 1

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: WS521, WS525.L1, OM511

Concurrent: None

Location: San Diego, New York, Chicago

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

AC505a Acupuncture Channel and Points 2

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC504a, OM512

Concurrent: None

Location: San Diego, New York, Chicago

AC505a continues the framework of study established in AC504a.

AC506a Acupuncture Channels and Points 3

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC505a, OM513

Concurrent: None

Location: San Diego, New York, Chicago

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.

AC631 Auricular Micro Therapy

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC506a, AC512a

Concurrent: None

Location: San Diego, New York, Chicago

There are two major theoretical schools of auricular acupuncture: the French system from modern acupuncture and Oriental medicine literature and the Chinese system from older texts. Both schools and their respective maps of the ear will be compared and contrasted in this class. Clinical applications and treatment formulas are emphasized. A brief history on the development and use of

the NADA protocol used in the treatment of chemical dependency and substance abuse disorders, as well as battlefield acupuncture, will be presented.

AC632 Secondary Vessels

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC506a, AC611a **Concurrent:** None

Location: San Diego, New York, Chicago

Building on the solid foundation of channel pathways covered in Acupuncture Channels and Points 1 through 3, Secondary Vessels emphasizes pathology of the network (luo), sinew, divergent and extraordinary channels. Students are required to apply channel pathway and pathology knowledge to case study exercises in class and on written case-based exam questions. Additionally, Secondary Vessels provides an in-depth study of all the categories of acupuncture points. This includes a review of the location of these points but emphasizes higher-level learning by focusing on how they 1) reflect specific channel pathways, 2) are used in clinical practice, 3) are combined with one another to reach a specific therapeutic goal, and 4) can be applied to case studies. Students are advised that they are responsible for the location of all the points learned in Acupuncture Channels and Points 1 through 3.

AC633 Combined Point Applications

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC506a, AC512a **Concurrent:** None

Location: San Diego, New York, Chicago

Distal, adjacent, and local point prescriptions for common conditions are presented. Students will practice the formulation and needling of point prescriptions with the body placed in clinically relevant positions.

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

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC504a **Concurrent:** CL532 or CL532a
Location: San Diego, New York, Chicago

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) and ultrasound, and the indications, functions, 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.

AC512a Needle Technique

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC505a, AC511a **Concurrent:** AC506a
Location: San Diego, New York, Chicago

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.

AC611a Advanced Needle Techniques

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: AC512a **Concurrent:** None
Location: San Diego, New York, Chicago

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 as well as 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 is also practiced.

AC613a Treatment of Orthopedic Disorders

Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: AC611a, WS542a **Concurrent:** None

Location: San Diego, New York, Chicago

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.

DEPARTMENT OF CHINESE MEDICINE THEORY COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MSAc and MSAcCHM Courses					
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0		
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0		
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511	
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512	
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	AC504a, OM513	
MSAc ONLY Courses					
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550	
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613	
OM615	Acupuncture Therapeutics 3	3.0	45.0	OM613	
OM616	Acupuncture Therapeutics 3	3.0	45.0	OM613	
MSAcCHM ONLY Courses					
OM651	Diagnosis and Treatment of Disease 1	3.00	45.0	HB516, OM514, WS550	HB621
OM652	Diagnosis and Treatment of Disease 2	3.00	45.0	HB621, OM651	

OM653	Diagnosis and Treatment of Disease 3	3.00	45.0	HB621, OM651
OM704	Diagnosis and Treatment of Disease 4	3.00	45.0	HB621, OM651
OM705	Diagnosis and Treatment of Disease 5	3.00	45.0	HB621, OM651

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

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago, Online

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 enables them to advance to the Diagnosis and Treatment of Disease or Acupuncture Therapeutics courses. These theories are applicable not only to acupuncture but also 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

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York, Chicago, Online

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

Units: 3 didactic

Hours: 45 academic

Prerequisite: OM511 **Concurrent:** None

Location: San Diego, New York, Chicago

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

OM513 Fundamentals of Chinese Medicine 3

Units: 3 didactic

Hours: 45 academic

Prerequisite: OM512 **Concurrent:** None

Location: San Diego, New York, Chicago

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. The latter half of the course focuses on clinical impressions, the formation of a working diagnosis, and practical exercises for tongue and pulse examination.

OM514 Fundamentals of Chinese Medicine 4

Units: 3 didactic

Hours: 45 academic

Prerequisite: OM513, AC504a **Concurrent:** None

Location: San Diego, New York, Chicago

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.

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 Chinese medical disorder categories, each course gives a biomedical explanation, detailed Chinese medical pathomechanisms, 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

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM514, WS550 **Concurrent:** None
Location: San Diego, New York, Chicago

The first course in the sequence begins with respiratory and gastrointestinal disorders.

OM614 Acupuncture Therapeutics 2

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM613 **Concurrent:** None
Location: San Diego, New York, Chicago

OM614 covers gynecology, andrology, pediatrics, and gerontology.

OM615 Acupuncture Therapeutics 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: OM613 **Concurrent:** None
Location: San Diego, New York, Chicago

OM615 covers psychology, cardiology, neurology, and nephrology.

OM616 Acupuncture Therapeutics 4

Units: 3 didactic

Hours: 45 academic

Prerequisite: OM613 **Concurrent:** None

Location: San Diego, New York, Chicago

OM616 covers dermatology, oncology, immunology, and miscellaneous disorders.

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 necessary for the practice of integrative medicine.

OM651 Diagnosis and Treatment of Disease 1

Units: 3 didactic

Hours: 45 academic

Prerequisite: OM514, HB516, WS550 **Concurrent:** HB621

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 1 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 cognitive skills for the practice of integrative medicine.

OM652 Diagnosis and Treatment of Disease 2
Units: 3 didactic

Hours: 45 academic

Prerequisite: OM651, HB621 **Concurrent:** None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 2 is part of 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 cognitive skills for the practice of integrative medicine. This course addresses hepatic, neurologic, and dermatologic disorders.

OM653 Diagnosis and Treatment of Disease 3
Units: 3 didactic

Hours: 45 academic

Prerequisite: OM651, HB621 **Concurrent:** None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 3 is part of 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 cognitive skills for the practice of integrative medicine. This course addresses gynecologic disorders.

OM704 Diagnosis and Treatment of Disease 4
Units: 3 didactic

Hours: 45 academic

Prerequisite: OM651, HB621 **Concurrent:** None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 4 is part of 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 cognitive skills for the practice of integrative medicine. This course addresses oncologic, immunologic, and psychiatric disorders.

OM705 Diagnosis and Treatment of Disease 5
Units: 3 didactic

Hours: 45 academic

Prerequisite: OM651, HB621 **Concurrent:** None

Location: San Diego, New York, Chicago

Diagnosis and Treatment of Disease 5 is part of 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 cognitive skills for the practice of integrative medicine. This course covers renal, geriatric, ophthalmologic, and pediatric disorders.

CHINESE MEDICINE SPECIALTY COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BT124	Taiji/Qigong	1.5	30.0		
BT130	Tui Na Hand Techniques	1.5	30.0		
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	

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

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago

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

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago

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

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: BT130

Concurrent: None

Location: San Diego, New York, Chicago

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

DEPARTMENT OF HERBOLOGY

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MSAc Courses					
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	
MSAcCHM Courses					
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	
HB514	Herbology 1	2.0	30.0	HB501	
HB515	Herbology 2	2.0	30.0	HB501, OM512	
HB516	Herbology 3	3.0	45.0	HB501, OM513	
HB621	Herbology 4	3.0	45.0	HB516	
HB622	Herbology 5	3.0	45.0	HB621	
HB623	Herbology 6	3.0	45.0	HB621	
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631	
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623	

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

Units: 2 didactic

Hours: 30 academic

Prerequisite: OM511

Concurrent: None

Location: San Diego, New York, Chicago

This course is the first of a series that spans nearly the entirety of the 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, and safety issues.

HB514 Herbology 1

Units: 2 didactic

Hours: 30 academic

Prerequisite: HB501

Concurrent: None

Location: San Diego, New York, Chicago

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, and characteristics of herbs; and dosage ranges.

HB515 Herbology 2

Units: 2 didactic
Hours: 30 academic
Prerequisite: HB501, OM512 **Concurrent:** None
Location: San Diego, New York, Chicago

This course continues the presentation of the Chinese materia medica.

HB516 Herbology 3

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB501, OM513 **Concurrent:** None
Location: San Diego, New York, Chicago

This course completes the presentation of the Chinese materia medica.

HB621 Herbology 4

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB516 **Concurrent:** None
Location: San Diego, New York, Chicago

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.

HB622 Herbology 5

Units: 3 didactic
Hours: 45 academic
Prerequisite: HB621 **Concurrent:** None
Location: San Diego, New York, Chicago

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

HB623	Herbology 6
Units:	3 didactic
Hours:	45 academic
Prerequisite:	HB621 Concurrent: None
Location:	San Diego, New York, Chicago

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.

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
Units:	3 didactic
Hours:	45 academic
Prerequisite:	HB623 Concurrent: None
Location:	San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 1 is the first part of 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, e.g., 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. This first course in the series presents common respiratory and gastrointestinal disorders, stroke, headache, multiple sclerosis, and others.

HB632 Chinese Herbs and Internal Medicine 2

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB631

Concurrent: None

Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 2 is the second part of 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, e.g., 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. This second course in the series covers disorders from the specialties of mental health and obstetrics and gynecology.

HB633 Chinese Herbs and Internal Medicine 3

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB631

Concurrent: None

Location: San Diego, New York, Chicago

Chinese Herbs and Internal Medicine 3 is the third and last part of 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, e.g., 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. This final course in the series presents disorders from dermatology, cardiology, and diabetes.

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

Hours: 45 academic

Prerequisite: HB623

Concurrent: None

Location: San Diego, New York, Chicago

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.

DEPARTMENT OF BASIC AND BIOMEDICAL SCIENCES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MSAc and MSAcCHM Courses					
BIO101	General Biology	2.5	45		
BU612	Medical-Legal Report Writing	2.0	30.0		
WS204	Biological Aspects of Physics	2.5	37.5		
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101	
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207	
WS521	Anatomy and Physiology 1	2.5	37.5		WS525.L1
WS525.L1	Anatomy and Physiology 1 Lab	1.0	45.0		WS521
WS515	Anatomy and Physiology 2	3.0	45.0	BIO101, WS521, WS525.L1	
WS527	Anatomy and Physiology 3	3.0	45.0	WS515	
WS528	Anatomy and Physiology 4	3.0	45.0	WS515	
WS531	Pathophysiology 1	3.0	45.0	WS528	
WS541a	Orthopedic Neurological Evaluation 1	2.0	45.0	WS528	
WS542a	Orthopedic Neurological Evaluation 2	2.0	45.0	WS541a	

WS632	Pathophysiology 2	3.0	45.0	WS528
WS651	Pharmacology	2.0	30.0	WS531, WS632
WS652a	Physical Exam	2.5	45.0	WS531, WS632
WS656	Clinical Science	3.0	45.0	WS651
WS840	Clinical Research Design and Statistics	2.0	30.0	WS550
MSAcCHM ONLY Courses				
WS202	Medical Terminology	1.5	22.5	

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 positively represent Chinese medicine in today's modern medical culture, a 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.



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.

BI0101 General Biology
(General Education Course)

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago, Online

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

Units: 2 didactic

Hours: 30 academic

Prerequisite: None

Concurrent: Intern

Location: San Diego, New York, Chicago

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.

WS202 Medical Terminology
(Applied General Education Course)

Units: 1.5 didactic

Hours: 22.5 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago

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 communicate with healthcare professionals.

WS204 Biological Aspects of Physics
(Applied General Education Course)

Units: 2.5 didactic

Hours: 37.5 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York, Chicago

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)

Units: 2 didactic

Hours: 30 academic

Prerequisite: BIO101, CHEM101 **Concurrent:** None

Location: San Diego, New York, Chicago, Online

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

WS506 Eastern and Western Nutrition

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB501, WS207 **Concurrent:** None

Location: San Diego, New York, Chicago, Online

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

WS521 Anatomy and Physiology 1
(General Education Course)

Units: 2.5 didactic

Hours: 37.5 academic

Prerequisite: None **Concurrent:** WS525.L1

Location: San Diego, New York, Chicago

Anatomy and Physiology 1 comprehensively presents the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal 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, in conjunction with its paired lab, WS525.L1 Anatomy and Physiology Lab 1, provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses, and more.

WS525.L1 Anatomy and Physiology 1 Lab
Units: 1 lab

Hours: 30 academic

Prerequisite: None **Concurrent:** WS521

Location: San Diego, New York, Chicago

Anatomy and Physiology Lab 1 is the paired lab for WS521 Anatomy and Physiology 1. Students develop practical skills including palpation and identification of bony and muscular structures as well as major anatomical landmarks. Together, the two courses comprehensively present the gross anatomy, microscopic anatomy, and physiology of the human musculoskeletal 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. These courses provide 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)**
Units: 3 didactic

Hours: 45 academic

Prerequisite: WS521, WS525.L1, BIO101 **Concurrent:** None

Location: San Diego, New York, Chicago

Anatomy and Physiology 2 presents the gross anatomy, microscopic anatomy, physiology, and chemistry of the human nervous and endocrine systems. This course focuses on the neuroanatomy, neurophysiology, neurochemistry, and endocrinology of the human body.

WS527 Anatomy and Physiology 3
Units: 3 didactic

Hours: 45 academic

Prerequisite: WS515 **Concurrent:** None

Location: San Diego, New York, Chicago

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

WS528 Anatomy and Physiology 4
Units: 3 didactic

Hours: 45 academic

Prerequisite: WS515 **Concurrent:** None

Location: San Diego, New York, Chicago

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.

WS531 Pathophysiology 1

Units: 3 didactic

Hours: 45 academic

Prerequisite: WS528 **Concurrent:** None

Location: San Diego, New York, Chicago

Pathophysiology 1 is part of a two-course series that 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. This course specifically covers inflammation, immune hypersensitivity disorders, immuno-deficiency states, microbiological, infectious, neoplastic, genetic, gastrointestinal, respiratory, and musculoskeletal disorders.

WS632 Pathophysiology 2

Units: 3 didactic

Hours: 45 academic

Prerequisite: WS528 **Concurrent:** None

Location: San Diego, New York, Chicago

Pathophysiology 2 is part of a two-course series that 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. This course specifically covers the hematopoietic, cardiovascular, urinary, reproductive, endocrine, nervous, psychopathological, and integumentary systems.

WS541a Orthopedic Neurological Evaluation 1

Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: WS528 **Concurrent:** None

Location: San Diego, New York, Chicago

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.

WS542a Orthopedic Neurological Evaluation 2

Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: WS541a **Concurrent:** None

Location: San Diego, New York, Chicago

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.

WS651 Pharmacology

Units: 2 didactic

Hours: 30 academic

Prerequisite: WS531, WS632 **Concurrent:** None

Location: San Diego, New York, Chicago

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, and recognizing treatment contraindications and complications such as drug-herb interactions are important components of the course.

WS652a Physical Exam

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: WS531, WS632 **Concurrent:** None

Location: San Diego, New York, Chicago

Students learn to apply modern biomedical physical examinations and functional assessments.

WS656 Clinical Science

Units: 3 didactic

Hours: 45 academic

Prerequisite: WS651 **Concurrent:** None

Location: San Diego, New York, Chicago

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.

WS840 Clinical Research Design and Statistics
Units: 2 didactic

Hours: 30 academic

Prerequisite: WS550

Concurrent: None

Location: San Diego, Chicago

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 students determine what is true.

DEPARTMENT OF CLINICAL PRACTICE

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
DAc/MSAc and DAcCHM/MSAcCHM Courses					
BU611	Practice Management and Ethics	3.0	45.0		
CL211	Clinical Counseling 1: The Student	1.5	30.0		
CL501	Introduction to Clinical Observation	1.0	15.0		
CL502	Introduction to Associate Internship	1.0	15.0	CL532 or CL532a	
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502	
DAc/MSAc ONLY Courses					
CL531a	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid
CL532a	Clinical Assistantship 1	2.0	60.0	OM613	AC511a
CL533a	Clinical Assistantship 2	2.0	60.0	AC505a, AC511a, CL532a, HB514	
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502	
CL542a	Associate Internship 2	2.0	60.0	CL541a	
CL651a	Senior Internship 1	2.0	60.0	CL542a	
CL652a	Senior Internship 2	2.0	60.0	CL542a	
CL653a	Senior Internship 3	2.0	60.0	AC613a, CL542a, WS652a	

CL654a	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	
CL655a	Senior Internship 5	2.0	60.0	AC613a, CL542a, WS652a	
CL656a	Senior Internship 6	2.0	60.0	CL653a	
CL657a	Senior Internship 7 (DAc only)	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	
DAcCHM/MSAcCHM ONLY Courses					
CL531	Clinical Observation	2.0	60.0	CL501, OM511	CPR/First Aid
CL532	Clinical Assistantship 1	2.0	60.0	AC504a, BT130, CL211, CL531, HB501	AC511a
CL533	Clinical Assistantship 2	2.0	60.0	AC505a, AC511a, CL532a, HB514	
CL541	Associate Internship 1	2.0	60.0	AC512a, CL502, CL533	
CL542	Associate Internship 2	2.0	60.0	CL541	CL503
CL543	Associate Internship 3	2.0	60.0	CL542	
CL612a	Clinical Counseling 2: The Patient	1.5	30.0	CL211	CL543 or any of CL651- CL659
CL651	Senior Internship 1	2.0	60.0	CL543, CL612a, OM651, 2 of: [OM652, OM653, OM704], WS652a	
CL652	Senior Internship 2	2.0	60.0	CL543, CL612a, OM651, 2 of: [OM652, OM653, OM704], WS652a	
CL653	Senior Internship 3	2.0	60.0	CL543, CL612a, OM651, 2 of: [OM652, OM653, OM704], WS652a	
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]	

CL655	Senior Internship 5	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]
CL657	Senior Internship 7 (DacCHM only)	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]
CL658	Senior Internship 8 (DacCHM only)	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]
CL659	Senior Internship 9 (DacCHM only)	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]

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 up 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 in the art of healing with a wide range of medical tools. In short, they become a valuable part of society’s healthcare system.

BU611	Practice Management and Ethics
Units:	3 didactic
Hours:	45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York, Chicago

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, and 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

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York, Chicago

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

Units: 1 didactic

Hours: 15 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York, Chicago

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	
Units:	1 didactic	
Hours:	15 academic	
Prerequisite:	CL532 or CL532a	Concurrent: None
Location:	San Diego, New York, Chicago	

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

CL503	Associate Internship Grand Rounds	
Units:	1 didactic	
Hours:	15 academic	
Prerequisite:	CL502	Concurrent: None
Location:	San Diego, New York, Chicago	

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

CL531, CL532, CL533 CLINICAL OBSERVATION AND ASSISTANTSHIP 1-2

CL531a, CL532a, CL533a CLINICAL OBSERVATION AND ASSISTANTSHIP 1-2

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, and 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

CL531	Clinical Observation	
Units:	2 lab	
Hours:	60 academic	
Prerequisite:	CL501, OM511	Concurrent: CPR/First Aid

Location: San Diego, New York, Chicago

Clinic courses reinforce classroom training. They motivate the student and provide context for what is being discussed in class or in outside reading. Observation familiarizes the student with all aspects of clinical procedures. Clinic courses encourage reflection on clinical decisions and provide balance to the more linear nature of the didactic portion of the program. Observers should strive to become fluent with the material presented in class and practiced in clinic. This is a necessary step in researching, problem-solving, and managing difficult cases as interns, and eventually as licensed acupuncturists.

Observers enter the clinic in possession of the basic theoretical knowledge necessary to benefit from the observation of clinical interactions between all the players. Students participate in supervised observation of the clinical practice of acupuncture and Chinese medicine with case presentations and discussion.

Clinical Observation contextualizes the student's didactic training and is the student's first step in the gradual acquisition of effective clinical skills. Students will gradually progress from relatively passive observers of patient care to more active participants as assistants. Along the way, students will watch and become familiar with a wide array of clinical skills. For example, they will examine the use of various acupuncture protocols, herbal formulas, and methods of physical examination. Moreover, they will reflect on the logical basis for clinical decisions and activities.

CL532 Clinical Assistantship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: AC504a, BT130, CL211, CL531, HB501 **Concurrent:** AC511a

Location: San Diego, New York, Chicago

Clinical Assistantship 1 contextualizes the student's didactic training and is a step in the gradual acquisition of effective clinical skills. Assistants become more active participants in the care of patients. Along the way, they observe, become familiar with, and eventually become competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Assistantship 1 and 2 should enhance self-confidence and poise when working with patients and ready a student for the transition to Associate Internship.

CL533 Clinical Assistantship 2

Units: 2 lab

Hours: 60 academic

Prerequisite: AC511a, AC505a, CL532, HB514

Concurrent: None

Location: San Diego, New York, Chicago

Clinical Assistantship 2 continues to contextualize the student’s didactic training and is the next step in the gradual acquisition of effective clinical skills. Assistants at level 2 become more active participants in the care of patients, becoming more competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Clinical Assistantship 2 students grow in self-confidence and poise when working with patients and become prepared for the transition to Associate Internship. By the end of their Assistantship, students are ready to gradually apply clinical procedures, practices, and prescriptions based on standard clinical references. While the senior Assistant has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in “text-book approaches” to “text-book cases.”

DAC/MSAc PROGRAMS ONLY

CL531a Clinical Observation

Units: 2 lab

Hours: 60 academic

Prerequisite: CL501, OM511

Concurrent: CPR/First Aid

Location: New York, Chicago

Clinic courses reinforce classroom training. They motivate the student and provide context for what is being discussed in class or in outside reading. Observation familiarizes the student with all aspects of clinical procedures. Clinic courses encourage reflection on clinical decisions and provide balance to the more linear nature of the didactic program. Observers should strive to become fluent with the material presented in class and practiced in clinic. This is a necessary step in researching, problem-solving, and managing difficult cases as interns, and eventually as a licensed acupuncturist.

Observers enter the clinic in possession of the basic theoretical knowledge necessary to benefit from the observation of clinical interactions between all the players. Students participate in supervised observation of the clinical practice of acupuncture and Chinese medicine with case presentations and discussion. Clinical Observation contextualizes the student’s didactic training and is the student’s first step in the gradual acquisition of effective clinical skills. Students will gradually progress from relatively passive observers of patient care to more active participants as an assistant. Along the way, students will watch and become familiar with a wide array of clinical skills. For example, they will examine the use of various acupuncture protocols and methods of physical examination. Moreover, they will reflect on the logical basis for clinical decisions and activities.

CL532a Clinical Assistantship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: AC504a, BT130, CL211, CL531a, HB501 **Concurrent:** AC511a

Location: New York, Chicago

Clinical Assistantship 1 contextualizes the student’s didactic training and is a step in the gradual acquisition of effective clinical skills. Assistants become more active participants in the care of patients. Along the way, they observe, become familiar with, and eventually become competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Assistantship enhances self-confidence and poise when working with patients and readies students for the transition to Associate Internship.

CL533a Clinical Assistantship 2

Units: 2 lab

Hours: 60 academic

Prerequisite: AC511a, AC505a, CL532a, HB514 **Concurrent:** None

Location: New York, Chicago

Clinical Assistantship 2 contextualizes the student’s didactic training and the next step in the gradual acquisition of effective clinical skills. Assistants at level 2 become more active participants in the care of patients, becoming more competent in performing a wide array of clinical skills. Assistants learn to participate as part of a team in addition to acting independently. They observe the use of basic and modified Chinese medicine therapies while reflecting on the basis for clinical decisions and activities. Clinical Assistantship 2 students grow in self-confidence and poise when working with patients and become ready for the transition to Associate Internship. By the end of their Assistantship, students are prepared to gradually apply clinical procedures, practices, and prescriptions based on standard clinical references. While the senior Assistant has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in “text-book approaches” to “text-book cases.”

CL541, CL542, CL543 ASSOCIATE INTERNSHIP 1-3

CL541a, CL542a ASSOCIATE INTERNSHIP 1-2

Associate Internship transitions students 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.

DAcCHM/MSAcCHM PROGRAMS ONLY

CL541 Associate Internship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: AC512a, CL502, CL533 **Concurrent:** None

Location: San Diego, New York, Chicago

Associate Internship 1 (AI1) provides a gradual transition from Clinical Assistant into Internship. That is, while the AI has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in “text-book approaches” to “text-book cases.” The AI experience should enhance the self-confidence and poise to work independently, while providing the security and support of a team. The first AI shift (AI1) is designed to be a Practitioner Clinic experience on campus. Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients.

CL542 Associate Internship 2

Units: 2 lab

Hours: 60 academic

Prerequisite: CL541 **Concurrent:** CL503

Location: San Diego, New York, Chicago

Associate Internship 2 (AI2) integrates students theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI2s experience patients with a variety of health complaints and assist in delivering care in a supervised environment where learning can be accomplished without fear of treatment failure. AI2 students also experience a constructively critical environment where students are challenged to use and defend their clinical reasoning.

CL543 Associate Internship 3

Units: 2 lab

Hours: 60 academic

Prerequisite: CL542 **Concurrent:** None

Location: San Diego, New York, Chicago

Associate Internship 3 (AI3) will provide a transition from Associate Internship to Internship. The AI3 experience should enhance self-confidence and poise to work independently, while providing the security and support of a team. The third AI shift (AI3) is ideally with a graduating senior intern. The AI3 may be paired with a Level III Senior Intern with the goal of taking over the graduating Intern’s cases. In addition to providing better continuity of patient care, this allows the AI3 access to information and guidance from someone with direct experience of any idiosyncrasies within each case.

Associate Interns integrate their theoretical and practical knowledge of Chinese medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI3s will deliver care in a supervised environment where learning can be accomplished without fear of treatment failure. The clinic is a constructively critical environment where students are challenged to use and defend their clinical reasoning.

DAC/MSAc PROGRAMS ONLY

CL541a Associate Internship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: AC512a, CL502

Concurrent: None

Location: New York, Chicago

Associate Internship 1 (AI1) will provide a gradual transition from Clinical Assistant into Internship. That is, while the AI has not yet developed the problem-solving techniques and management methods for difficult cases, they are, at a minimum, comfortable with and conversant in “text-book approaches” to “text-book cases.” The AI experience should enhance the self-confidence and poise to work independently, while providing the security and support of a team. The first AI shift (AI1) is designed to be a Practitioner Clinic course on campus. Associate Interns integrate their theoretical and practical knowledge of Chinese Medicine into a holistic healthcare system delivered to patients.

CL542a Associate Internship 2

Units: 2 lab

Hours: 60 academic

Prerequisite: CL541a

Concurrent: None

Location: New York, Chicago

Associate Internship 2 (AI2) integrate their theoretical and practical knowledge of Chinese Medicine into a holistic healthcare system delivered to patients. Associate Interns apply Eastern and Western diagnostic procedures when evaluating patients and forming a diagnosis. AI2’s experience patients with a variety of health complaints and assist in delivering care in a supervised environment where learning can be accomplished without fear of treatment failure. Associate Internship 2 students experience a constructively critical environment where students are challenged to use and defend their clinical reasoning.

CL612a Clinical Counseling 2: The Patient (DAcCHM/MSAcCHM PROGRAMS ONLY)

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: CL211

Concurrent: CL543 or any of CL651-CL659

Location: San Diego, New York, Chicago

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.

CL651, CL642, CL643, CL654, CL655, CL656, CL657, CL658, CL659 SENIOR INTERNSHIP 1-9

CL651a, CL642a, CL643a, CL654a, CL655a, CL656a, CL657a SENIOR INTERNSHIP 1-7

Over two years of study and practice are challenged and refined by treating real patients in senior internship. Across 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.

DAcCHM/MSAcCHM PROGRAMS ONLY

CL651 Senior Internship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] **Concurrent:** None

Location: San Diego, New York, Chicago

CL652 Senior Internship 2

Units: 2 lab

Hours: 60 academic

Prerequisite: WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] **Concurrent:** None

Location: San Diego, New York, Chicago

CL653 Senior Internship 3

Units: 2 lab

Hours: 60 academic

Prerequisite: WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704] **Concurrent:** None

Location: San Diego, New York, Chicago

CL654 Senior Internship 4

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: San Diego, New York, Chicago

CL655 Senior Internship 5

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: San Diego, New York, Chicago

CL656 Senior Internship 6

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: San Diego, New York, Chicago

CL657 Senior Internship 7

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: San Diego, New York, Chicago

CL658 Senior Internship 8

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: San Diego, New York, Chicago

CL659 Senior Internship 9

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: San Diego, New York, Chicago

DAC/MSAc PROGRAMS ONLY

CL651a Senior Internship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: CL542a

Concurrent: AC613a, WS652a, 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL652a Senior Internship 2

Units: 2 lab

Hours: 60 academic

Prerequisite: CL542a

Concurrent: AC613a, WS652a, 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL653a Senior Internship 3

Units: 2 lab

Hours: 60 academic

Prerequisite: CL542a, AC613a, WS652a **Concurrent:** 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL654a Senior Internship 4

Units: 2 lab

Hours: 60 academic

Prerequisite: CL651, 1 of: [HB631, HB632, HB633] **Concurrent:** None

Location: New York, Chicago

CL655a Senior Internship 5

Units: 2 lab

Hours: 60 academic

Prerequisite: CL542a, AC613a, WS652a **Concurrent:** 1 of: [OM614, OM615, OM616]

Location: New York, Chicago

CL656a Senior Internship 6

Units: 2 lab

Hours: 60 academic

Prerequisite: CL655a **Concurrent:** CL655a1 of: [OM614, OM615, OM616]

CL657a Senior Internship 7

Units: 2 lab

Hours: 60 academic

Prerequisite: CL653a **Concurrent:** 1 of: [OM614, OM615, OM616]

Location: New York, Chicago



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 PREPARTION COURSES

	COURSE	UNITS	CRED HRS	PREREQ	LOCATION
OM642	Licensure Exam Preparatory Course	3.0	45		San Diego
OM643	Licensure Exam Preparatory Course	1.0	15.0		Chicago and New York

OM642 Licensure Exam Preparatory Course

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

This course is designed to highlight subjects and methods that lead to success on the California Acupuncture Licensing Examination (CALE) 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 CALE. The course includes a mock CALE experience with 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

Units: 1 didactic

Hours: 15 academic

Prerequisite: None

Concurrent: None

Location: Chicago, New York

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 the NCCAOM exam and the exam preparation process.

STUDY SKILLS COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
SSP101	Study Skills 1: Basic Skills	0.0			
SSP111	Study Skills 2: Channels and Points	0.0			
SSP121	Study Skills 3: Single Herbs	0.0			

SSP101 Study Skills 1: Basic Skills

Units: 0 didactic

Hours: 0 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

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 in addition to input of the material. Multiple methods of learning will be presented for each student to find an effective and personalized method of studying.

SSP111 Study Skills 2: Channels and Points

Units: 0 didactic

Hours: 0 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

The primary goal of this study skills class is to reinforce the core knowledge necessary to pass Pacific College's acupuncture 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 acupuncture channels and points classes, with special focus on organization and time management in addition to 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 points classes, as well as point location.

SSP121 Study Skills 3: Single Herbs

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: San Diego

The primary goal of this study skills class is to reinforce 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 in addition to 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

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
SE410	Health Care Disparities	1.0	15.0		
SE511	Medical Chinese 1/Medical Chinese Language	3.0	45.0		
SE512	Medical Chinese 2	3.0	45.0	SE511	
SE551	Integrative Medicine Preceptorship	1.0	30.0	CL541, CL542	CL543, 1 of CL651-CL656
SE602	Emotional and Spiritual Healing in Asia	3.0	45.0		
SE629	Topical Herbs and Patent Medications	3.0	45.0	HB516	
SE630	Advanced Treatment of Orthopedic Disorder	2.5	45.0	AC613a	
SE644	Facial Acupuncture Techniques	3.0	45.0		
SE646	Pulse Diagnosis in Chinese Medicine	3.0	45.0		
SE647	Facial Rejuvenation	1.5	30.0		
SE649	The Classics: Huang Di Nei Jing	1.0	15.0	2 nd Year Comprehensive Exam	
SE650	Introduction to Kiiko Matsumoto Acupuncture 1	2.0	45.0	AC611a	

SE654	Shiatsu for Acupuncturists	2.0	45.0	AC506a
SE660	Japanese Acupuncture	3.0	45.0	
SE661	Five Element Theory	3.0	45.0	1 st Year Comprehensive Exam
SE662	introduction to Japanese Acupuncture	3.0	45.0	
SE662a	Japanese Acupuncture 1	2.5	45.0	CL542
SE663a	Japanese Acupuncture 2	2.5	45.0	SE662a
SE666	Japanese Acupuncture 3	2.5	45.0	SE663a
SE670	Master Tung's Acupuncture	3.0	45.0	AC611a
SE672	Myology of Trigger Points	2.5	45.0	AC611a, WS542a
SE673	Face Reading	3.0	45.0	AC611a
SE680	Korean Hand Therapy	2.5	45.0	1 st Year Comprehensive Exam
SE690	Medical Qigong	3.0	45.0	AC605a, AC609, WS542a

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
Units:	1 didactic
Hours:	15 academic
Prerequisite:	None
Concurrent:	None
Location:	Online (San Diego, Chicago, New York)

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.

SE511	Medical Chinese 1/Medical Chinese Language
Units:	3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online (San Diego, Chicago, New York)

This course presents a foundational study of medical Chinese language. It prepares students to comprehend reading materials of acupuncture and herb medicine in modern Chinese. Pronunciation is introduced, but the emphasis is on reading and understanding.

SE512 Medical Chinese 2

Units: 3 didactic

Hours: 45 academic

Prerequisite: SE511

Concurrent: None

Location: Online (San Diego, Chicago, New York)

Students begin using a dictionary and doing simple translations.

SE551 Integrative Medicine Preceptorship

Units: 1 lab

Hours: 30 academic

Prerequisite: CL541, CL542

Concurrent: CL543 or one of CL651-656, attend all orientations including new semester and safety re-training as required

Location: San Diego

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 and 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.

SE602 Emotional and Spiritual Healing in Asia

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: Online

This course is an introduction to various indigenous Asian models of emotional and spiritual healing. Students will develop an understanding of the history and basic theories in Confucianism, Daoism, and Buddhism; identify and utilize classical and original source reading related to emotional and spiritual healing in Asia; analyze traditional models of mind function and structure; understand and compare contemporary models of emotional healing in Asia; and practice various methods of mindfulness, meditation, and self-reflection.

SE629 Topical Herbs and Patent Medications

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB516 **Concurrent:** None

Location: New York

This course covers the history and modern clinical usage of topical herbal preparations and Chinese patent medications. Various forms of herbal products available are covered, as well as their dosage, applications, and contraindication. Manufacture processes, quality control, import, and brands are also covered. The goal is for the student to have a well-rounded understanding of the use of topical herb products and patents in practice and theory.

SE630 Advanced Treatment of Orthopedic Disorder

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC613a **Concurrent:** None

Location: San Diego

This course continues the study of diagnosis and treatment of orthopedic disorders. It will expand upon 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.

SE644 Facial Acupuncture Techniques

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: New York

This course presents methods to rejuvenate the face from the inside out using acupuncture, facial massage, facial exercises, topical and internal herbal preparations, nutraceuticals, 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.

SE646	Pulse Diagnosis in Chinese Medicine	
Units:	3 didactic	
Hours:	45 academic	
Prerequisite:	None	Concurrent: None
Location:	New York	

In this class, we will integrate both didactic and practical exercises to learn and become more comfortable with pulse diagnosis in Chinese medicine, focusing primarily on the tradition that culminates in the Bin Hu Mai Xue (Lakeside Master’s Study of the Pulse) by Li Shizhen. Students will learn how to correctly identify the forms, understand the pathomechanisms that lead to the different pulses, and look at representative samples of the different patterns indicated by each pulse form. We will also explore special topics such as the pulses in connection with the 8 extraordinary channels, the pulse in pediatrics, and gynecology. In addition, we will examine the origins of Chinese pulse diagnosis in the Huang Di Nei Jing and the Nan Jing, and compare the system studied to that used in other medical traditions.

SE647	Facial Rejuvenation	
Units:	1 didactic, 0.5 lab (1.5 total)	
Hours:	30 academic	
Prerequisite:	AC611a, AC633	Concurrent: None
Location:	San Diego	

This course explores the aging process and other reasons for facial disharmony and introduces techniques including acupuncture, Chinese herbs, micro-needling, massage, and lifestyle therapy. Students will review anatomy, the physiology of aging, and the Chinese medicine patterns that lead to facial disharmony. Students will practice a variety of needling techniques and explore protocols to create individualized treatment plans.

SE649	The Classics: Huang Di Nei Jing	
Units:	1 didactic	
Hours:	15 academic	
Prerequisite:	2 nd Year Comprehensive Exam	Concurrent: None
Location:	Online (New York, Chicago, San Diego)	

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 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.

SE650 Introduction to Kiiko Matsumoto's Acupuncture 1

Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: AC611a **Concurrent:** None

Location: New York

This course focuses on developing the student's diagnostic and treatment skills with emphasis on palpation particular to Kiiko Matsumoto Style (KMS) acupuncture. Students will learn a systematic palpatory method of acupuncture which is designed to give instant feedback that leads to diagnosis and possible treatment approaches. Each class will delve deeply into the constitutional and/or structural imbalances to assist in a more complete and lasting healing. This holistic approach allows the KMS practitioner to help patients with the most complex issues. Practice during class of skills learned will continue to build and further reinforce the materials as the semester progresses. At the end of the course, students will be able to apply the practical components of this system in a clinical setting to treat some of the most common Zang-Fu disorders.

SE654 Shiatsu for Acupuncturists

Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: AC506a **Concurrent:** None

Location: New York

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

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: New York

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

SE661 Five Element Theory

Units: 3 didactic

Hours: 45 academic

Prerequisite: successful completion of First Year Comprehensive Exam **Concurrent:** None

Location: San Diego

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.

SE662 Introduction to Japanese Acupuncture

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Chicago

This is an introductory course in Japanese meridian therapy (JMT), or keiraku chiryo. 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

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: CL542

Concurrent: None

Location: San Diego

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.

SE663a Japanese Acupuncture 2

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: SE662a

Concurrent: None

Location: San Diego

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

SE666 Japanese Acupuncture 3

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: SE663a

Concurrent: None

Location: San Diego

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

SE670 Master Tung's Acupuncture

Units: 3 didactic

Hours: 45 academic

Prerequisite: AC611a **Concurrent:** None

Location: Chicago

This class will introduce students to the theory and practice of Master Tung's acupuncture. Students will learn frequently used Master Tung points, including their locations, functions, and combinations, to combat pain conditions and internal disease. We will review the theory that underpins this style of acupuncture to see how it can also be applied to Chinese medicine-style acupuncture. Students will be encouraged to use Master Tung points in their clinical practice for simple, immediately effective treatments. We will also review case studies to discover how Master Tung's acupuncture can be used in a variety of presentations.

SE672 Myology of Trigger Points

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: AC611a, WS542a **Concurrent:** None

Location: New York

This course emphasizes the central role of palpation in acupuncture practice, a cornerstone of diagnosis and needle technique. It includes thorough instruction in the myology of trigger points and myofascial constrictions incorporating meridian acupuncture and the Travell trigger-point perspective. The course covers origin and insertion, and actions of the main muscles of the body, with a focus on location and palpation of each muscle's main trigger points, in such a way as to be able to place a tube correctly for needling each point. Palpation as communication and Informed Touch is also explored.

SE673 Face Reading

Units: 3 didactic

Hours: 45 academic

Prerequisite: AC611a **Concurrent:** None

Location: 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.

SE680 Korean Hand Therapy

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: successful completion of First Year Comprehensive **Concurrent:** None
Location: San Diego

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.

SE690 Medical Qigong
Units: 3 didactic
Hours: 45 academic
Prerequisite: AC605a, AC609, WS542a **Concurrent:** None
Location: New York

The principles and techniques of qigong therapy are practiced. The exercises of qigong encourage the balance of qi, which enhances health and healing. Qigong energy assessment can also enhance students’ ability to make better diagnoses. 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. 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.

MSAc FULL-TIME MODEL CURRICULUM, NEW YORK AND CHICAGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0				
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0			1	2

OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0			1	2	
BT124	Taiji/Qigong	1.5	30.0					
CL211	Clinical Counseling 1: The Student	1.5	30.0			1	2	
CL501	Introduction to Clinical Observation	1.0	15.0			1	2	
WS521	Anatomy and Physiology 1	2.5	37.5			WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0			WS521	1	2
BIO101	General Biology	2.5	45.0				1	2
Total Units/Hours:		16.0	277.5					
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511		1	2	
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511		1	2	
WS515	Anatomy and Physiology 2	3.0	45.0	WS521, WS525.L1, BIO101		1	2	
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511		1	2	
BT130	Tui Na Hand Techniques	1.5	30.0					
CL531a	Clinical Observation	2.0	60.0	OM511, CL501	CPR/1 st Aid	1	2	
CF0.00	CPR/First Aid (8 hours required)	0.0	0.0			1	2	
Total Units/Hours:		14.0	255.0					
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP	
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512		1	2	
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512		1	2	

BT230	Tui Na Structural Techniques	1.5	30.0	BT130		1	2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515		1	2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511		1	2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532a	1	2
CL532a	Clinical Assistantship 1	2.0	60.0	CL211, CL531a, HB501, AC504a, BT130	AC511a	1	2
Total Units/Hours:		17.5	315.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	OM513, AC504a		1	2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515		1	2
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101		1	2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513		1	2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	1(W23)	2
CL533a	Clinical Assistantship 2	2.0	60.0	AC511a, AC505a, CL532a			2
CL502	Introduction to Associate Internship	1.0	15.0	CL532a			2
Total Units/Hours:		16.0	285.0				
<i>First Comprehensive Exam</i>							
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
CL541a	Associate Internship 1	2.0	60.0	AC512a, CL502		1	2
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a		1	2

WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207			
WS531	Pathophysiology 1	3.0	45.0	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528		1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a		1	2
Total Units/Hours:		15.0	285.0				
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM613	Acupuncture Therapeutics 1	3.0	45.0	OM514, WS550		1	2
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a		1	2
AC632	Secondary Vessels	2.5	45.0	AC611a, AC506a		1	2
AC633	Combined Point Applications	2.5	45.0	AC512a, AC506a		1	2
WS632	Pathophysiology 2	3.0	45.0	WS528		1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502		1	2
CL542a	Associate Internship 2	2.0	60.0	CL541a		1	2
Total Units/Hours:		16.0	300.0				
<i>Second Comprehensive Exam.</i>					<i>All sections Exam 1</i>		
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM614	Acupuncture Therapeutics 2	3.0	45.0	OM613		1	
WS652a	Physical Exam	2.5	45.0	WS531, WS632		1	
WS651	Pharmacology	2.0	30.0	WS531, WS632		1	
WS204	Biological Aspects of Physics	2.5	37.5				
CL651a	Senior Internship 1	2.0	60.0	CL542a	1 of: [OM614, OM615, OM616] AC613a, WS652a	1,2	

CL652a	Senior Internship 2	2.0	60.0	CL542a	AC613a, WS652a, 1 of: [OM614, OM615, OM616]	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	3.0	45.0	OM613		1	
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a		1	
BU611	Practice Management and Ethics	3.0	45.0			1	
WS656	Clinical Science	3.0	45.0	WS651		1	
OM643	Licensure Exam Preparatory Course	1.0	15.0			1,2	
CL653a	Senior Internship 3	2.0	60.0	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	
CL654a	Senior Internship 4	2.0	60.0	CL542a, AC613a, WS652a	1 of: [OM614, OM615, OM616]	1,2	
Total Units/Hours:		16.0	315.0				
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM616	Acupuncture Therapeutics 4	3.0	45.0	OM613		1	
BU612	Medical-Legal Report Writing	2.0	30.0		Intern	1,2	
CL655a	Senior Internship 5	2.0	60.0	CL653a	1 of: [OM614 OM615, OM616]	1,2	
CL656a	Senior Internship 6	2.0	60.0	CL653a	CL655a, 1 of: [OM614 OM615, OM616]	1,2	
Total Units/Hours:		9.0	195.0				
Total Program Units/Hours		133.5	2,505.0				

MSAcCHM FULL-TIME MODEL CURRICULUM, SAN DIEGO, NEW YORK AND CHICAGO
Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
TTS101	Technology Training for Online Students	0.0	0.0				
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0			1	2
OM501	Philosophical and Historical Foundations of Chinese Medicine	3.0	45.0			1	2
BT124	Taiji/Qigong	1.5	30.0				
CL501	Introduction to Clinical Observation	1.0	15.0			1	2
CL211	Clinical Counseling 1: The Student	1.5	30.0			1	2
WS521	Anatomy and Physiology 1	2.5	37.5		WS525.L1	1	2
WS525.L1	Anatomy and Physiology 1 Lab	1.0	30.0		WS521	1	2
WS202	Medical Terminology	1.5	22.5			1	2
BIO101	General Biology	2.5	45.0			1	2
Total Units/Hours:		17.5	300.0				
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM512	Fundamentals of Chinese Medicine 2	3.0	45.0	OM511		1	2
AC504a	Acupuncture Channels and Points 1	2.5	45.0	WS521, WS525.L1, OM511		1	2
WS515	Anatomy and Physiology 2	3.0	45.0	WS521, WS525.L1, BIO101		1	2
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511		1	2
BT130	Tui Na Hand Techniques	1.5	30.0			1	2
CL531	Clinical Observation	2.0	60.0	OM511, CL501	CPR/1 st Aid	1	2

CF0.00	CPR/First Aid (8 hours required)	0.0	0.0			1	2
Total Units/Hours:		14.0	255.0				
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM513	Fundamentals of Chinese Medicine 3	3.0	45.0	OM512		1	2
AC505a	Acupuncture Channel and Points 2	2.5	45.0	AC504a, OM512		1	2
BT230	Tui Na Structural Techniques	1.5	30.0	BT130		1	2
HB514	Herbology 1	2.0	30.0	HB501		HerbComp	2
WS527	Anatomy and Physiology 3	3.0	45.0	WS515		1	2
WS550	Foundations of Evidence-Informed Practice	3.0	45.0	OM511		1	2
AC511a	Introduction to Clinical Techniques	2.5	45.0	AC504a	CL532	1	2
CL532	Clinical Assistantship 1	2.0	60.0	CL211, CL531, HB501, AC504a, BT130	AC511a	1	2
Total Units/Hours:		19.5	345.0				
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM514	Fundamentals of Chinese Medicine 4	3.0	45.0	OM513, AC504a		1	2
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101		1	2
WS528	Anatomy and Physiology 4	3.0	45.0	WS515		1	2
HB515	Herbology 2	2.0	30.0	HB501, OM512		Herb Comp	2
AC506a	Acupuncture Channels and Points 3	2.5	45.0	AC505a, OM513		1	2
AC512a	Needle Technique	2.5	45.0	AC505a, AC511a	AC506a	1(W23)	2
CL533	Clinical Assistantship 2	2.0	60.0	HB514, AC511a, AC505a, CL532			2

Total Units/Hours:		17.0	300.0				
<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	2.5	37.5				
AC631	Auricular Micro Therapy	2.5	45.0	AC506a, AC512a		1	2
HB516	Herbology 3	3.0	45.0	HB501, OM513		Herb Comp	2
WS531	Pathophysiology 1	3.0	45.0	WS528		1	2
WS541a	Ortho-Neuro Eval 1	2.0	45.0	WS528		1	2
AC611a	Advanced Needle Techniques	2.5	45.0	AC512a		1	2
CL502	Introduction to Associate Internship	1.0	15.0	CL532			2
Total Units/Hours:		16.5	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	3.0	45.0	OM514, HB516, WS550	HB621	1	2
HB621	Herbology 4	3.0	45.0	HB516		1	Herb Comp
WS542a	Ortho-Neuro Eval 2	2.0	45.0	WS541a		1	2
AC632	Secondary Vessels	2.5	45.0	AC611a, AC506a		1	2
WS632	Pathophysiology 2	3.0	45.0	WS528		1	2
CL541	Associate Internship 1	2.0	60.0	CL502, CL533, AC512a		1	2
Total Units/Hours:		15.5	285.0				
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM652	Diagnosis and Treatment of Disease 2	3.0	45.0	HB621, OM651		1	2
HB622	Herbology 5	3.0	45.0	HB621		1	Herb Comp

AC633	Combined Point Applications	2.5	45.0	AC512a, AC506a		1	2
WS506	Eastern and Western Nutrition	3.0	45.0	HB501, WS207			
WS651	Pharmacology	2.0	30.0	WS531, WS632		1	2
CL503	Associate Internship Grand Rounds	1.0	15.0	CL502		1	2
CL542	Associate Internship 2	2.0	60.0	CL541	CL503	1	2
Total Units/Hours:		16.5	285.0				
<i>Second Comprehensive Exam (except Herbology exams).</i>						<i>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	3.0	45.0	HB621, OM651		1	
HB623	Herbology 6	3.0	45.0	HB621		1	Herb Comp
WS656	Clinical Science	3.0	45.0	WS651		1	
AC613a	Treatment of Orthopedic Disorders	2.0	45.0	AC611a, WS542a		1	
WS652a	Physical Exam	2.5	45.0	WS531, WS632		1	
CL612a	Clinical Counseling 2: The Patient	1.5	30.0		CL542 or any of CL651-CL659	1	
CL543	Associate Internship 3	2.0	60.0	CL542		1	
Total Units/Hours:		17.0	315.0				
<i>Second Comprehensive Exam (Herbology exams only).</i>						<i>All sections Exam 1</i>	
TERM 9	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM704	Diagnosis and Treatment of Disease 4	3.0	45.0	HB621, OM651		1	
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623		1,2	
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623		1,2	

OM642	Licensure Exam Preparatory Course (San Diego)	3.0	45.0				1,2
OM643	Licensure Exam Preparatory Course (New York and Chicago)	1.0	15.0				1,2
CL651	Senior Internship 1	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]			1,2
CL652	Senior Internship 2	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]			1,2
CL653	Senior Internship 3	2.0	60.0	WS652a, CL612a, CL543, OM651, 2 of [OM652, OM653, OM704]			1,2
Total Units/Hours (San Diego):		18.0	360.0				
Total Units/Hours (New York and Chicago):		16.0	330.0				
TERM 10	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
OM705	Diagnosis and Treatment of Disease 5	3.0	45.0	HB621, OM651		1,2	
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631		1,2	
BU611	Practice Management and Ethics	3.0	45.0			1	
CL654	Senior Internship 4	2.0	60.0	CL651, 1 of: [HB631,		1,2	

CL655	Senior Internship 5	2.0	60.0	HB632, HB633]	CL651, 1 of: [HB631, HB632, HB633]	1,2	
CL656	Senior Internship 6	2.0	60.0	CL651, 1 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		15.0	315.0				
TERM 11	COURSE	UNITS	CRED HRS	PREREQ	CONCUR	EXAM REQ	REQ FOR COMP
SE	Specialty Elective	1.0	15.0				
WS830	Preventive Medicine and Public Health	2.0	30.0	WS550			
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631		1,2	
BU612	Medical-Legal Report Writing	2.0	30.0		Intern	1,2	
CL657	Senior Internship 7	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL658	Senior Internship 8	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]		1,2	
CL659	Senior Internship 9	2.0	60.0	CL651, 2 of: [HB631, HB632, HB633]		1,2	
Total Units/Hours:		14.0	300.0				
		180.5	3,337.5				
Total Program Units/Hours (San Diego)							

Total Program Units/Hours (New York and Chicago)	178.5	3,307.5
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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 Chinese Herbal Medicine (CCHM) for Licensed Acupuncturists

Total Credits:	40.0
Total Hours:	750.0
Location:	New York, Chicago

Educational Purpose

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 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.

Program Learning Outcomes

Graduates of Pacific College’s CCHM 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 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 through appropriate support personnel, administer the designated treatment plan.
9. Demonstrate knowledge of clinical sciences from Chinese and biomedical perspectives.

10. Communicate in a professional and knowledgeable manner about Chinese medicine and biomedicine with relevant healthcare professionals.

Program Goals (CCHM)

1. To train qualified practitioners of traditional Chinese medicine.
2. To enable graduates who have earned a master’s or doctoral degree in acupuncture to further their knowledge of traditional Chinese medicine and herbal medicine and apply the principles of natural healing for the benefit of their patients.
3. To become an integral part of the modern healthcare system.
4. To provide a supportive educational environment conducive to personal growth and academic advancement.
5. To further the understanding of the professions of traditional Chinese medicine through dialogue with other members of the healthcare community and the public at large.

CCHM Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0 or greater
- Proof of graduation from an ACAHM-accredited college or proof of state license or NCCAOM certification

CCHM COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CL521	Herbology Clinic Observation	2.0	60.0		
CL530	Herbology Clinic Preceptorship	2.0	60.0	HB514	HB516
CL540	Herbology Clinic Internship 1	2.0	60.0	CL530, HB621	
CL650	Herbology Clinic Internship 2	2.0	60.0	HB631	
CL660	Herbology Clinic Internship 3	2.0	60.0	HB631	
HB501	Introduction to Chinese Herbology	2.0	30.0	OM511	
HB514	Herbology 1	2.0	30.0	HB501 (or by permission)	
HB515	Herbology 2	2.0	30.0	HB501, OM512	
HB516	Herbology 3	3.0	45.0	HB501, OM513	
HB621	Herbology 4	3.0	45.0	HB516	

HB622	Herbology 5	3.0	45.0	HB621 (or by permission)
HB623	Herbology 6	3.0	45.0	HB621
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631 (or by permission)
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB623 (or by permission)

CL521 Herbology Clinic Observation

Units: 2 lab

Hours: 60 academic

Prerequisite: None

Concurrent: None

Location: New York, Chicago

Students observe the practice of seeing patients and prescribing herbal formulas. Herbology Clinic Observers may also observe in the clinic herb room and witness how formulas are assembled. Students begin to connect their knowledge of Chinese medicine theory with how herbs are used within a treatment plan.

CL530 Herbology Clinic Preceptorship

Units: 2 lab

Hours: 60 academic

Prerequisite: HB514

Concurrent: HB516

Location: New York, Chicago

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

CL540 Herbology Clinic Internship 1

Units: 2 lab

Hours: 60 academic

Prerequisite: CL530, HB621

Concurrent: None

Location: New York, Chicago

Herbology Clinic Internship 1 students begin seeing patients and use their knowledge of Chinese medicine to practice prescribing simple herbal formulas under close supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas for their patients.

CL650	Herbology Clinic Internship 2	
Units:	2 lab	
Hours:	60 academic	
Prerequisite:	HB631	Concurrent: None
Location:	New York, Chicago	

Herbology Clinic Internship 2 students see patients and use their knowledge of Chinese medicine to prescribe simple to complex or modified herbal formulas under supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas for their patients.

CL660	Herbology Clinic Internship 3	
Units:	2 lab	
Hours:	60 academic	
Prerequisite:	HB631	Concurrent: None
Location:	New York, Chicago	

Herbology Clinic Internship 3 students begin seeing patients and use their knowledge of Chinese medicine to practice prescribing herbal formulas under close supervision of a qualified clinician. Herbology Clinic Interns will also assemble the prescribed formulas.

HB501	Introduction to Chinese Herbology	
Units:	2 didactic	
Hours:	30 academic	
Prerequisite:	OM511	Concurrent: None
Location:	San Diego, New York, Chicago	

This course is the first of a series that spans nearly the entirety of the 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, and safety issues.

HB514	Herbology 1	
Units:	2 didactic	

Hours: 30 academic

Prerequisite: HB501 (or by permission of instructor) **Concurrent:** None

Location: San Diego, New York, Chicago

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, and characteristics of herbs; and dosage ranges. Physical identification of herbs is also practiced.

HB515 Herbology 2

Units: 2 didactic

Hours: 30 academic

Prerequisite: HB501, OM512 **Concurrent:** None

Location: San Diego, New York, Chicago

This course continues the presentation of the Chinese materia medica.

HB516 Herbology 3

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB501, OM513 **Concurrent:** None

Location: San Diego, New York, Chicago

This course completes the presentation of the Chinese materia medica.

HB621 Herbology 4

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB516 **Concurrent:** None

Location: San Diego, New York, Chicago

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.

HB622	Herbology 5
Units:	3 didactic
Hours:	45 academic
Prerequisite:	HB621 (or by permission of instructor) Concurrent: None
Location:	San Diego, New York, Chicago

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

HB623	Herbology 6
Units:	3 didactic
Hours:	45 academic
Prerequisite:	HB621 Concurrent: None
Location:	San Diego, New York, Chicago

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.

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
Units:	3 didactic
Hours:	45 academic

Prerequisite: HB623

Concurrent: None

Location: San Diego, New York, Chicago

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

HB632 Chinese Herbs and Internal Medicine 2

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB631 (or by permission of instructor)

Concurrent: None

Location: San Diego, New York, Chicago

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

HB633 Chinese Herbs and Internal Medicine 3

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB631

Concurrent: None

Location: San Diego, New York, Chicago

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

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

Units: 3 didactic

Hours: 45 academic

Prerequisite: HB623 (or by permission of instructor)

Concurrent: None

Location: San Diego, New York, Chicago

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.

TTS101 Technology Training for Online Students
Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

CCHM FULL-TIME MODEL CURRICULUM, NEW YORK AND CHICAGO
Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0		
HB501	Introduction to Chinese Herbology	2.0	30.0		
HB514	Herbology 1	2.0	30.0	HB501 (or by permission)	
CL521	Herbology Clinic Observation	2.0	60.0		
Total Units/Hours:		6.0	120.0		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB515	Herbology 2	2.0	30.0	HB514	
HB516	Herbology 3	3.0	45.0	HB514	
CL530	Herbology Clinic Preceptorship**	2.0	60.0	HB514	HB516
Total Units/Hours:		7.0	135.0		
Level 1 Comprehensive Exam					
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB621	Herbology 4	3.0	45.0	HB516	
HB622	Herbology 5	3.0	45.0	HB621(or by permission)	
Total Units/Hours:		6.0	90.0		

TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB642	Shang Han Lun/Wen Bing (Survey of the Classics)	3.0	45.0	HB643 (or by permission)	
HB623	Herbology 6	3.0	45.0	HB621	
Total Units/Hours:		6.0	90.0		
Level 2 Comprehensive Exam				HB501, HB514, HB515, HB516, HB621, HB622, HB623, HB642, CL521, CL530, Level 1 Exam	
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB631	Chinese Herbs and Internal Medicine 1	3.0	45.0	HB623	
HB632	Chinese Herbs and Internal Medicine 2	3.0	45.0	HB631 (or by permission)	
CL540	Herbology Clinic Internship 1	2.0	60.0	HB621, CL530	
Total Units/Hours:		8.0	150.0		
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
HB633	Chinese Herbs and Internal Medicine 3	3.0	45.0	HB631	
CL650	Herbology Clinic Internship 2	2.0	60.0	HB631	
CL660	Herbology Clinic Internship 3	2.0	60.0	HB631	
Total Units/Hours:		7.0	165.0		
Program Total:		40.0	750.0		

Facial Applications for Cosmetic Enhancement (FACE) Certificate

Annual enrollment only for Winter semesters.

Educational Purpose

More and more people are seeking safe and effective cosmetic solutions as an alternative 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.

Total Credits:	8.0
Total Hours:	142.5
Location:	Didactic Online, Clinical San Diego or New York

The Facial Applications in Cosmetic Enhancement (FACE) Certificate program consists of two courses that train students how to 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 Eastern and Western medical perspectives. 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.

Program Learning Outcomes

Graduates of FACE program will be able to:

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.

FACE Certificate Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 2.0 or greater
- Proof of graduation from ACAHM-accredited college or its equivalent
- Must be licensed as an acupuncturist (or licensing equivalent where there is no licensing); exceptions may be made for PCHS students who are past their second-year comprehensive examinations or for those taking only the FACE415 FACE Theory and Clinic class

Exceptions may be made for PCHS students who are past their second-year comprehensive examinations.

FACE CERTIFICATE COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
FACE415	FACE Theory and Clinic	6.0	112.5		
FACE420	FACE Case Studies and Presentations	2.0	30.0	FACE415	

TTS101	Technology Training for Online Students	0.0
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FACE415 FACE Theory and Clinic

Units: 4.5 didactic, 1.5 lab (6 total)
Hours: 112.5 academic
Prerequisite: None **Concurrent:** None
Location: Online and San Diego or New York

This course offers diverse approaches to 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, as well as how to incorporate face reading and diagnosis, emotional triggers, Chinese medicine and five 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 Eastern and Western medical perspectives. Students will also have the opportunity to practice their ancillary service skills.

FACE420 FACE Case Studies and Presentations

Units: 2 didactic
Hours: 30 academic
Prerequisite: FACE415 **Concurrent:** None
Location: Online

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.

TTS101 Technology Training for Online Students

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None

Location: Online

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.

FACE CERTIFICATE PART-TIME MODEL CURRICULUM, ONLINE

Subject to change. Clinic at San Diego or New York Campus.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0		
FACE415	FACE Theory and Clinic	6.0	112.5		
	Total Units/Hours:	6.0	112.5		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	
FACE420	FACE Case Studies and Presentations	2.0	30.0	FACE415	
	Total Units/Hours:	2.0	30.0		
	Program Total Units/Hours:	8.0	142.5		

Asian Holistic Health and Massage

Associate of Applied Science Holistic Health Science (AAS HHS)

Total Credits:	60.0
Total Hours:	1,192.5
Location:	San Diego

Associate of Occupational Studies Massage Therapies (AOS MT)

Total Credits:	65.5
Total Hours:	1,207.5
Location:	New York

Certificate in Massage Therapy/Asian Bodywork (CMT/AB)

Total Units:	36.0	Total Units:	36.0
Total Hours:	690.0	Total Hours:	667.5
Location:	San Diego	Location:	Chicago

CHICAGO CMT/AB NOT OFFERED AS OF SPRING 2023

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’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 includes a tui na course (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 are 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 also years of work experience in the subjects they teach.

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

13. Train qualified practitioners in the art and science of Western and Asian bodywork therapies.
14. Provide a supportive, educational environment conducive to personal growth and academic advancement.
15. Inspire, through the presentation of Chinese and natural healing, a deep and lasting respect for the integrity of the human body, mind, and spirit.
16. 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.
17. Prepare our graduates for successful careers in professional massage therapy by teaching them the knowledge, hands-on skills, business skills, and professionalism to succeed.
18. Prepare our graduates for successful completion of local and national body therapy examinations.
19. Provide continuing education programs for graduates and other practitioners of Chinese medicine and massage therapy.
20. 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.
21. Provide Chinese medical massage services to the community.
22. Develop skills sequentially from the core massage therapist certificate to the associate of applied sciences (or occupational studies) to the associate of science degrees.

AAS HHS and AOS MT Educational Purpose

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; and 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 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 (AOBTA). See Student Services section for specific information on certification and licensure exam eligibility.

AAS HHS and AOS MT 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.

CMT/AB Educational Purpose

The Certificate in Massage Therapy/Asian Bodywork demonstrates 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. Students in this program learn a variety of Asian bodywork therapies, including 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 MBLEx (Massage and Bodywork Licensing Exam), offered by the FSMTB (Federal State Massage Therapy Board). Graduates are also eligible for membership in the American Organization of Bodywork Therapies of Asia (AOBTA).

CMT/AB Program Learning Outcomes

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

1. Employ professional communication and demonstrate professional ethics.
2. Demonstrate fundamental body therapy skills.
3. Apply sanitary, hygienic, safety, and comfort considerations in the performance of massage.
4. Employ indications and contraindication in the practice of massage.
5. Be eligible for 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.

AAS HHS, AOS MT, and CMT/AB Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- High school GPA of at least 2.0 with the following guidelines, exceptions, and qualifications:
 5. Applicants who present a high school transcript with a GPA below 2.0, but who have earned a prior degree, or who have 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. No Wonderlic exam will be required.
 6. Applicants who present a GED must have 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).
 7. A DD form 214 verifying status as a high school graduate or equivalent qualifies as a 2.0 GPA due to evaluation through the US military school certification process.
 8. 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.
- 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 requests official copies to be sent directly to the college.)
- 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.

*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.

AAS HHS, AOS MT, and CMT/AB Transfer Credit Policy

- San Diego and Chicago: transfer credit for courses taken at massage schools is limited to less than 50% of each massage program.
- New York: transfer credit for courses taken at massage schools is limited to 25% or approximately 250 hours of each massage program.

Massage Transfer Student Fee

Applicants who have attended another college for at least one academic year and would like their transfer credit assessed must pay an "Advanced Transfer Assessment 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.

MSAcCHM Degree Students in Massage Programs Policy

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.

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.

AAS HHS, AOS MT, AND CMT/AB COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code in section and subject to change.

ACUPUNCTURE-RELATED COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS and CMT/AB San Diego Courses					
AC101a	Acupoints for Massage Therapists 1	2.5	45.0	OM101, WS111	
AOS MT Courses					
AC111	Acupoints for Massage Therapists	2.5	45.0	OM121, WS111	
CMT/AB Chicago Courses					
OMM101	Chinese Medicine Theory and Points	2.0	30.0		
OMM201	Chinese Medicine Theory and Points 2	2.0	30.0		

AC101a	Acupoints for Massage Therapists 1
Units:	2 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	OM101, WS111
Concurrent:	None
Location:	San Diego

Students are introduced to the location and function of both meridians and points as they are commonly used in bodywork, as well as point location, using the system of proportional measurements.

AC111 Acupoints for Massage Therapists 1

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: OM121, WS111 **Concurrent:** None
Location: New York

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

OMM101 Chinese Medicine Theory & Points

Units: 2 didactic
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

This course presents the fundamental principles of 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.

OMM201 Chinese Medicine Theory & Points 2

Units: 2 didactic
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

This course continues with the fundamental principles of Chinese medicine theory, channel, and point location for massage therapists. Students will learn how to identify specific sinew channels, properly assess them through palpation and movement, and recognize dysfunction at a level appropriate to a body therapist.

MASSAGE THERAPY COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS Courses					
BT100	Circulatory/Swedish Massage 1	2.0	45.0		
BT124	Taiji/Qigong	1.5	30.0		

BT124M	Taiji/Qigong	1.5	30.0		
BT130	Tui Na Hand Techniques	1.5	30.0		
BT131a	Shiatsu 1	2.0	45.0		
BT148	Thai Massage	2.0	45.0		
BT199	Advanced Massage Modalities	2.5	45.0	BT100	
BT202a	Circulatory/Swedish Massage 2	2.0	45.0	BT100	
BT206a	Stretching and Traction Methods for Massage	2.0	45.0		
BT210	Pediatric Tui Na	1.5	30.0		
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230	WS233
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230	
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230	
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230	
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230	
BT218a	Synergistic Massage	2.0	45.0		
BT220	Accessory Techniques	2.0	45.0	BT130, BT230, OM101, WS111	
BT223	Medical Qigong	1.5	30.0	BT124	
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	
BT231	Introduction to Ayurvedic Massage	2.5	45.0		
BT235a	Chi Nei Tsang (Internal Organ Healing)	2.0	45.0		
BT245	Reiki	2.0	45.0		
BT252	Craniosacral Work 1	2.5	45.0		
BT257	Introduction to Kinesiology	2.5	45.0	WS111	
BT261a	Foot Reflexology 1	2.0	45.0		
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0		

BT282	Prenatal Massage Therapy	2.5	45.0		
BT320	Face Reading for Massage Therapists	3.0	45.0		
BT470	Advanced Clinical Applications	2.0	45.0		
BTW280	Structural Integration	2.0	45.0	BT201, BT257, WS111	
BTW300	Lomi Lomi	2.0	45.0	BT100	
AOS MT Courses					
BT121	Taiji 1	1.5	30.0		
BT122a	Qigong 1	1.0	22.5		
BT130	Tui Na Hand Techniques	1.5	30.0		
BT180	Western Massage 1	2.5	45.0		BU102, WS111
BT200	Advanced Massage Modalities	2.5	45.0		
BT209	Integrated East/West Massage	1.5	30.0	BT230, BT280, BU102, WS213	WS233
BT213a	Tui Na Treatment of Disharmonies	2.5	45.0		
BT219	Sports Massage and Pathology	1.5	30.0		
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	
BT231	Introduction to Ayurvedic Massage	2.5	45.0		
BT240	Advanced Shiatsu	2.5	45.0	BT131a	
BT251a	Introduction to Kinesiology	2.5	45.0	WS111	
BT255	Advanced Thai Massage	2.5	45.0		
BT260	Reflexology	2.5	45.0		
BT271a	Myology for Postural Alignment	1.5	37.5	WS111	WS212
BT280	Western Massage 2	2.0	45.0	BT180, BU102, WS111	BT271a, WS212
BT281	Western Massage 3	2.0	45.0	BT271a, BT280, BU102, WS212	
BT283	Advanced Sports and Orthopedic Massage	2.5	45.0		
BTW280	Structural Integration	2.0	45.0	BT201, BT257, WS111	
BTW282	Prenatal Massage Therapy	2.5	45.0		
BTW300	Lomi Lomi	2.0	45.0	BT100	

CMT/AB San Diego Courses					
BT100	Circulatory/Swedish Massage 1	2.0	45.0		
BT130	Tui Na Hand Techniques	1.5	30.0		
BT131a	Shiatsu 1	2.0	45.0		
BT148	Thai Massage	2.0	45.0		
BT199	Advanced Massage Modalities	2.5	45.0	BT100	
BT201a	Deep Tissue Techniques	2.0	45.0		
BT210	Pediatric Tui Na	1.5	30.0		
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230	WS233
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230	
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230	
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230	
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230	
BT218a	Synergistic Massage	2.0	45.0		
BT220	Accessory Techniques	2.0	45.0	BT130, BT230, OM101, WS111	
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	
BT231	Introduction to Ayurvedic Massage	2.5	45.0		
BT245	Reiki	2.0	45.0		
BT252	Craniosacral Work 1	2.5	45.0		
BT257	Introduction to Kinesiology	2.5	45.0	WS111	
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0		
BT320	Face Reading for Massage Therapists	3.0	45.0		
BT470	Advanced Clinical Applications	2.0	45.0		
CMT/AB Chicago Courses					

BTM104	Introduction to Massage Therapy	1.0	15.0
BTM120	Introduction to Tui Na Hand Techniques	1.5	30.0
BTM124	Taiji/Qigong	1.5	30.0
BTM220	Introduction to Tui Na Structural Techniques	1.5	30.0
BTM230	Complementary Therapy	2.5	45.0
BTM297	Western Clinical Massage (Module A)	1.5	22.5
BTM297LAB	Western Clinical Massage (Module A Lab)	1.0	30.0
BTM298	Western Clinical Massage (Module B)	1.5	22.5
BTM298LAB	Western Clinical Massage (Module B Lab)	1.0	30.0
BTM299	Western Clinical Massage (Module C)	1.5	22.5
BTM299LAB	Western Clinical Massage (Module C Lab)	1.0	30.0
BTM300	Massage for Special Populations	1.0	15.0

BT100 Circulatory/Swedish Massage 1

Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

This course presents the theoretical foundation and the fundamental palpation skills used in full body massage therapy. Students will master the basic strokes of effleurage, petrissage, friction, vibration, and tapotement. An emphasis is placed on developing appropriate draping techniques, proper body mechanics, attuning to clients' needs, effective communication skills, and grounding oneself before starting a session. Contraindications, hygiene, and anatomy will be reviewed. By the end of this course the student will have learned the solid fundamentals of massage therapy and be able to do a full-body, circulatory, Swedish-style massage, with modifications if necessary.

BT121 Taiji 1

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: New York

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

Units: 0.5 didactic, 0.5 lab (1 total)
Hours: 22.5 academic
Prerequisite: None **Concurrent:** None
Location: New York

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.

BT124 Taiji/Qigong

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: San Diego

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.

BT124M Taiji/Qigong

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: San Diego

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

Units: 1.0 didactic, 0.5 lab (1.5 total)
Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York

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

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

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.

BT148 Thai Massage

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

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 using hands, elbows, knees, and feet, Thai massage is a highly therapeutic and deeply relaxing form of bodywork, performed on a mat on the floor, in which the recipient wears loose comfortable clothes. This sacred style of bodywork fulfills the Buddhist principle of bringing spiritual philosophy into everyday life.

BT180 Western Massage 1

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None

Concurrent: WS111, BU102

Location: New York

This course presents the theoretical foundation and 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.

BT199 Advanced Massage Modalities

Units: 2.0 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: BT100

Concurrent: None

Location: San Diego

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 pre- and post-event sport massage, 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

Units: 2.0 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: New York

In this course, compartmentalized into three modules, students will have the opportunity to explore hydrotherapy, hot stone, spa techniques, and chair massage. The hydrotherapy module will cover thermotherapy (hot) and cryotherapy (cold) techniques, as well as exfoliation and herbal poultices. The hot stone module will cover safe 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.

BT201a Deep Tissue Techniques

Units: 2.0 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

This course focuses on finding the appropriate plan of approach to release the superficial and deep layers of fascia around the muscles and bones that are causing pain, limitations, and restrictions of movement.

BT202a Circulatory/Swedish Massage 2

Units: 2.0 didactic

Hours: 45 academic

Prerequisite: BT100 **Concurrent:** None

Location: San Diego

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 bolstering 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, students will be able to take a thorough wellness history, plan a session, and perform a full-body massage with modifications if necessary.

BT206a Stretching and Traction Methods for Massage

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

This class will teach massage therapists how to utilize stretching and traction for therapeutic benefit during a massage. Students will learn stretching techniques 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.

BT209 Integrated East/West Massage

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: WS213, BU102, BT281, BT230, CL227 **Concurrent:** WS233

Location: New York

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
Units:	1.0 didactic, 0.5 lab (1.5 total)
Hours:	30 academic
Prerequisite:	None
	Concurrent: None
Location:	San Diego

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
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	BT130, BT230
	Concurrent: WS233
Location:	San Diego

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

BT213a	Tui Na Treatment of Disharmonies
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	None
	Concurrent: None
Location:	New York

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

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230 **Concurrent:** None
Location: San Diego

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

BT215a Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230 **Concurrent:** None
Location: San Diego

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

BT216a Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic
Prerequisite: BT130, BT230 **Concurrent:** None
Location: San Diego

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

BT217a Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies

Units: 1.0 didactic, 1.0 lab (2 total)
Hours: 45 academic

Prerequisite: BT130, BT230

Concurrent: None

Location: San Diego

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

BT218a Synergistic Massage

Units: 2.0 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

This course focuses on combining the nurturing Western oil massage movements of effleurage, petrissage, cross-fiber, and 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 acupuncture therapeutic points, through hands-on practice.

BT219 Sports Massage and Pathology

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: New York

This course will teach how to work with athletes to improve their performance, prevent potential injuries, and accelerate 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

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: BT130, BT230, OM101, WS111 **Concurrent:** None

Location: San Diego

Accessory Techniques for bodyworkers is a class offered to expand the bodyworkers use of therapeutic tools and techniques. Chinese medicine techniques such as cupping, gua sha, liniments, and plasters may be covered. Other tools, such as hydroculator and ice packs may also be covered. Relevant Chinese medicine theories and treatment principles will be discussed to give greater context to the use of these tools and techniques.

BT223 Medical Qigong

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: BT124 **Concurrent:** None

Location: San Diego

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

BT230 Tui Na Structural Techniques

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: BT130 **Concurrent:** None

Location: San Diego, New York

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

BT231 Introduction to Ayurvedic Massage

Units: 2.0 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York

This course introduces students to the origin and fundamental principles of Ayurveda, the ancient Indian form of medicine. The course presents dosha theory and explains how it relates to one's individual mental and physical characteristics. Whenever possible, the faculty member elucidates the correlations between 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 (Internal Organ Healing)

Units: 2.0 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

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
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	BT131a Concurrent: None
Location:	New York

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 Eastern diagnosis theories to the treatment plan in practical application.

BT245	Reiki
Units:	2.0 didactic
Hours:	45 academic
Prerequisite:	None Concurrent: None
Location:	San Diego

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
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	BT271a, WS212 Concurrent: WS213
Location:	New York

Kinesiology builds upon the musculoskeletal information presented in Anatomy and Physiology 1. Students are introduced to biomechanical principles as they apply to normal human movement. Basic active and passive range of motion and movement analysis will be presented and practiced. Conditions that inhibit

proper movement will be examined, and protocols for correction will be discussed. Students will continue to advance their palpation skills through assessment of muscular, articular, and fascial resistance.

BT252	Craniosacral Work 1
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	None
Concurrent:	None
Location:	San Diego

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 that 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, 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 the craniosacral system and help in bring itself back into balance, positively affecting every aspect of the body.

BT255	Advanced Thai Massage
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	None
Concurrent:	None
Location:	New York

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 takes the practice 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 and learn the side-lying and seated protocols as well.

BT257	Introduction to Kinesiology
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	WS111
Concurrent:	None
Location:	San Diego

Kinesiology builds upon the musculoskeletal information presented in Anatomy and Physiology. Students are introduced to biomechanical principles as they apply to normal human movement. Active and passive

range of motion and movement analysis will be presented and practiced. Pathological conditions that inhibit proper movement will be examined, and protocols for correction will be discussed. Students will continue to advance their palpatory skills through assessment of muscular, articular, and fascial resistance.

BT260	Reflexology
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	None
	Concurrent: None
Location:	New York

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
Units:	1.0 didactic, 1.0 lab (2 total)
Hours:	45 academic
Prerequisite:	None
	Concurrent: None
Location:	San Diego

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 for Postural Alignment
Units:	1.5 didactic, 0.5 lab (1.5 total)
Hours:	37.5 academic
Prerequisite:	WS111
	Concurrent: WS212
Location:	New York

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.

BT273a Introduction to Neuromuscular Massage Therapy

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

This is an introduction to the bodywork approach to 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.

BT280 Western Massage 2

Units: 2.0 lab

Hours: 45 academic

Prerequisite: BT180, BU102, WS111

Concurrent: WS212, BT271a

Location: New York

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

BT281 Western Massage 3

Units: 2.0 lab

Hours: 45 academic

Prerequisite: WS212, BT280, BU102, BT271a **Concurrent:** None

Location: New York

In this class students will learn protocols that apply the practical techniques learned in Western 1 and Western 2 to specific orthopedic conditions, as well as pre-event, post-event, and therapeutic sports massage for general maintenance and the treatment of sports-related injuries. In addition, students will be

introduced to basic approaches to massage for other commonly presenting conditions such as pregnancy, chronic fatigue syndrome, and fibromyalgia. Indirect myofascial release techniques are introduced. Overall, students will learn to select appropriate protocols to address injury and pain, effectively improving clients' functional health.

BT282	Prenatal Massage Therapy	
Units:	2.0 didactic, 0.5 lab (2.5 total)	
Hours:	45 academic	
Prerequisite:	None	Concurrent: None
Location:	San Diego	

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	
Units:	2.0 didactic, 0.5 lab (2.5 total)	
Hours:	45 academic	
Prerequisite:	None	Concurrent: None
Location:	New York	

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 pathomechanisms. This is a medical massage for injury rehab, sports specific injuries, and postural distortions.

BT320	Face Reading for Massage Therapists	
Units:	3.0 didactic	
Hours:	45 academic	
Prerequisite:	None	Concurrent: None

Location: 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.

BT470 Advanced Clinical Applications

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

This course is designed to give students the knowledge and understanding of complex structural dysfunctions (disorders) and appropriate applications to treat faulty biomechanics and neurological pathologies and restore structural balance for better health and movement.

BTM104 Introduction to Massage Therapy

Units: 1 didactic

Hours: 15 academic

Prerequisite: None **Concurrent:** None

Location: Chicago

This course provides an introduction and overview of Western massage therapy, including benefits, contraindications, and ethical considerations.

BTM120 Introduction to Tui Na Hand Techniques

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None **Concurrent:** None

Location: Chicago

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. Qigong and self-care practices will be presented as part of this course.

BTM124 Taiji/Qigong

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: Chicago

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 taijichuan and qigong forms and applications and provides the basic practical and theoretical framework necessary for further practice.

BTM220 Introduction to Tui Na Structural Techniques

Units: 1 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: Chicago

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

BTM230 Complementary Therapy

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Chicago

This course introduces different systems of bodywork that can be incorporated into massage. Students will learn the basics of hydrotherapy, thermotherapy, aromatherapy, gua sha, cupping, and reflexology.

BTM297 Western Clinical Massage (Module A)

Units: 1.5 didactic

Hours: 22.5 academic

Prerequisite: None

Concurrent: None

Location: Chicago

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.

**BTM297
LAB Western Clinical Massage (Module A)**

Units: 1.0 lab
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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.

BTM298 Western Clinical Massage (Module B)

Units: 1.5 didactic
Hours: 22.5 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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.

**BTM298
LAB Western Clinical Massage (Module B)**

Units: 1.0 lab
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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.

BTM299 Western Clinical Massage (Module C)

Units: 1.5 didactic
Hours: 22.5 academic

Prerequisite: None

Concurrent: None

Location: Chicago

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.

**BTM299
LAB Western Clinical Massage (Module C)**

Units: 1.0 lab

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: Chicago

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.

BTM300 Massage for Special Populations

Units: 1.0 didactic

Hours: 15 academic

Prerequisite: None

Concurrent: None

Location: Chicago

Students will discuss and be introduced to treatment approaches and modifications for various specialty populations.

BTW280 Structural Integration

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic hours

Prerequisite: BT201, BT237, WS111

Concurrent: None

Location: San Diego

This class introduces students to the ten Structural Integration sessions. These sessions represent the earliest continuous systematic myofascial method to improve a person's essential relationship to gravity. The effects of this holistic re-organization through manual adjustment of the human fascial system are both local, in terms of the resolution of specific dysfunctions, and global, in terms of an expansive and more complete sense of self. Adjunct movement patterning is also taught for self-care and client homework.

BTW282 Perinatal Massage Therapy

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: New York

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.

BTW300 Lomi Lomi

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: BT100 **Concurrent:** None

Location: San Diego

In the temples of ancient Hawaii, Hawaiian kahuna practiced a unique form of lomi lomi known as “ke ala hoku,” meaning “pathway to the stars”, a transformational practice designed to enlighten the being within the physical body and awaken one’s true calling in life. Lomi is the hands-on manifestation of aloha and unconditional love, skillfully delivered into the soft tissues of the body. Through demonstration and practice, as well as an understanding of the rich cultural historical background of the work, this course is designed to provide students with the knowledge to perform a basic full body lomi massage.

CHINESE MEDICINE THEORY COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS Courses					
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0		
AOS MT Courses					
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0		
OM102	Philosophy and History of Asian Medicine	3.0	45.0		
OM121	East/West Physiology 1	3.0	45.0		

OM222	East/West Physiology 2	3.0	45.0	OM121
CMT/AB San Diego Courses				
OM101	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	

OM101 Oriental Medicine Theory and Points for Body Therapists

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York

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 contexts 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

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: New York, Online

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.

OM121 East/West Physiology 1

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: New York

East/West Physiology 1 and 2 courses cover the basic theories of the East Asian medical system. In OM121, 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 East Asian 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.

OM222 East/West Physiology 2

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: OM121 **Concurrent:** None

Location: New York

East/West Physiology 1 and 2 courses cover the basic theories of the East Asian medical system. In OM122, Students will continue to deepen their understanding of the body from an Eastern perspective and learn to identify anatomical landmarks through palpation and group exercises. They will reinforce their understanding of the East Asian 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.

BIOMEDICAL (WESTERN) SCIENCE COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS Courses					
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0		
WS206	Integrative Health and Nutrition	2.5	37.5		
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0		
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212	
WS240	Orthopedic Assessment	2.5	45.0		
AOS MT Courses					
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0		
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0		
WS213	Anatomy and Physiology 3: Neuroanatomy	3.0	45.0	WS112	

WS214	Biomedical Pathology for Massage Therapists 1	3.0	45.0		WS213
WS218	Biomedical Pathology for Massage Therapists 2	3.0	45.0	WS213, WS214	
WS233	Orthopedic Sports Pathology	2.0	45.0	WS212	BT281, WS213, WS240a
WS240a	Orthopedic Assessment	1.5	37.5	BT271a, WS212	WS213
CMT/AB San Diego Courses					
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0		
WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0		
WS231	Biomedical Pathology for Massage Therapists	3.0	45.0	WS212	
WS240	Orthopedic Assessment	2.5	45.0		
CMT/AB Chicago Courses					
WSM116	Anatomy and Kinesiology (Module A)	1.0	15.0		
WSM116LAB	Anatomy and Kinesiology (Module A Lab)	0.5	15.0		
WSM117	Anatomy and Kinesiology (Module B)	1.0	15.0		
WSM117LAB	Anatomy and Kinesiology (Module B Lab)	0.5	15.0		
WSM118	Anatomy and Kinesiology (Module C)	1.0	15.0		
WSM118LAB	Anatomy and Kinesiology (Module C Lab)	0.5	15.0		
WSM234	Pathophysiology (Module A)	2.0	30.0		
WSM235	Pathophysiology (Module B)	2.0	30.0		
WSM236	Pathophysiology (Module C)	2.0	30.0		

WS111 Anatomy and Physiology 1: Bones and Muscles

Units: 2.0 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York

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 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 cell structures and tissues.

WS206 Integrative Health and Nutrition

Units: 2.5 didactic

Hours: 37.5 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, Online

This course explores the principles of holistic integrative nutrition from both traditional East Asian and modern medical perspectives. While it emphasizes the key role of healthful dietary practices for health maintenance and disease prevention, it also encourages dialogue about the role of supplemental vitamins, minerals, and other nutraceutical products used in integrative healthcare settings. Traditional diets surveyed include Chinese five element theory, the Mediterranean diet, Paleo diet, Ayurvedic diet, and other traditional cuisines. The integration of this wisdom into current practice requires attention to taste, color, freshness of food, and food sources. Each student will be asked to create a personal dietary plan based on the wisdom of traditional diets, incorporating appropriate balance of nutrients.

WS212 Anatomy and Physiology 2: Function of Organs

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego, New York

This course presents the anatomy and physiology of the body's major organ systems, including the integumentary system, nervous system, endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, and urinary system.

WS213 Anatomy and Physiology 3: Neuroanatomy

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: WS112 **Concurrent:** None

Location: New York

The Anatomy and Physiology courses provide an in-depth examination of the anatomy, physiology, and pathology of the musculoskeletal, 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. WS213 focuses on learning the entire nervous system, including the brain, spinal cord, and peripheral nerves throughout the body, and how the muscles are innervated.

WS214 Biomedical Pathology for Massage Therapists 1

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: WS213

Location: New York

To be a competent massage therapist and make safe and effective decisions about contraindications and session planning, students 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, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

WS218 Biomedical Pathology for Massage Therapists 2

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: WS213, WS214

Concurrent: None

Location: New York

To be a competent massage therapist and make safe and effective decisions about contraindications and session planning, students 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, musculoskeletal, cardiovascular, respiratory, and gastrointestinal systems.

**WS231 Biomedical Pathology for Massage Therapists
(for Massage Therapists and Associate Degree Students)**

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: WS212

Concurrent: None

Location: San Diego

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.

WS233 Orthopedic Sports Pathology

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: WS212 **Concurrent:** BT281, WS213, WS240a

Location: New York

This course is intended to train massage therapy students to work with general or acute pain, orthopedic, and sports-related conditions. Course participants gain 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.

WS240 Orthopedic Assessment (SD)

Units: 2.0 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

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)

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 37.5 academic

Prerequisite: BT271a, WS212 **Concurrent:** WS213

Location: New York

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.

WSM116 Anatomy & Kinesiology (Module A)

Units: 1 didactic
Hours: 15 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the head, neck, and trunk.

WSM116LAB Anatomy & Kinesiology (Module A Lab)

Units: 0.5 lab
Hours: 15 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

This course presents the study of the musculoskeletal anatomy and normal biomechanical movement of the head, neck, and trunk. Students learn through palpation labs.

WSM117 Anatomy & Kinesiology (Module B)

Units: 1 didactic
Hours: 15 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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)

Units: 0.5 lab
Hours: 15 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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.

WSM118 Anatomy & Kinesiology (Module C)

Units: 1 didactic
Hours: 15 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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)

Units: 0.5 lab
Hours: 15 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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.

WSM234 Pathophysiology (Module A)

Units: 2 didactic
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

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.

WSM235 Pathophysiology (Module B)

Units: 2 didactic
Hours: 30 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

This course presents mechanisms of health and disease and the study of normal physiology and abnormal pathology of the joints and articulations, integumentary, cardiovascular, lymphatic, and immune systems of the human body.

WSM236	Pathophysiology (Module C)
Units:	2 didactic
Hours:	30 academic
Prerequisite:	None
Concurrent:	None
Location:	Chicago

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.

HOLISTIC MEDICINE COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	AAS HHS and CMT/AB San Diego Courses				
HM221	Aromatherapy	2.0	30.0		
	AOS MT Courses				
HM222	Essential Oils for Massage Therapists	3.0	45.0	AC111, BT102, BT180, WS211	

HM221	Aromatherapy
Units:	2.0 didactic
Hours:	30 academic
Prerequisite:	None
Concurrent:	None
Location:	San Diego

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.

HM222	Essential Oils for Massage Therapists
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Units: 3.0 didactic

Hours: 45 academic

Prerequisite: AC111, BT102, BT180, WS211 **Concurrent:** None

Location: New York

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

CLINICAL COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS Courses					
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100	
CL221	Clinical Practice Shift 1	2.0	60.0	BT100, CL201a	
CL222	Clinical Practice Shift 2	2.0	60.0	CL221	
AOS MT Courses					
CL226	Massage Practicum 1	2.0	60.0	BT180, BT271a, BU102, OM121, WS111	AC111, WS212
CL227	Massage Practicum 2	2.0	60.0	BT271a, BU102, CL226	WS213
CL228	Massage Practicum 3	2.0	60.0	BT230, BT281, BU102, CL227, WS213	
CMT/AB San Diego Courses					
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100	
CL221	Clinical Practice Shift 1	2.0	60.0	BT100, CL201a	
CMT/AB Chicago Courses					
CLM199	Research Literacy and Clinical Integration	1.0	15.0		
CLM223	Massage Clinical Practice Shift	2.0	60.0		

CL201a Introduction to Body Therapy Clinic

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: BT100

Concurrent: None

Location: San Diego

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.

CL221 Clinical Practice Shift 1

Units: 2.0 lab

Hours: 60 academic

Prerequisite: BT100, CL201a

Concurrent: None

Location: San Diego

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.

CL222 Clinical Practice Shift 2

Units: 2.0 lab

Hours: 60 academic

Prerequisite: CL221

Concurrent: None

Location: San Diego

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, CL227, CL228 MASSAGE PRACTICUM 1-3

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.

CL226 Massage Practicum 1

Units: 2 lab

Hours: 60 academic

Prerequisite: BT180, BT271a, BU102, OM121, WS111 **Concurrent:** AC111, WS212

Location: New York

Students will learn and practice shiatsu and reflexology under direct supervision of a licensed professional in a clinical setting.

CL227 Massage Practicum 2

Units: 2 lab

Hours: 60 academic

Prerequisite: BT271a, BU102, CL226

Concurrent: WS213

Location: New York

Students will learn and practice Thai massage and complete massage therapy clinical hours under direct supervision of a licensed professional in a clinical setting.

CL228 Massage Practicum 3

Units: 2 lab

Hours: 60 academic

Prerequisite: BT230, BT281, BU102, CL227, WS213

Concurrent: None

Location: New York

Students will complete massage therapy clinical hours under direct supervision of a licensed professional in a clinical setting.

CLM199 Research Literacy & Clinical Integration

Units: 1 didactic

Hours: 15 academic

Prerequisite: None

Concurrent: None

Location: Chicago

This course explores the importance of research in massage therapy and guides students to critically evaluate available massage therapy research, along with studying and discussing case studies.

CLM223 Massage Clinical Practice Shift

Units: 2.0 didactic

Hours: 60.0 academic

Prerequisite: None

Concurrent: None

Location: Chicago

Students will complete massage therapy clinical hours under direct supervision of a licensed professional in a clinical setting.

BUSINESS COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
AAS HHS and CMT/AB San Diego Courses					
BU101a	Public Safety, Business, and Ethics	1.5	22.5		
BU213	Practice Management for Massage Therapists	2.0	45.0	BU101a	
AOS MT Courses					
BU100	Public Safety Seminar	0.0	0.0		
BU102	Public Safety and Counseling	2.5	37.5		
BU212a	Business Fundamentals for Massage Therapists and NYS Exam Review for Massage Therapists	3.0	45.0	BT281, CL227	
CMT/AB Chicago Courses					
BUM105	Professional Communications and Ethics	1.0	45.0		
BUM106	Business Essentials	1.0	15.0		

BU100 Public Safety Seminar (7 hours)

Units: 0 didactic

Hours: 0 academic

Prerequisite: None **Concurrent:** None

Location: New York

This seminar is an extended orientation experience in which undergraduate massage therapy students assess their learning styles, connect with each other on a socioemotional level, and discover the tools and resources that will support their learning experience in the massage therapy program.

BU101a Public Safety, Business, and Ethics

Units: 1.5 didactic

Hours: 22.5 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

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

Units: 2.5 didactic

Hours: 37.5 academic

Prerequisite: None

Concurrent: None

Location: New York

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

BU212a Business Fundamentals for Massage Therapists and NYS Exam Review for Massage Therapists

Units: 3.0 didactic

Hours: 45 academic

Prerequisite: BT281, CL227

Concurrent: None

Location: New York

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

BU213 Practice Management for Massage Therapists
Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: BU101a **Concurrent:** None

Location: San Diego

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. Students will explore the field and gain a realistic picture of what is required to establish a business/career and develop successful behaviors that display desirable professional characteristics.

BUM105 Professional Communication & Ethics
Units: 1 didactic

Hours: 15 academic

Prerequisite: None **Concurrent:** None

Location: Chicago

This course focuses on professional ethics, practitioner/client relationship, professionalism, the scope of practice, client interaction, sexuality, 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
Units: 1 didactic

Hours: 15 academic

Prerequisite: None **Concurrent:** None

Location: Chicago

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.

REQUIRED COURSES

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
	CF0.00	Cardiopulmonary Resuscitation/First Aid	0.0		

CR0.0	Cardiopulmonary Resuscitation/AED	0.0
SSS100	Student Success Skills	0.0
TTS101	Technology Training for Online Students	0.0

CF0.00 Cardiopulmonary Resuscitation/First Aid
(4 hours required for AAS HHS and CMT/AB)

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: San Diego, Chicago

Students are taught how to effectively assess and respond to injuries and life-threatening situations. Skills taught include the ABCs of lifesaving, CPR, the Heimlich maneuver, bandaging, splinting, and wound care. This is an approved course taught by the American Red Cross or American Heart Association and must include at least four hours of instruction for students taking massage programs.

CR0.00 Cardiopulmonary Resuscitation/AED
(4 hours required for AOS MT)

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: New York

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.

SSS100 Student Success Skills

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: Chicago

This course provides students entering a 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 e-learning platform, StudentHub, and Campus Vue portal.

TTS101	Technology Training for Online Students		
Units:	0 didactic		
Hours:	0 academic		
Prerequisite:	None	Concurrent:	None
Location:	Online		

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.

ELECTIVES

AAS HHS Elective Options

Elective courses are subject to availability. Partial list of elective options below.

CODE	COURSE	UNITS	CRED HRS	PREREQ
Acupuncture and Chinese Medicine Courses				
CL211	Clinical Counseling 1: The Student	1.5	30.0	
SE410	Health Care Disparities	1.0	15.0	
WS202	Medical Terminology	1.5	22.5	
WS204	Biological Aspects of Physics	2.5	37.5	
Massage/Bodywork Courses				
BT131a	Shiatsu 1	2.0	45.0	
BT210	Pediatric Tui Na	1.5	30.0	
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230

BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230
BT218a	Synergistic Massage	2.0	45.0	
BT220	Accessory Techniques	2.0	45.0	BT130, BT230, OM101, WS111
BT231	Introduction to Ayurvedic Massage	2.5	45.0	
BT245	Reiki	2.0	45.0	
BT252	Craniosacral Work 1	2.5	45.0	
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0	
BT282	Prenatal Massage Therapy	2.5	45.0	
BT320	Face Reading for Massage Therapists	3.0	45.0	
BT470	Advanced Clinical Applications	2.0	45.0	
BTW280	Structural Integration	2.0	45.0	BT201, BT257, WS111
BTW300	Lomi Lomi	2.0	45.0	BT100
HM221	Aromatherapy**	2.0	30.0	
WS240	Orthopedic Assessment	2.5	45.0	
Transferable Electives				
BIO101	General Biology*	2.5	45.0	
CHEM101	General Chemistry*	3.0	45.0	
PSY101	General Psychology*	3.0	45.0	
QR201	Quantitative Reasoning	3.0	45.0	

*: Co-requisite courses to the DAcCHM program (General Biology transfers into the MSAcCHM program)

** : May not be counted towards bodywork elective hours

AOS MT Elective Options

Elective courses are subject to availability. Partial list of elective options below.

COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
BT200	Advanced Massage Modalities	2.5	42.0	45.0	

BT213a	Tui Na Treatment of Disharmonies	2.5	42.0	45.0
BT219	Sports Massage and Pathology	1.5	30.0	
BT231	Introduction to Ayurvedic Massage	2.5	42.0	45.0
BT240	Advanced Shiatsu	2.5	45.0	BT131a
BT283	Advanced Sports and Orthopedic Massage	2.5	42.0	45.0
BT255	Advanced Thai Massage	2.5	45.0	
BTW282	Prenatal Massage Therapy	2.0	42.0	45.0

CMT/AB San Diego Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
Acupuncture and Chinese Medicine					
CL211	Clinical Counseling 1	1.5	30.0		
SE410	Health Care Disparities	1.0	15.0		
WS202	Medical Terminology	1.5	22.5		
WS204	Biological Aspects of Physics	2.5	37.5		
Bodywork/Massage					
BT131a	Shiatsu 1	2.0	45.0		
BT210	Pediatric Tui Na	1.5	30.0		
BT211a	Sports Tui Na	2.5	45.0	BT130, BT230	
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230	BT214a
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230	
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230	
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230	
BT218a	Synergistic Massage	2.0	45.0		
BT220	Accessory Techniques	2.0	45.0	BT130, BT230, OM101, WS111	

BT231	Introduction to Ayurvedic Massage	2.5	45.0	
BT245	Reiki	2.0	45.0	
BT252	Craniosacral Work 1	2.5	45.0	
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0	
BT282	Prenatal Massage Therapy	2.5	45.0	
BT320	Face Reading for Massage Therapists	3.0	45.0	
BT470	Advanced Clinical Applications	2.0	45.0	
BTW280	Structural Integration	2.0	45.0	BT201, BT257, WS111
BTW300	Lomi Lomi	2.0	45.0	BT100
WS240	Orthopedic Assessment	2.5	45.0	
Transferable Electives				
BIO101	General Biology*	3.0	45.0	
CHEM101	General Chemistry*	3.0	45.0	
PSY101	General Psychology*	3.00	45.0	
QR201	Quantitative Reasoning	3.00	45.0	

*: Co-requisite courses to the DACCHM program (General Biology transfers into the MSAcCHM)

AAS HHS FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	
OM101 ^{FC}	Oriental Medicine Theory and Points for Body Therapists	3.0	45.0	
WS111	GE3: Anatomy and Physiology 1 ^T	2.5	45.0	
BT130	Tui Na Hand Techniques ^T	1.5	30.0	
BT124	Taiji/Qigong ^T	1.5	30.0	
BT100	Circulatory/Swedish Massage 1	2.0	45.0	
BU101a	Public Safety, Business and Ethics	1.5	22.5	
CF0.00	CPR (4-hour course required)	0.0	0.0	
Total Units/Hours:		12.0	217.5	

TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3.0	45.0	
BT148	Thai Massage	2.0	45.0	
BT230	Tui Na Structural Techniques ^T	1.5	30.0	BT130
BT201a	Deep Tissue Techniques	2.0	45.0	
	Elective	2.0	37.5	
Total Units/Hours:		12.0	232.5	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
CL221	Clinical Practice Shift	2.0	60.0	BT100 and CL201a
WS231	Biomedical Pathology for Massage Therapists ^{FC}	3.0	45.0	WS212
BU213	Practice Management for Massage Therapists ^{FC}	2.0	45.0	BU101a
BT251	Introduction to Kinesiology ^{FC}	2.5	45.0	WS111
BT199	Advanced Massage Modalities	2.5	45.0	BT100
Total Units/Hours:		12.0	240.0	*
Total for MTh/AB Certificate:		36.0	690.0	
Total Hours			690.0	*

**Needed to be full time for FA, but the certificate program totals are still 36.0 units/690 credit hours*

TERM 4	COURSE	UNITS	CRED HRS	PREREQ
BT202a	Circulatory/Swedish Massage 2	2.0	45.0	BT100
CL222	Clinical Practice Shift 2	2.0	60.0	CL221
BT206a	Stretching and Traction Methods for Massage	2.0	45.0	
BT235a	Chi Nei Tsang (Internal Organ Healing)	2.0	45.0	
WS206	Integrative Health and Nutrition	2.5	37.5	
	Elective	1.5	30.0	
Total Units/Hours:		12.5	262.5	

TERM 5	COURSE	UNITS	CRED HRS	PREREQ
AC101	Acupoints for Massage Therapists 1 ^{FC}	2.5	45.0	OM101, WS111
BT261a	Foot Reflexology 1	2.0	45.0	
BT223	Medical Qigong	1.5	30.0	BT124
	Elective	2.5	45.0	
	Elective	2.0	45.0	
	Elective	1.5	30.0	
Total Units/Hours:		12.0	240.0	
Total Units for AAS Degree:		60.0	1,192.5	

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

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

AOS MT FULL-TIME MODEL CURRICULUM, NEW YORK

Subject to change.

TERM 1	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0	0.0			
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	42.0	45.0		
OM121	East/West Physiology 1	3.0	42.0	45.0		
BT130*	Tui Na Hand Techniques	1.5	28.0	30.0		WS111, BU102
OM102	Philosophy and History of Asian Medicine	3.0	42.0	45.0		
BU100	Public Safety Seminar	0.0	7.0	0.0		
BU102	Public Safety and Counseling	2.5	35.0	37.5		
BT180*	Western Massage 1	2.5	42.0	45.0		WS111, BU102
Total Units/Hours:		15.0	238.0	247.5		
TERM 2	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3.0	42.0	45.0		
OM222	East/West Physiology 2	3.0	42.0	45.0	OM121	
BT124	Taiji/Qi Gong	1.5	28.0	30.0		

AC111	Acupoints for Massage Therapists	2.5	42.0	45.0	OM121, WS111	
BT271a	Myology for Postural Alignment	2.0	42.0	45.0	WS111	WS212
BT280	Western Massage 2	2.0	42.0	45.0	BT180, BU102, WS111	WS212, BT271a
Total Units/Hours:		14.0	238.0	255.0		
TERM 3	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
WS213	Anatomy and Physiology 3: Neuroanatomy	3.0	42.0	45.0	WS212	
WS214	Biomedical Pathology for Massage Therapists 1	3.0	42.0	45.0		WS213
WS240a	Orthopedic Assessment	1.5	35.0	37.5	BT271a, WS212	WS213
CL226*	Massage Practicum 1	2.0	60.0	60.0	BT180, BT271a, OM121, WS111, BU102	AC101a, WS212
BT230*	Tui Na Structural Techniques	1.5	28.0	30.0	BT130	
BT251a	Introduction to Kinesiology	2.5	42.0	45.0	BT271a, WS212	WS213
CR0	CPR	0.0	0.0	0.0		
Total Units/Hours:		13.5	249.0	262.5		
TERM 4	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
WS233	Orthopedic Sports Pathology	3.0	42.0	45.0	WS212	WS213, WS240a, BT281
WS218	Biomedical Pathology for Massage Therapists 2	3.0	42.0	45.0	WS214, WS213	
BT281*	Western Massage 3	2.0	42.0	45.0	WS212, BT280, BU102, BT271a	
HM222	Essential Oils for Massage Therapists	3.0	42.0	45.0	WS211, BU102, AC101a, BT180	

CL227*	Massage Practicum 2	2.0	60.0	60.0	BT271a, CL226, BU102	WS213
Total Units/Hours:		13.0	228.0	240.0		
TERM 5	COURSE	UNITS	HOURS+	CRED HRS	PREREQ	CONCUR
*	Specialty Elective	2.5	42.0	45.0	BT281	CL227, WS214
BU212a	Business Fundamentals for Massage Therapists	3.0	42.0	45.0	CL227, BT281	
BT209*	Integrated East/West Massage	1.5	28.0	30.0	WS213, BU102, BT281, BT230, CL227	WS233
CL228*	Massage Practicum 3	2.0	60.0	60.0	BT281, CL227, BT230, BU102, WS213	
Total Units/Hours:		9.0	172.0	180.0		
Program Total:		64.5	1,125.0	1,185.0		

*: Practical class with 100% attendance policy

+: For 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

FC: Financial credit is awarded toward for this course in the master's or doctorate degree program

CMT/AB FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	
OM101	Oriental Medicine Theory and Points for Body Therapists ^{FC}	3.0	45.0	
WS111	GE3: Anatomy and Physiology 1 ^T	2.5	45.0	
BT130	Tui Na Hand Techniques ^T	1.5	30.0	

BT124	Taiji/Qigong ^T	1.5	30.0	
BT100	Circulatory/Swedish Massage 1	2.0	45.0	
BU101a	Public Safety, Business and Ethics	1.5	22.5	
CF0.00	CPR (4-hour course required)	0.0	0.0	
Total Units/Hours:		12.0	217.5	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CL201a	Introduction to Body Therapy Clinic	1.5	30.0	BT100
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3.0	45.0	
BT148	Thai Massage	2.0	45.0	
BT230	Tui Na Structural Techniques ^T	1.5	30.0	BT130
BT201a	Deep Tissue Techniques	2.0	45.0	
	Elective	2.0	37.5	
Total Units/Hours:		12.0	232.5	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
CL221	Clinical Practice Shift	2.0	60.0	BT100, CL201a, BU101a
WS231	Biomedical Pathology for Massage Therapists ^{FC}	3.0	45.0	WS212
BU213	Practice Management for Massage Therapists ^{FC}	2.0	45.0	BU101a
BT199	Advanced Massage Modalities	2.5	45.0	BT100
BT257	Introduction to Kinesiology	2.5	45.0	WS111
Total Units/Hours:		12.0	240.0	
Total for MTh/AB Certificate:		36.0	690.0	

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

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

CMT/AB FULL-TIME MODEL CURRICULUM, CHICAGO

Subject to change.

TERM 1	COURSE	UNITS	HOURS
BTM104	Introduction to Massage Therapy	1.0	15.0
WSM116	Anatomy & Kinesiology (Module A) (Lecture)	1.0	15.0

WSM116LAB	Anatomy & Kinesiology (Module A) (Lab)	0.5	15.0
BTM297	Western Clinical Massage (Module A) (Lecture)	1.5	22.5
BTM297LAB	Western Clinical Massage (Module A) (Lab)	1.0	30.0
BTM124	Taiji/Qigong ^T	1.5	30.0
WSM234	Pathophysiology (Module A)	2.0	30.0
OMM101	Chinese Medicine Theory & Points 1	2.0	30.0
BTM120	Introduction to Tui Na Hand Techniques	1.5	30.0
SSS100	Student Success Skills	0.0	0.0
Total:		12.0	217.5
TERM 2	COURSE	UNITS	HOURS
	See term 3 for listed equivalent elective course		
WSM117	Anatomy & Kinesiology (Module B) (Lecture)	1.0	15.0
WSM117LAB	Anatomy & Kinesiology (Module B) (Lab)	0.5	15.0
BTM298	Western Clinical Massage (Module B) (Lecture)	1.5	22.5
BTM298LAB	Western Clinical Massage (Module B) (Lab)	1.0	30.0
BTM230	Complementary Therapy	2.5	45.0
WSM235	Pathophysiology (Module B)	2.0	30.0
OMM201	Chinese Medicine Theory & Points 2	2.0	30.0
BTM220	Introduction to Tui Na Structural Techniques	1.5	30.0
CF0.00	CPR (4-hour course required)	0.0	0.0
Total:		12.0	217.5
TERM 3	COURSE	UNITS	HOURS
BUM105	Professional Communication & Ethics	1.0	15.0
CLM223	Massage Clinical Practice Shift	2.0	60.0
BUM106	Business Essentials	1.0	15.0
WSM118	Anatomy & Kinesiology (Module C) (Lecture)	1.0	15.0
WSM118LAB	Anatomy & Kinesiology (Module C) (Lab)	0.5	15.0
BTM299	Western Clinical Massage (Module C) (Lecture)	1.5	22.5
BTM299LAB	Western Clinical Massage (Module C) (Lab)	1.0	30.0
WSM236	Pathophysiology (Module C)	2.0	30.0
CLM199	Research Literacy & Clinical Integration	1.0	15.0

BTM300	Massage for Special Populations	1.0	15.0
Total:		12.0	232.5
Program Total:		36.0	667.5

Yoga Teacher

Associate of Applied Science Yoga Teacher (AAS YT)

NOT OFFERED AS OF SPRING 2023

Total Credits:	62.0
Total Hours:	1,200.0
Location:	San Diego

Educational Purpose

Pacific College of Health and Science Yoga Teacher 500-hour certification is an associate degree that 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 and niyamas), health and wellness (Ayurveda), and meditation (dharana and dhyana). Upon completion, graduates are prepared for employment in health clubs, spas, and yoga/dance studios, as well as 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 students learn how to apply yoga techniques that enhance overall physical, mental, and emotional well-being. This program meets the requirements for the professional membership and trade association, Yoga Alliance, that 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. Apply for the 500-hour teacher certification with the Yoga Alliance.

Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- 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 the 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 requests official copies to be sent directly to the college.)
- 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:
 9. 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.
 10. 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).
 11. 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.
 12. 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.

*Note: Students in the 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.

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:

Online classes:

- Students must watch the entire recording of the class missed.
- Submit through Moodle a 1-page, 12-point font, double-spaced paper summarizing the information covered in the recording.
- This assignment must be uploaded within 14 days of the missed class.

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 paper, 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.

AAS YT COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
BT130	Tui Na Hand Techniques	1.5	30.0		
BT148	Thai Massage	2.0	45.0		
BT230	Tui Na Structural Techniques	2.5	30.0	BT130	
BT257	Introduction to Kinesiology	2.5	45.0	WS111	
TTS101	Technology Training for Online Students	0.0			
WS111	Anatomy and Physiology 1	2.5	45.0		
WS212	Anatomy and Physiology 2	3.0	45.0		
YOGA100	Yoga History and Philosophies	3.0	45.0		
YOGA110	Yoga: Asana, Alignments, and Adjustments	2.0	45.0	WS111	
YOGA130	Ayurveda and Yoga Lifestyle	3.0	45.0		

YOGA150	Prana, Breathwork, and the Subtle Body	2.0	45.0		
YOGA170	Yogic Meditation	2.0	45.0		
YOGA200	Teaching Methodologies and Integrated Teaching Practice	2.0	45.0	YOGA110, YOGA150, YOGA170	
YOGA220	Introduction to Yoga for Specialty Populations	2.0	45.0	YOGA110, YOGA150, YOGA170	
YOGA240	Professional Practice and Ethics	3.0	45.0	YOGA100	
YOGA260	Teaching Yoga: Practicum	2.0	60.0	YOGA100, YOGA110, YOGA150, YOGA170	YOGA200, YOGA240
YOGA280	History and Theory of Marma Points	3.0	45.0		
YOGA282	Yin Yoga	2.0	45.0		

BT130 Tui Na Hand Techniques

Units: 1.0 didactic, 0.5 lab (1.5 total)

Hours: 30 academic

Prerequisite: None

Concurrent: None

Location: San Diego, New York

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.

BT148 Thai Massage

Units: 1.0 didactic, 1.0 lab (2 total)

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: San Diego

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, acupuncture, 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.

BT230	Tui Na Structural Techniques
Units:	1.0 didactic, 0.5 lab (1.5 total)
Hours:	30 academic
Prerequisite:	BT130 Concurrent: None
Location:	San Diego, New York, Chicago, Online

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

BT257	Introduction to Kinesiology
Units:	2.0 didactic, 0.5 lab (2.5 total)
Hours:	45 academic
Prerequisite:	WS111 Concurrent: None
Location:	San Diego

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.

TTS101	Technology Training for Online Students
Units:	0 didactic
Hours:	0 academic
Prerequisite:	None Concurrent: None
Location:	Online

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.

WS111	Anatomy and Physiology 1: Bones and Muscles
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Units: 2.0 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego, New York

This class covers the structural and functional principles of the bones and muscles. Students will acquire a working knowledge of the names, locations, and functions of all the major bones, along with the origins, insertions, and actions of 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 cell structures and tissues.

WS212 Anatomy and Physiology 2: Function of Organs

Units: 3.0 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego, New York

This course presents the anatomy and physiology of the body’s major organ systems, including the integumentary system, nervous system, endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, and urinary system.

YOGA100 Yoga History and Philosophies

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego

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

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: WS111 **Concurrent:** None
Location: San Diego

As a yoga instructor, being able to guide students safely and accurately through the various yoga poses, or asanas, is vitally important. In this course, students will learn a variety of yoga postures, how to teach them safely and appropriately, and 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.

YOGA130 Ayurveda and Yoga Lifestyle

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego

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

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego

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 of 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

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: San Diego

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 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, and how to incorporate yogic meditation techniques into yoga classes, or as a standalone practice.

YOGA200 Teaching Methodologies and Integrated Teaching Practice

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: YOGA110, YOGA150, YOGA170 **Concurrent:** None
Location: San Diego

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.

YOGA220 Introduction to Yoga for Specialty Populations

Units: 1 didactic, 1 lab (2 total)
Hours: 45 academic
Prerequisite: YOGA110, YOGA150, YOGA170 **Concurrent:** None
Location: San Diego

Yoga is not a one-size-fits-all practice, so it is important that instructors understand how to teach 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.

YOGA240 Professional Practice and Ethics

Units: 3 didactic
Hours: 45 academic
Prerequisite: YOGA100 **Concurrent:** None
Location: San Diego

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 and teach 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.

YOGA260 Teaching Yoga: Practicum
Units: 2 lab

Hours: 60 academic

Prerequisite: YOGA100, YOGA110, YOGA150, YOGA170 **Concurrent:** YOGA200, YOGA240

Location: San Diego

The key to becoming a successful yoga instructor is 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. Students will also create a series of yoga videos related to each of the above-mentioned competencies.

YOGA280 History and Theory of Marma Points
Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

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 how they 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
Units: 1 didactic, 1 lab (2 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: San Diego

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 also learn how to create a safe space for teaching yin yoga, modifications, and how to properly assist and adjust students.

AAS YT Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
Acupuncture and Chinese Medicine					
CL211	Clinical Counseling 1	1.5	30.0		
SE410	Health Care Disparities	1.0	15.0		
WS202	Medical Terminology	1.5	22.5		
WS204	Biological Aspects of Physics	2.5	37.5		
Bodywork/Massage					
BT131a	Shiatsu 1	2.0	45.0		
BT211a	Sports Tui Na and Traumatology	2.5	45.0	BT130, BT230	
BT214a	Tui Na Treatment of Internal Disharmonies 1: Male/Female Reproductive Disorders	2.0	45.0	BT130, BT230	BT214a
BT215a	Tui Na Treatment of Internal Disharmonies 2: Respiratory and Digestive Disorders	2.0	45.0	BT130, BT230	
BT216a	Tui Na Treatment of Internal Disharmonies 3: Geriatric, Chemotherapy and Post-Surgical Disorders	2.0	45.0	BT130, BT230	
BT217a	Tui Na Treatment of Internal Disharmonies 4: Advanced Musculoskeletal Disorders and Disharmonies	2.0	45.0	BT130, BT230	
BT218a	Synergistic Massage	2.0	45.0		
BT252	Craniosacral Work 1	2.5	45.0		
BT273a	Introduction to Neuromuscular Massage Therapy	2.0	45.0		
BT320	Face Reading for Massage Therapists	3.0	45.0		
BT470	Advanced Clinical Applications	2.0	45.0		
BTW282	Perinatal Massage	2.0	45.0		
HM221	Aromatherapy**	2.0	30.0		
WS240	Orthopedic Assessment	2.5	45.0		
Transferable Electives					
BIO101	General Biology*	3.0	45.0		
CHEM101	General Chemistry*	3.0	45.0		
PSY101	General Psychology*	3.00	45.0		

*: co-requisite courses to the DAcCHM program (General Biology transfers into the MSAcCHM

** : may not be counted towards bodywork elective hours

AAS YT FULL-TIME MODEL CURRICULUM, SAN DIEGO

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	DE
TTS101	Technology Training for Online Students	0.0	0.0		X
BT148	Thai Massage	2.0	45.0		
WS111	GE3: Anatomy and Physiology 1 ^T	2.5	45.0		
WS212	GE3: Anatomy and Physiology 2 ^{FC}	3.0	45.0		X
	Elective	2.0	45.0		
	Elective	2.5	45.0		
Total Units/Hours:		12.0	225.0		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	DE
BT130	Tui Na Hand Techniques	1.5	30.0		
BT230	Tui Na Structural Techniques	1.5	30.0	BT130	
BT257	Introduction to Kinesiology	2.5	45.0	WS111	
	Elective	2.0	45.0		
	Elective	2.0	45.0		
	Elective	2.5	45.0		
Total Units/Hours:		12.0	240.0		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	DE
	Elective	3.0	45.0		
	Elective	3.0	45.0		
	Elective	2.0	45.0		
	Elective	2.0	45.0		
	Elective	2.5	45.0		
Total Units/Hours:		12.0	225.0		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	DE

YOGA100	Yoga History and Philosophies	3.0	45.0		
YOGA110	Yoga: Alignments and Adjustments	2.0	45.0	WS111	
YOGA130	Ayurveda and Yoga Lifestyle	2.0	45.0		
YOGA150	Prana, Breathwork and the Subtle Body	2.0	45.0		
YOGA170	Yogic Meditation	2.0	45.0		
Total Units/Hours:		12.0	225.0		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
YOGA200	Teaching Methodologies and Integrated Teaching Practice	2.0	45.0	YOGA110, YOGA150, YOGA170	
YOGA220	Introduction to Yoga for Specialty Populations	2.0	45.0	YOGA110, YOGA150, YOGA170	
YOGA240	Professional Practice and Ethics	3.0	45.0	YOGA100	
YOGA260	Teaching Yoga: Practicum	2.0	60.0	YOGA100 YOGA110, YOGA150, YOGA170	YOGA200, YOGA240
YOGA280	History and Theory of Marma Points	3.0	45.0		
YOGA282	Yin Yoga	2.0	45.0		
Total Units/Hours:		14.0	285.0		
Total for Yoga Teacher:		26.0	510.0		
Total for AAS YT:		62.0	1,200.0		

DE: distance education

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

T: transfer is awarded for this course in the master's or doctorate degree program

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

Health and Human Performance and Health Education

Master of Science Health and Human Performance (MSHHP)

NOT OFFERED AS OF SPRING 2023

Total Credits:	36.0
Total Hours:	540.0
Location:	Online

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, lifestyle, 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 years of age, 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, 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.

MSHHP Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 3.0*

- 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.

*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.

MSHHP Transfer Credit Policy

- No more than 6 units of transfer will be granted.
- To be eligible, the courses must have a grade of a C or better and be at the graduate level.
- A minimum of 30 units must be completed at Pacific College.

MSHHP COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
HPC501	Health and Human Performance Coaching: Personal Growth	3.0	45.0		
HPC502	Health and Human Performance Coaching: Principles and Practice	3.0	45.0	HPC501	
HPC503	Health and Human Performance Coaching: Interpersonal Skills	3.0	45.0	HPC502	
HPC504	Health and Human Performance Coaching: Professional Skills	3.0	45.0	HPC503	
HPC550	Performance Solutions Portfolio	3.0	45.0	HPC503, NUT501, NUT511, PSY601	HPC504
NUT501	Nutrition I: Holistic Approaches to Wellness and Longevity	3.0	45.0		RES501, TCM501
NUT511	Nutrition II: Supplemental Approaches and Peak Performance	3.0	45.0	NUT501, RES501, TCM501	
PHYS551	Physiology of Human Performance	3.0	45.0	WS212	RES501, TCM501
PSY601	Psychology of Human Performance	3.0	45.0	HPC501, PSY101, RES501, TCM501	HPC503

RES501	Evidence Informed Practice: Performance and Scientific Literature	3.0	45.0
TCM501	Chinese Medicine: Wellness, Longevity and Peak Performance	3.0	45.0
TTS101	Technology Training for Online Students	0.0	

HPC501, HPC502 HEALTH AND HUMAN PERFORMANCE COACHING (HHPC): PERSONAL GROWTH, PRINCIPLES AND PRACTICE

HPC501, HPC502 HHPC: INTERPERSONAL AND PROFESSIONAL SKILLS

After completing 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 healthcare providers who have applied for the certificate and complete the series of four health coaching courses.

HPC501 Health and Human Performance Coaching: Personal Growth

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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: Principles and Practice

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC501

Concurrent: None

Location: Online

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.

HPC503 Health and Human Performance Coaching: Interpersonal Skills

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC502

Concurrent: None

Location: Online

In this 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.

HPC504 Health and Human Performance Coaching: Professional Skills

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC503

Concurrent: None

Location: Online

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.

HPC550 Performance Solutions Portfolio

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC503, NUT501, NUT511, PSY601

Concurrent OK: HPC504

Location: Online

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, students address physical, mental, emotional, and cognitive goals. Solutions for common health complaints are also explored. Students examine the intersection of modern Western and traditional Chinese physiology throughout the course.

PSY601 Psychology of Human Performance

Units: 3 didactic
Hours: 45 academic
Prerequisite: HPC501, PSY101, RES501, TCM501 **Concurrent OK:** HPC503
Location: Online

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.

RES501 Evidence Informed Practice (EIP): Performance and Scientific Literature

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

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

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None

Location: Online

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

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

MSHHP Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
Acupuncture and Chinese Medicine				
IPM800	Integrative Pain Management	2.0	30.0	Licensed Acupuncturist
SE410	Healthcare Disparities	1.0	15.0	
Health and Human Performance				
HCE501	Approved Coaching or Personal Training Programs	3.0	45.0	HPC503
HCE502	Health and Human Performance: Coaching Practicum	2.0	60.0	HPC501, HPC502
Holistic Nursing				
WS423e	Psychoneuroimmunology	3.0	45.0	WS331e or equivalent

Medical Cannabis				
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	WS451e or WS651
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.0	45.0	

HCE501 Approved Coaching, Personal Training and Certificate Programs

Units: 3 didactic
Hours: 45 academic
Prerequisite: HPC503 **Concurrent:** None
Location: Online

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 the 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.

HCE502 Health and Human Performance: Coaching Practicum

Units: 2 lab/clinical
Hours: 60 academic
Prerequisite: HPC501, HPC502 **Concurrent:** None
Location: Online

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 can count towards ICF credentialing.

MSHHP PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
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TTS101	Technology Training for Online Students	0.0			
HPC501	HHPC: Personal Growth	3.0	45.0		
RES501	EIP: Performance and Scientific Literature	3.0	45.0		
TCM501	Chinese Medicine: Wellness, Longevity and Peak Performance	3.0	45.0		
Total Units/Hours:		9.0	135.0		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
HPC502	HHPC: Principles and Practice	3.0	45.0	HPC501	
NUT501	Nutrition I: Holistic Approaches to Wellness and Longevity	3.0	45.0		RES501, TCM501
PHYS551	Physiology of Human Performance	3.0	45.0		RES501, TCM501
Total Units/Hours:		9.0	135.0		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
HPC503	HHPC: Interpersonal Skills	3.0	45.0	HPC502	
NUT511	Nutrition II: Supplemental Approaches and Peak Performance	3.0	45.0	NUT501, RES501, TCM501	
PSY601	Psychology of Human Performance	3.0	45.0	HPC502, PSY101, RES501, TCM501	HPC503
Total Units/Hours:		9.0	135.0		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
HPC504	HHPC: Professional Skills	3.0	45.0	HPC504	
HPC550	Performance Solutions Portfolio	3.0	45.0	HPC503, NUT501, NUT511, PSY601	HPC504
	Elective	3.0	45.0	WS214, WS213	
Total Units/Hours:		9.0	135.0		
Program Total:		36.0	540.0		

Health Coach Certificate (HCC)

NOT OFFERED AS OF SPRING 2023

Total Credits:	12.0
Total Hours:	180.0
Location:	Online

Educational Purpose

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, and 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 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.

HCC Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 2.0*
- 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.

*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.

HCC COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
HPC501	Health and Human Performance Coaching: Personal Growth	3.0	45.0	
HPC502	Health and Human Performance Coaching: Principles and Practice	3.0	45.0	HPC501
HPC503	Health and Human Performance Coaching: Interpersonal Skills	3.0	45.0	HPC502
HPC504	Health and Human Performance Coaching: Professional Skills	3.0	45.0	HPC503
TTS101	Technology Training for Online Students	0.0		

HPC501 Health and Human Performance Coaching: Personal Growth

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: Online

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: Principles and Practice

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC501 **Concurrent:** None

Location: Online

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.

HPC503 Health and Human Performance Coaching: Interpersonal Skills

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC502 **Concurrent:** None

Location: Online

In this 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.

HPC504 Health and Human Performance Coaching: Professional Skills

Units: 3 didactic

Hours: 45 academic

Prerequisite: HPC503 **Concurrent:** None

Location: Online

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.

TTS101 Technology Training for Online Students

Units: 0 didactic

Hours: 0 academic

Prerequisite: None **Concurrent:** None

Location: Online

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.

HCC PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0	0.0	
HPC501	Health and Human Performance Coaching: Personal growth	3.0	45.0	
Total Units/Hours:		3.0	45.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
HPC502	Health and Human Performance Coaching: Principles and Practice	3.0	45.0	HPC501
Total Units/Hours:		3.0	45.0	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
HPC503	Health and Human Performance Coaching: Interpersonal skills	3.0	45.0	HPC502
Total Units/Hours:		3.0	45.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
HPC504	Health and Human Performance Coaching: Professional skills	3.0	45.0	HPC503
Total Units/Hours:		3.0	45.0	
Total Program Units/Hours		12.0	180.0	

Bachelor of Science in Public Health Education and Promotion (BS PHEP)

NOT OFFERED AS OF FALL 2022

Total Credits:	120.5
Total Hours:	1,807.5
Location:	Online

Educational Purpose

A Bachelor of Science in Public Health Education and Promotion (PHEP) is for those who are passionate about helping 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.

Helping individuals and communities assess and improve health holistically has never been so important. Our population is aging, millions have been 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 humans. 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.

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

BS PHEP Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA of 2.5*
- Completion of 30 credits at the undergraduate level.

*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.

BS PHEP COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR OK
BIO101	General Biology	2.5	45.0		
ENG101	English Composition	3.0	45.0		
HEP101	Profession of Health Education and Health Promotion	3.0	45.0		
HEP111	Contact Tracing and Case Investigation	0.5	7.5		
HEP121	Essential Concepts of Health Education and Health Promotion	3.0	45.0	HEP101	
HEP131	Health Promotion: Policy, Management, and Administration	3.0	45.0	HEP101	
HEP201	Epidemiology	3.0	45.0	HEP101	
HEP211	Essentials of Data Analysis	3.0	45.0	HEP101	
HEP231	Environmental Health	3.0	45.0	HEP101	
HEP301	Methods of Health Education	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231	
HEP311	Social Determinants of Health and Health Behavior	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231	
HEP331	Health Promotion Program Planning and Implementation	3.0	45.0	HEP311	
HEP351	Health Promotion Program Evaluation	3.0	45.0	HEP311, HEP331	
HEP401	Health Communication and Advocacy	3.0	45.0	HEP301, HEP351	
HEP411	Preparation for Certified Health Education Specialist Exam	3.0	45.0	HEP401	
HEP421	Applied Projects in Health Education and Health Promotion	3.0	45.0	HEP401	
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0		
QR201	Quantitative Reasoning	3.0	45.0		
TTS101	Technology Training for Online Students	0.0			
WS111	Anatomy and Physiology 1: Bones and Muscles	2.5	45.0		
WS208	Integrative Health and Nutrition	3.0	45.0		

WS212	Anatomy and Physiology 2: Function of Organs	3.0	45.0	WS111
WS251	Biology for Public Health Professionals	3.0	45.0	

BIO101 General Biology
(General Education Course)

Units: 2 didactic, 0.5 lab (2.5 total)

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: Online

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)

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: Online

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 and Health Promotion

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: Online

In this course, students will learn about the spectrum of public health and health coaching professions. They 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.

Prerequisite: HEP101 **Concurrent:** None

Location: Online

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

HEP211 Essentials of Data Analysis

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP101 **Concurrent:** None

Location: Online

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

HEP231 Environmental Health

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP101 **Concurrent:** None

Location: Online

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

HEP301 Methods of Health Education

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP101, HEP121, HEP131, HEP201, HEP211, HEP231 **Concurrent:** None

Location: Online

Students 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.

HEP311 Social Determinants of Health and Health Behavior

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP101, HEP121, HEP131, HEP201, HEP211, HEP231 **Concurrent:** None

Location: Online

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. Students will research health topics and populations to find out how health behavior is formed.

HEP331 Health Promotion Program Planning and Implementation

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP311 **Concurrent:** None

Location: Online

This course explores the systems used to support positive health outcomes. Students will practice budgeting, logistics, and working with their intended community to better plan and implement holistic health initiatives.

HEP351 Health Promotion Program Evaluation

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP311, HEP331 **Concurrent:** None

Location: Online

This course provides methods to assess the effectiveness of the programs students have created, and how to revise the programs to improve results.

HEP401 Health Communication and Advocacy

Units: 3 didactic

Hours: 45 academic

Prerequisite: HEP301, HEP351 **Concurrent:** None

Location: Online

In this course, students will further develop their communication skills by using a variety of media strategies that advance public health policies and promote positive social change. Students will sharpen their personal presentation skills and ability to use modern communication media.

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, and simple and compound interest.

TTS101 Technology Training for Online Students

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: Online

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.

WS111 Anatomy and Physiology 1 (Bones and Muscles)

Units: 2 didactic, 0.5 lab (2.5 total)
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

This class covers the structural and functional principles of the bones and muscles. Students will acquire 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

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

This course explores the principles of improving the health of the population through improved nutrition. Students 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. Students 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. The course will also 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)

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS111 **Concurrent:** None
Location: Online

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.

WS251 Biology for Public Health Professionals

Units: 3 didactic
Hours: 45 academic
Prerequisite: None **Concurrent:** None
Location: Online

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 the lens of public health and health education.

BS PHEP Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
	Acupuncture and Chinese Medicine			
OM501	Foundations of Chinese Medicine	3.0	45.0	
SE602	Emotional and Spiritual Healing in Asia	3.0	45.0	SE511
WS204	Biological Aspects of Physics	2.5	37.5	
WS207	Survey of Biochemical Principles	2.0	30.0	BIO101, CHEM101
WS651	Pharmacology	2.0	30.0	WS531, WS632
	Health and Human Performance			

HPC501	Health and Human Performance Coaching: Personal Growth	3.0	45.0	
HPC502	Health and Human Performance Coaching: Principles and Practice	3.0	45.0	HPC501
HPC503	Health and Human Performance Coaching: Interpersonal Skills	3.0	45.0	HPC502
HPC504	Health and Human Performance Coaching: Professional Skills	3.0	45.0	HPC503
Holistic Nursing				
NR433e	Cultural Paradigms	3.0	45.0	
NR441e	Spanish for Healthcare Providers	3.0	45.0	
WS423e	Psychoneuroimmunology	3.0	45.0	WS331e or equivalent
Medical Cannabis				
CAN402	Endocannabinoid System and Pharmacology: Foundations	3.0	45.0	
CAN412	Medical Cannabis Guidelines and Professional Practice	3.0	45.0	CAN402
CAN422	Cannabis Industry: Foundations Capstone	2.0	30.0	CAN411 or CAN412

BS PHEP FULL-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
BIO101	General Biology	3.0	45.0	
ENG101	English Composition	3.0	45.0	
HEP101	Profession of Health Education and Health Promotion	3.0	45.0	
HEP111	Contact Tracing and Case Investigation	3.0	45.0	
WS208	Integrative Health and Nutrition	3.0	45.0	
Total Units/Hours:		12.5	187.5	

TERM 2	COURSE	UNITS	CRED HRS	PREREQ
HEP121	Essential Concepts of Health Education and Health Promotion	3.0	45.0	HEP101
QR201	Qualitative Reasoning	3.0	45.0	
WS111	Anatomy and Physiology 1: Bones and Muscles	3.0	45.0	
	Elective	3.0	45.0	
Total Units/Hours:		12.0	180.0	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
HEP131	Health Promotion: Policy, Management and Administration	3.0	45.0	HEP101
WS212	Anatomy and Physiology 2: Functions of Organs	3.0	45.0	BIO101, WS111
	Elective	3.0	45.0	
	Elective	3.0	45.0	
Total Units/Hours:		12.0	180.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
HEP201	Epidemiology	3.0	45.0	HEP101
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	
WS251	Biology for Public Health Professionals	3.0	45.0	
	Elective	3.0	45.0	
Total Units/Hours:		12.0	180.0	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
HEP301	Methods of Health Education	3.0	45.0	HEP101, HEP121, HEP131, HEP201, HEP211, HEP231
HEP311	Social Determinants of Health and Human Behavior	3.0	45.0	HEP101, HEP121, HEP131, HEP201,

				HEP211, HEP231
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Total Units/Hours:	12.0	180.0	
TERM 7	COURSE	UNITS	CRED HRS	PREREQ
HEP331	Health Promotion Program Planning and Implementation	3.0	45.0	HEP311
HEP351	Health Promotion Program Evaluation	3.0	45.0	HEP311
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Total Units/Hours:	12.0	180.0	
TERM 8	COURSE	UNITS	CRED HRS	PREREQ
HEP401	Health Communication and Advocacy in Health Education	3.0	45.0	HEP301, HEP311, HEP331, HEP351
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Total Units/Hours:	12.0	180.0	
TERM 9	COURSE	UNITS	CRED HRS	PREREQ
HEP411	Preparation for Certified Health Education Specialist Exam	3.0	45.0	HEP401
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Total Units/Hours:	12.0	180.0	
TERM 10	COURSE	UNITS	CRED HRS	PREREQ
HEP421	Applied Projects in Health Education and Health Promotion	3.0	45.0	HEP401

Elective	3.0	45.0
Elective	3.0	45.0
Elective	3.0	45.0
Total Units/Hours:	12.0	180.0
Program Total:	120.5	1,807.5

Integrative and Holistic Nursing

Our undergraduate and graduate nursing programs provide evidence-based education to prepare nurses for the rigors and complexities of contemporary practice with additional focus on integrative and holistic health. PCHS’s goal of supporting integrative and holistic nursing practice will also aid to advance health and wellness in the world.

The Master of Science in Nursing (MSN), Bachelor of Science in Nursing (RN-to-BSN Completion Option), and Holistic Nursing Certificate (HNC) are offered online and have clinical components which will be completed in the student’s state(s) of RN licensure. PCHS nursing programs are endorsed in certain states. Please review which states are approved at <https://www.pacificcollege.edu/state-authorization-of-distance-education>. It is the student’s responsibility during the course of study to be aware that moving to a non-approved state may jeopardize program completion. Please inform the nursing program office if a move is planned. The MSN and RN-to-BSN Completion Option programs are only offered on a part-time schedule.

The Bachelor of Science in Nursing (Prelicensure Option) is a hybrid program based on our New York City campus with significant on campus attendance requirements. Clinicals will occur throughout the New York City Metropolitan area. The Bachelor of Science in Nursing (Prelicensure Option) is only offered on a full-time basis.

Chart Codes Definition/Description/Academic Contact Hours/Credit Hours

Note that nursing courses may contain any combination of didactic, laboratory, and clinical components.

- An academic hour is defined as 54 minutes of instruction.
- Didactic: 15 academic contact hours equal 1 semester credit hour
- Laboratory: 30 academic contact hours equal 1 semester credit hour
- Clinical: 45 academic contact hours equal 1 semester credit hour

Master of Science in Nursing (MSN): Holistic Nurse Educator or Holistic Nurse Coach

Annual enrollment only for Fall semesters. Nurse educator track is not available for new enrollment after December 31, 2023.

Total Credits:	40.0
Total Hours:	795.0
Location:	Didactic Online, Clinical in Student’s Locale

Educational Purpose

The MSN with a Holistic Nursing focus at PCHS is one of 17 holistic nursing programs in the U.S. The nurse coach track was 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.

The MSN is 40 credits with coursework online. There are 2 specialty tracks: Nurse coach and nurse educator. The clinical and lab components (indicated in course descriptions) take place in the student's locale/community or virtually. Faculty work with the student to determine clinical/lab experiences that meet the course requirements. The nurse educator curriculum is aligned with the National League for Nursing (NLN) certification as a nurse educator (CNE). The nurse coach curriculum is aligned with the American Holistic Nurses Credentialing Center (AHNCC) board certification as a holistic nurse, advanced holistic nurse, and nurse coach exams.

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 bringing a holistic focus to nursing education.
- **TRACK 2: Nurse Coach** – This track is for the nurse 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.

Program Learning Outcomes

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

1. Generate a personal and professional philosophy about the advanced holistic nurse role that reflects a caring-healing framework with respect for spirituality, diversity, equity, inclusion, and social justice.
2. Demonstrate critical thinking, reflective practice, creative problem solving, and clinical judgment based upon the synthesis of evidence from nursing and other sciences, along with the wisdom from multiple ways of knowing.
3. Model advanced holistic nursing role competencies within educational, coaching, and leadership practice environments.
4. Evaluate evidence-based holistic education and coaching outcomes as related to culture, diversity, equity, and inclusion across the healthcare continuum.
5. Co-create caring-healing environments and policy change through transformational human-centered leadership to influence cultural shifts in practice and educational settings.
6. Model interprofessional collaboration and holistic communication within diverse healthcare teams, organizations, systems, and populations.
7. Integrate knowledge of holistic professional nursing scope and standards to maintain ethical and legal practices within the roles of educator and coach.
8. Demonstrate adherence to quality and safety standards using principles of relationship-centered care, health and information technologies, and informatics.
9. Utilize effective holistic relationship-centered communication skills via written, verbal, non-verbal, and technological modes.
10. Model professional commitment towards healing through self-reflection, self-care, and lifelong learning.

MSN Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- BSN or higher from a regionally accredited institution recognized by the U.S. Department of Education or international equivalent and accredited by CCNE, ACEN, or NLN CNEA
- Official cumulative GPA of 3.0
- Active unencumbered RN license in state or jurisdiction where student's clinical experiences will occur
- Official transcripts from all higher education schools attended
- Resume/CV (concise and succinct)
- Written Essay (*A personal statement describing motivation for pursuing an MSN focused on holistic nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length.*)

MSN Transfer Credit Policy

- The consideration for transferring in of credits to replace any MSN Basic or Direct Care Core course includes course content, complexity, assessment standards, and inclusion of holistic aspects
- Courses must have been taken within the past five years at an accredited master in nursing program with an earned grade of "pass" or "B-" or above to be transferable. Courses must also be comparable to PCHS MSN courses
- Subject to relevant state regulations and accrediting agency rules, applicants may receive transfer credit for up to 25% (or 10 credits) of the Basic and Direct Care Core courses
- Specialty track courses are not eligible to receive transfer credit

Clinical Experiences

All students will be required to complete clinical learning experiences to fulfill the requirements of the MSN.

To be eligible for MSN clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability insurance
- Current American Heart Association Basic Life Support certification

- Negative TB status within the last 12 months by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test. (IGRA)
 - 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B (“HBV/Hep B/HbsAb”)
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver’s license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

All proof must be submitted by the first day of the semester in which the clinical experience will occur or the student will be withdrawn from the course.

MSN COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code in section and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0			

TTS101 Technology Training for Online Students

Units: 0 didactic

Hours: 0 academic

Prerequisite: None **Concurrent:** None

Location: Online

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

CODE	COURSE	UNITS	CRED HRS	PREREQ
NR504	Perspectives in Holistic Nursing	3.0	45.0	BSN
NR601	Theories of Learning and Change	3.0	45.0	NR504, WS423
NR602	Research, Evidence-based Practice and Quality Improvement	3.0	45.0	NR504, WS423
NR603	Advancing Nursing Leadership through Transformative Practices	3.0	75.0	NR504, NR601, NR602, WS423 (or by permission of instructor)
WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology
Basic Care Core Total:		15.0	255.0	210 Didactic/45 Clinical

NR504 Perspectives in Holistic Nursing

Units: 3 didactic

Hours: 45 academic

Prerequisite: BSN **Concurrent:** None

Location: Online

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.

NR601 Theories of Learning and Change

Units: 3 didactic

Hours: 45 academic

Prerequisite: NR504, WS423 **Concurrent:** None

Location: Online

Hours: 45 academic

Prerequisite: WS331e or Basic Pathophysiology

Concurrent: None

Location: Online

This course examines the pathways between emotional perception and the body's physiological response. The interactions 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.

DIRECT CARE CORE

CODE	COURSE	UNITS	CRED HRS	PREREQ
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment, and Pharmacology	4.0	75.0	Basic Care Core (or by permission of instructor)
NR524	The Nurse as Facilitator of Healing II: Modalities	3.0	75.0	NR301c or NR504, WS423
	Direct Care Core Total:	7.0	150.0	60 Didactic/90 Lab

NR524 The Nurse as Facilitator of Healing II: Modalities

Units: 1 didactic, 2 lab (3 total)

Hours: 75 academic

Prerequisite: NR301c or NR504, WS423

Concurrent: None

Location: Online

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. Students will complete 60 hours in the laboratory setting.

NR604 Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology

Units: 3 didactic, 1 lab (4 total)

Hours: 75 academic

Prerequisite: Basic Care Core (or by permission)

Concurrent: None

Location: Online

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 components 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. Students will complete 30 hours in the laboratory setting.

NURSE EDUCATOR FUNCTIONAL SPECIALTY CORE COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ
NE611	Role of the Holistic Nurse Educator	3.0	45.0	Basic Care Core and Direct Care Core (or by permission of instructor)
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3.0	45.0	NE611 (or by permission of instructor)
NE621	Curriculum Design, Implementation, and Assessment	3.0	45.0	NE611, NE615
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3.0	45.0	NE611, NE615, NE 621 (or by permission of instructor)
Nurse Educator Functional Specialty Core Total:		12.0	180.0	180 Didactic

NE611 Role of the Holistic Nurse Educator

Units: 3 didactic

Hours: 45 academic

Prerequisite: Basic Care Core, Direct Care Core (or by permission) **Concurrent:** None

Location: Online

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.

NE615 Holistic Teaching and Evaluation Methods for Nursing Education
Units: 3 didactic

Hours: 45 academic

Prerequisite: NE611 (or by permission) **Concurrent:** None

Location: Online

This course will focus on the advanced holistic educator co-creating caring-healing cultures and 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.

NE621 Curriculum Design, Implementation and Assessment
Units: 3 didactic

Hours: 45 academic

Prerequisite: NE611, NE615 **Concurrent:** None

Location: Online

The holistic nurse educator 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.

NE625 Educational Technologies and Informatics for Teaching and Professional Development
Units: 3 didactic

Hours: 45 academic

Prerequisite: NE611, NE615, NE621 (or by permission) **Concurrent:** None

Location: Online

This course develops essential skills and knowledge in healthcare informatics to improve outcomes. The role of technology and information resources including online 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.

NURSE EDUCATOR SPECIALTY PRACTICA COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ
NE630	Holistic Nurse Educator Practicum I	3.0	105.0	Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission of instructor)
NE635	Holistic Nurse Educator Practicum II and Capstone	3.0	105.0	NE 630
	Nurse Educator Specialty Practica Total:	6.0	210.0	30 Didactic/180 Clinical

NE630 Holistic Nurse Educator Practicum 1

Units: 1 didactic, 2 clinical (3 total)

Hours: 105 academic

Prerequisite: Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission), active RN license, malpractice insurance, background check, BLS cert, and health clearance

Concurrent: None

Location: Didactic online, clinical in student's locale/community

This precepted clinical practicum and seminar provides a focus on the roles and responsibilities of the advanced nurse educator. Focus will be on teaching skills, assessment, evaluation of learning, interprofessional teams and socialization into the role of educator. Student 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. Student will complete 90 clinical hours in a clinical setting in own locale/community.

NE635 Holistic Nurse Educator Practicum 2 and Capstone

Units: 1 didactic, 2 clinical (3 total)

Hours: 105 academic

Prerequisite: NE630, active RN license, malpractice insurance, background check, BLS cert, and health clearance

Concurrent: None

Location: Didactic online, clinical in student's locale/community

This precepted clinical practicum and seminar serves as the final capstone practice course for the advanced nurse educator 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 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. Students will complete 90 clinical hours in a clinical setting in own locale/community.

NURSE COACH FUNCTIONAL SPECIALTY CORE COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ
NC611	Role of the Holistic Nurse Coach	3.0	45.0	Basic Care Core and Direct Care Core (or by permission of instructor)
NC615	Coaching Techniques with Diverse Populations Across the Lifespan	3.0	45.0	NC611 (or by permission of instructor)
NC621	Coaching Process and Holistic Nursing Assessment	3.0	45.0	NC611, NC615
NC625	Entrepreneurship within the Integrative Healthcare Landscape	3.0	45.0	NC611, NC615, NC621 (or by permission of instructor)
Nurse Coach Functional Specialty Core Total:		12.0	180.0	180 Didactic

NC611 Role of the Holistic Nurse Coach

Units: 3 didactic

Hours: 45 academic

Prerequisite: Basic Care Core, Direct Care Core (or by permission) **Concurrent:** None

Location: Online

This course introduces the student to the art and science of advanced professional holistic nurse coaching. The scope and standards of practice, core values, commitment to ethics and social justice, and nurse coach competencies will be explored and applied. The student 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. Students 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.

NC615 Coaching Techniques with Diverse Populations Across the Lifespan

Units: 3 didactic

Hours: 45 academic

Prerequisite: NC611 (or by permission) **Concurrent:** None

Location: Online

This course applies the art and science of advanced holistic nurse coaching techniques with innovative approaches for practice that deepen 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.

NC621 Coaching Process and Holistic Nursing Assessments

Units: 3 didactic

Hours: 45 academic

Prerequisite: NC611, NC615 **Concurrent:** None

Location: Online

In this course the advanced holistic nurse coach student 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; and empowering and motivating clients to reflect upon and sustain growth toward achievement of goals.

NC625 Entrepreneurship Within the Integrative Healthcare Landscape

Units: 3 didactic

Hours: 45 academic

Prerequisite: NC611, NC615, NC621 (or by permission) **Concurrent:** None

Location: Online

This interprofessional course guides the advanced integrative healthcare student 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 ethical-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.

NURSE COACH SPECIALTY PRACTICA COURSES

CODE	COURSE	UNITS	CRED HRS	PREREQ
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NC630	Holistic Nurse Coach Practicum I	3.0	105.0	Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission of instructor)
NC635	Holistic Nurse Coach Practicum II and Capstone	3.0	105.0	NC 630
Nurse Coach Specialty Practica Total:		6.0	210.0	30 Didactic/180 Clinical

NC630 Holistic Nurse Coach Practicum 1

Units: 1 didactic, 2 clinical (3 total)

Hours: 105 academic

Prerequisite: Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission), active RN license, malpractice insurance, background check, BLS cert, and health clearance

Concurrent: None

Location: Didactic online, Clinical in student's locale/community

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 also complete their e-portfolio to demonstrate achievement of the program learning outcomes. An evidence-based capstone project will be required. Students will complete 90 clinical hours in a clinical setting in own locale/community.

NC635 Holistic Nurse Coach Practicum 2 and Capstone Experience

Units: 1 didactic, 2 clinical (3 total)

Hours: 105 academic

Prerequisite: NC630, active RN license, malpractice insurance, background check, BLS cert, and health clearance.

Concurrent: None

Location: Didactic online, Clinical in student's locale/community

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 achievement of the program learning outcomes. An evidence-based capstone project will be required. Students will complete 90 clinical hours in a clinical setting in own locale/community.

MSN: HOLISTIC NURSE EDUCATOR PART-TIME MODEL CURRICULUM, ONLINE
Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
NR504	Perspectives in Holistic Nursing	3.0	45.0	BSN
WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology
Total Units/Hours:		6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
NR601	Theories of Learning and Change	3.0	45.0	NR504, WS423
NR602	Research, Evidence-Based Practice and Quality Improvement	3.0	45.0	NR504, WS423
Total Units/Hours:		6.0	90.0	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
NR603	Advanced Nursing Leadership through Transformative Practices (2 didactic, 1 clinical)	3.0	75.0	NR504, NR601, NR602, WS423 (or by permission)
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology (3 didactic, 1 lab)	4.0	75.0	Basic Care Core (or by permission)
Total Units/Hours:		7.0	150.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
NR524	Nurse as Facilitator of Healing II: Modalities (1 didactic, 2 lab)	3.0	75.0	NR301c or NR504, WS423
NE611	Role of the Holistic Nurse Educator	3.0	45.0	Basic Care Core, Direct Care Core (or by permission)
Total Units/Hours:		6.0	120.0	
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
NE615	Holistic Teaching and Evaluation Methods for Nursing Education	3.0	45.0	NE611 (or by permission)

NE621	Curriculum Design, Implementation and Assessment	3.0	45.0	NE611, NE615
Total Units/Hours:		6.0	90.0	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
NE625	Educational Technologies and Informatics for Teaching and Professional Development	3.0	45.0	NE611, NE615, NE621 (or by permission)
NE630	Holistic Nurse Educator Practicum I (1 didactic, 2 clinical)	3.0	105.0	Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission)
Total Units/Hours:		6.0	150.0	
TERM 7	COURSE	UNITS	CRED HRS	PREREQ
NE635	Holistic Nurse Educator Practicum II and Capstone (1 didactic, 2 clinical)	3.0	105.0	NE630
Total Units/Hours:		3.0	105.0	
Program Total:		40.0	795.0	

MSN: HOLISTIC NURSE COACH PART-TIME MODEL CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
NR504	Perspectives in Holistic Nursing	3.0	45.0	BSN
WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology
Total Units/Hours:		6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
NR601	Theories of Learning and Change	3.0	45.0	NR504, WS423
NR602	Research, Evidence-Based Practice and Quality Improvement	3.0	45.0	NR504, WS423
Total Units/Hours:		6.0	90.0	

TERM 3	COURSE	UNITS	CRED HRS	PREREQ
NR603	Advanced Nursing Leadership through Transformative Practices (2 didactic, 1 clinical)	3.0	75.0	NR504, NR601, NR602, WS423 (or by permission)
NR604	Advanced Integrative Pathophysiology, Holistic Health Assessment and Pharmacology (3 didactic, 1 lab)	4.0	75.0	Basic Care Core (or by permission)
Total Units/Hours:		7.0	150.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
NR524	Nurse as Facilitator of Healing II: Modalities (1 didactic, 2 lab)	3.0	75.0	NR301c or NR504, WS423
NC611	Role of the Holistic Nurse Coach (7 weeks)	3.0	45.0	Basic Care Core, Direct Care Core (or by permission)
Total Units/Hours:		6.0	120.0	
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
NC615	Coaching Techniques with Diverse Populations Across the Lifespan (7 weeks)	3.0	45.0	NC611 (or by permission)
NC621	Coaching Process and Holistic Nursing Assessment (7 weeks)	3.0	45.0	NC611, NC615
Total Units/Hours:		6.0	90.0	
TERM 6	COURSE	UNITS	CRED HRS	PREREQ
NC625	Entrepreneurship within the Integrative Healthcare Landscape (7 weeks)	3.0	45.0	NC611, NC615, NC621 (or by permission)
NC630	Holistic Nurse Coach Practicum I (1 didactic, 2 clinical) (7 weeks)	3.0	105.0	Basic Care Core, Direct Care Core, Functional Specialty Core (or by permission)
Total Units/Hours:		6.0	150.0	
TERM 7	COURSE	UNITS	CRED HRS	PREREQ
NC635	Holistic Nurse Coach Practicum II and Capstone	3.0	105.0	NC630

(1 didactic, 2 clinical) (7 weeks)		
Total Units/Hours:	3.0	105.0
Program Total:	40.0	795.0

Bachelor of Science in Nursing (RN-to-BSN Completion Option)

Educational Purpose

The purpose of the Bachelor of Science in Nursing (RN-to-BSN Completion Option) 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 to take one of the AHNCC certification exams (HN-BC or HNB-BC) if they meet the eligibility requirements (<https://www.ahncc.org/certification/holistic-nurse-certifications/>).

Program Learning Outcomes

Upon completion of the RN-to-BSN Completion Option 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 for 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.

Total Credits:	60.0
Total Hours:	1,050.0
Location:	Didactic Online, Clinical in Student's Locale

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 for 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.

RN-to-BSN Completion Option Admission Requirements

Please review institutional admissions requirements/policies/procedures above.

- Satisfactory completion of an Associate Degree in Nursing defined as achieving at least 60 semester credits/90 quarter credits from a regionally accredited institution recognized by the U.S. Department of Education or international equivalent and accredited by ACEN, or NLN CNEA
- Cumulative grade point average of 2.75 or higher in previous undergraduate level course work
- Active, unencumbered R.N. license in the state(s) or jurisdiction(s) where the student's clinical experiences will occur
- Written Essay (*A personal statement describing motivation for pursuing a BSN. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length.*)

RN-to-BSN Completion Option General Education Requirements

- Written and oral communication: English, Computers
- 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

Courses with an asterisk must be completed prior to admission. The remainder of the courses can be completed while enrolled in the RN-to BSN Completion Option; 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.

Students applying to the program may receive transfer credits for general education courses through non-traditional credits & prior learning assessment (see section *Non-Traditional Credits & Prior Learning Assessment* for definition). Courses must be completed with a minimum grade of "B-" for math, anatomy & physiology, and microbiology and a "C" for all others to be considered for transfer.

RN-to-BSN Completion Option Nursing Courses Transfer Credit Policy

Course 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 (RN-to-BSN Completion Option) at Pacific College.

Nursing Transfer Student Fee

Applicants who have attended another college for at least one academic year and would like their transfer credit assessed must pay a "Advanced Transfer Assessment 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.

Clinical Experiences

All students will be required to complete clinical learning experiences towards fulfilling the requirements of the RN-to-BSN Completion Option.

To be eligible for RN-to-BSN Completion Option clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability insurance
- Current American Heart Association Basic Life Support certification
- Negative TB status within the last 12 months by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test. (IGRA)
 - 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B ("HBV/Hep B/HbsAb")
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)

- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver's license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

All proof must be submitted by the first day of the semester in which the clinical experience will occur or the student will be withdrawn from the course.

Conditional RN-to-BSN Completion Option Acceptance

In some cases, an applicant who has applied for the RN license exam (NCLEX-RN®) will be considered if other admission requirements have been met. Students will have until the end of the first term of enrollment to provide evidence of an active unencumbered RN licensure or will be terminated from the program. Reacceptance is possible once the RN license has been obtained.

RN-TO-BSN COMPLETION OPTION COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
MA310e	Research Statistics	3.0	45.0	
NR300e	Theoretical Foundations of Holistic Nursing	3.0	45.0	ASN
NR301c	The Nurse as Facilitator of Healing I: Role	4.5	90.0	NR300e (or by permission)
NR304e	Research in Nursing	3.0	45.0	NR300e, MA310e (or by permission)
NR400e	Issues and Trends in Professional Nursing and Healthcare	3.0	45.0	NR300e, NR301c
NR404e	Community Health Nursing/Population Focused Healthcare	6.0	165.0	NR300e, NR301c, NR304e, NR424, WS352e, WS331e, WS423, WS451e, all Gen Ed courses
NR405e	Leadership in the Delivery of Healthcare	3.0	45.0	NR300e, NR301c, NR304e, NR400e, NR424, WS331e, WS352e, WS423, WS451e, all Gen Ed courses

NR424	Nurse as Facilitator of Healing II: Modalities	3.0	75.0	NR301c, WS331e, WS352e or WS354e
TTS101	Technology Training for Online Students	0.0		
WS331e	Pathophysiology 1	3.0	45.0	ASN
WS352e	Health Assessment/Physical Exam	2.5	45.0	ASN
WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology
WS451e	Pharmacology	2.0	30.0	WS331e

MA310e Research Statistics

Units: 3 didactic

Hours: 45 academic

Prerequisite: None **Concurrent:** None

Location: Online (14 weeks)

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.

NR300e Theoretical Foundations of Holistic Nursing

Units: 3 didactic

Hours: 45 academic

Prerequisite: ASN **Concurrent:** None

Location: Online

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.

NR301c The Nurse as Facilitator of Healing I: Role

Units: 3 didactic, 1.5 lab (4.5 total)

Hours: 90 academic

Prerequisite: None **Concurrent:** None

Location: Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing 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 laboratory time for self-development and learning and a 1-day virtual retreat.

NR304e Research in Nursing

Units: 3 didactic

Hours: 45 academic

Prerequisite: NR300e, MA310e (or by permission) **Concurrent:** None

Location: Online

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.

NR400e Issues and Trends in Professional Nursing and Healthcare

Units: 3 didactic

Hours: 45 academic

Prerequisite: NR300e, NR301c **Concurrent:** None

Location: Online

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.

NR404e Community Health Nursing/Population Focused Healthcare

Units: 4 didactic, 2 clinical (6 total)

Hours: 165 academic

Prerequisite: NR300e, NR301c, NR304e, NR424, WS352e, WS331e, WS423, WS451e, all General Education courses, active RN license, malpractice insurance and health clearance

Concurrent: None

Location: Didactic online, Clinical in student's locale/community

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, and global health and well-being of the ecosystem are explored. Special attention is paid to at-risk populations and those with health disparities. 90 clinical hours occur in a variety of community-based settings in own locale/community.

NR405e Leadership in the Delivery of Healthcare

Units: 3 didactic

Hours: 45 academic

Prerequisite: NR300e, NR301c, NR304e, NR400e, NR424, WS331e, WS352e, WS423, WS451e, all General Education courses

Concurrent: None

Location: Online

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 healthcare delivery structure and economics and the integration of ethical and legal aspects of nursing practice.

NR424 The Nurse as Facilitator of Healing II: Modalities

Units: 1 didactic, 2 lab (3 total)

Hours: 75 academic

Prerequisite: NR301c, WS331e, WS352e or WS354e **Concurrent:** None

Location: Online

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.

TTS101 Technology Training for Online Students

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

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

Units: 3 didactic

Hours: 45 academic

Prerequisite: ASN

Concurrent: None

Location: Online

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.

WS352e Health Assessment/Physical Exam

Units: 1.5 didactic, 1 lab (2.5 total)

Hours: 45 academic

Prerequisite: I/ASN

Concurrent: None

Location: Online

This course focuses on health assessment and promotion throughout the lifespan. 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.

WS423 Psychoneuroimmunology

Units: 3 didactic

Hours: 45 academic

Prerequisite: WS331e or Basic Pathophysiology

Concurrent: None

Location: Online

This course examines the pathways between emotional perception and the body's physiological response. The interactions 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.

WS451e	Pharmacology
Units:	2 didactic
Hours:	30 academic
Prerequisite:	WS331e
Concurrent:	None
Location:	Online

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, lifespan considerations, and education. The mechanism and use of the most common prescription, over the counter, and herbal medicines, as well as supplements, 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.

RN-to-BSN Completion Option Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
Acupuncture and Chinese Medicine				
OM501	Foundations of Chinese Medicine	3.0	45.0	
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	
<i>These courses may have on-campus sections. Please review the section format before registering</i>				
General Education				
BIO101	General Biology	2.5	45	
CHEM101	General Chemistry	3.0	45.0	
LNG401	Spanish for Healthcare Providers	3.0	45.0	
SOC401	Cultural Paradigms	3.0	45.0	
Medical Cannabis				

CAN401	Endocannabinoid System and Pharmacology	3.00	45.0	WS451e or WS651
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.00	45.0	CAN401

RN-TO-BSN COMPLETION OPTION FULL-TIME MODEL CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
NR300e	Theoretical Foundations of Holistic Nursing	3.0	45.0	ASN
NR301c	Nurse as Facilitator of Healing I: Role	4.5	90.0	NR300e (or by permission)
WS352e	Health Assessment/Physical Exam	2.5	45.0	ASN
WS331e	Pathophysiology 1	3.0	45.0	ASN
	Elective	3.0	45.0	
Total Units/Hours:		16.0	270.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
MA310e	Research Statistics	3.0	45.0	
NR424	Nurse as Facilitator of Healing II: Modalities	3.0	75.0	NR301c, WS331e, WS352e or WS354e
WS451e	Pharmacology	2.0	30.0	WS331e
	Elective	3.0	45.0	
	Elective	3.0	45.0	
Total Units/Hours:		14.0	240.0	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
NR304e	Research in Nursing	3.0	45.0	NR300e, MA310e (or by permission)
NR404e	Community Health Nursing/Population Focused Healthcare	6.0	165.0	NR300e, NR301c, NR304e, NR424, WS331e, WS352e, WS423, WS451e, All Gen Ed courses

WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology
	Elective	3.0	45.0	
	Total Units/Hours:	15.0	300.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
NR400e	Issues and Trends in Professional Nursing and Healthcare	3.0	45.0	NR300e, NR301c
NR405e	Leadership in the Delivery of Healthcare	3.0	45.0	NR300e, NR301c, NR304e, NR400e, NR424, WS331e, WS352e, WS423, WS451e, all Gen Ed courses
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Elective	3.0	45.0	
	Total Units/Hours:	15.0	225.0	
	Program Total:	60.0	1,035.0	

Holistic Nursing Certificate (HNC)

Educational Purpose

This Holistic Nursing Certificate is for registered nurses with an associate degree (ASN) or higher. The program will enhance your nursing practice through examination and implementation of the core values, 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 to take the AHNCC certification exam to become a board-certified holistic nurse. Students holding a BSN upon certificate completion will be prepared to sit for the HNB-BC certification exam, while students holding an ASN will be prepared to sit for the HN-BC exam, assuming they meet eligibility requirements (see <https://www.ahncc.org/certification/holistic-nurse-certifications/>).

A minimum of six units per term is required to maintain federal financial aid. All didactic coursework can be completed online and the clinical practicum is done in the student's locale/community.

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

Total Credits:	12.5
Total Hours:	300.0
Location:	Didactic Online, Clinical in Student's Locale

- 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

Program Learning Outcomes

Upon completion of the Holistic Nursing Certificate, graduates will be able to:

1. Practice nursing within 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

HNC Admissions Requirements

- An associate of science in nursing degree (ASN, diploma or higher) from a regionally accredited institution recognized by the United States (U.S.) Department of Education or international equivalent and accredited by the Accreditation Commission for Education in Nursing (ACEN), or through the National League of Nursing's Commission for Nursing Education Accreditation (CNEA).
- Official cumulative GPA of 2.75 or higher in previous undergraduate college level work
- Active, unencumbered registered nurse (RN) license in the state or jurisdiction where the student's clinical experience will occur.

Clinical Experiences

All students will be required to complete clinical learning experiences towards fulfilling the requirements of the HNC.

To be eligible for Holistic Nursing Certificate clinicals, proof of the following is required prior to clinical attendance.:

- Active unencumbered Registered Nurse (RN) license or a multi-state RN license covering the state(s) where the clinical experience will take place
- Cleared criminal background check
- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Professional liability insurance
- Current American Heart Association Basic Life Support certification
- Negative TB status within the last 12 months by submitting one of the options below:

- 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
- 2. Approved TB screening blood test. (IGRA)
- 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B (“HBV/Hep b/HBsAb”)
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver’s license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

All proof must be submitted by the first day of the semester in which the clinical experience will occur or the student will be withdrawn from the course.

HNC COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
CL520e	Clinical Practicum	2.0	90.0	NR301c, WS423
NR301c	The Nurse as Facilitator of Healing I: Role	4.5	90.0	
NR424	Nurse as Facilitator of Healing II: Modalities (1 didactic, 2 lab)	3.0	75.0	NR301c or NR504, WS423
TTS101	Technology Training for Online Students	0.0		
WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology

CL520e Clinical Practicum

Units: 2 clinical

Hours: 90 academic

Prerequisite: NR301c, WS423, active RN license, malpractice insurance, background check, BLS cert, and health clearance

Concurrent: None

Location: Clinical in student's locale/community

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.

NR301c The Nurse as Facilitator of Healing I: Role

Units: 3 didactic, 1.5 lab (4.5 total)

Hours: 90 academic

Prerequisite: None

Concurrent: None

Location: Online

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing 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 laboratory time for self-development and learning and a 1-day virtual retreat.

NR424 The Nurse as Facilitator of Healing II: Modalities

Units: 1 didactic, 2 lab (3 total)

Hours: 75 academic

Prerequisite: NR301c or NR504, WS423

Concurrent: None

Location: Online

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.

TTS101 Technology Training for Online Students

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

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
Units:	3 didactic
Hours:	45 academic
Prerequisite:	WS331e or Basic Pathophysiology
Concurrent:	None
Location:	Online

This course examines the pathways between emotional perception and the body’s physiological response. The interactions 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.

HNC PART-TIME MODEL CURRICULUM, ONLINE
Subject to change. Clinicals are in student’s locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
NR301c	The Nurse as Facilitator of Healing I: Role	4.5	90.0	
WS423	Psychoneuroimmunology	3.0	45.0	WS331e or Basic Pathophysiology
Total Units/Hours:		7.5	135.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
NR424	Nurse as Facilitator of Healing II: Modalities (1 didactic, 2 lab)	3.0	75.0	NR301c or NR504, WS423
CL520e	Clinical Practicum	2.0	90.0	NR301c, WS423
Total Units/Hours:		5.0	165.0	
Program Total:		12.5	300.0	

Bachelor of Science in Nursing (Prelicensure Option)

Total Credits:	124.5
Total Hours:	2,445
Location:	New York

Educational Purpose

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

Program Learning Outcomes

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 for 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 for 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 (Prelicensure Option) Admission Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative GPA ≥ 2.75
 - HS GPA must be used if applicant has ≤ 12 college credits
 - College GPA must be used if ≥ 13 college credits have been awarded
 - All official transcripts from all accredited (regional or national) post-secondary institutions (e.g. colleges, community colleges, universities, etc.) attended must be submitted and used in the calculation of a college GPA
 - No earned grades will be omitted from the calculation of the cumulative GPA. An earned grade will be used in the cumulative GPA calculation even if it is not eligible for transfer. For example, a grade of C in College Mathematics cannot be transferred, but that C grade will be used in the cumulative GPA calculation for admission purposes.
- High School or College-level Biology with Lab with a grade of B- or higher*
- High School or College-level Chemistry with a grade of B- or higher*
- Written Essay (*A personal statement describing motivation for entering the field of nursing. The essay should be typed, double-spaced, and approximately 1 to 2 pages in length.*)
- Test of Essential Academic Skills (TEAS) with scores at or greater than the current national average on each of the four (reading, math, science, English and language usage) sections
- Background check (results must allow a student to participate in clinical at every contracted agency per PCHS and agency agreement). *Note: PCHS is not responsible for determining the effect of any prior criminal history on an applicant's/student's ability to be licensed as an RN in any US state or jurisdiction. For information related to criminal history and RN licensure, contact the state board of nursing where licensure is desired)*
- Drug screen (screen includes tetrahydrocannabinol [THC], a substance in marijuana)
- Vaccine record indicating:
 - 2 doses of live measles vaccine (serological evidence of immunity can substitute)
 - 1 dose of live mumps vaccine (serological evidence of immunity can substitute)
 - 1 dose of live rubella vaccine (serological evidence of immunity can substitute)
 - At least 1 dose of meningococcal ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB; or A signed form indicating that the student will obtain meningococcal vaccine within 30 days.

*An applicant may be admitted to the Bachelor of Science in Nursing program (prelicensure option) who do not meet this requirement as long as they agree to take *BIO101 Introduction to Biology* and/or *CHEM101 Introduction to Chemistry* (depending on which requirement(s) was not met) as electives in the program during their first semester of coursework. These courses will be counted as a science electives and be used to fill 6 credit hours of the elective requirement of the program. These cannot replace the humanities elective requirements. Other courses for which the student has the appropriate pre-requisite courses may be taken during the first semester with these courses. However, in this special case of not meeting the admission requirements related to these two courses, these courses become prerequisites to WS110, WS110L, WS210, WS210L, WS315, and WS315L. Students must earn a B- or higher in these courses (like other science courses in the general education portion of the curriculum). Failure to achieve the B- will result in the same actions in terms of progression, probation, and disqualification as other general education courses requiring a B-.

To be eligible for Bachelor of Science in Nursing (Prelicensure Option) clinicals, proof of the following is required prior to clinical attendance. Cleared criminal background check

- Negative 10 panel urine drug screen submitted within 3 months prior to first clinical course.
- Personal health insurance
- Current American Heart Association Basic Life Support certification
- Negative TB status within the last 12 months by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test. (IGRA)
 - 3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past the person must have an annual risk assessment/symptom check with your healthcare provider instead of the TST or IGRA. Documentation of a chest x-ray to rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”)
 - Serological evidence of immunity OR documentation of vaccination series in progress OR documentation of non-responder to vaccination status
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each
- Varicella IgG: serological evidence of immunity
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- Meningococcal vaccine (at least 1 dose of ACWY vaccine within the last 5 years or a complete 2- or 3-dose series of MenB)
- Driver’s license or state issued identification.
- Physical examination completed within the last 12 months. PCHS Health History/Physical form must be signed by licensed health care provider.

Clinical practicum sites and/or state health regulations may require additional items.

Bachelor of Science in Nursing (Prelicensure Option) Transfer Credit Policy

Remedial coursework is non-credit-bearing at Pacific College of Health and Science (PCHS).

A minimum of a grade of B- must be obtained in and must have been taken within the last 5 years for the following courses in order to be transferred:

- MA101: College Mathematics
- WS110/WS10L: Human Anatomy and Physiology I with Lab
- WS210/WS210L: Human Anatomy and Physiology II with Lab
- WS315/WS315L: Microbiology with Lab

In addition, the following courses, with their accompanying lab, must always be transferred together:

- WS110/WS10L: Human Anatomy and Physiology I with Lab
- WS210/WS210L: Human Anatomy and Physiology II with Lab
- WS315/WS315L: Microbiology with Lab

For example, you cannot transfer in WS110 Human Anatomy and Physiology I and just take WS110L Human Anatomy and Physiology I Lab.

All other non-general education courses transferred to PCHS must have a minimum grade of C. Subject to relevant state regulations and accrediting agency rules, applicants may receive transfer credit for up to 67 credits for lower and upper division support courses.

Students who have taken the following courses (Health Assessment – 4 credits, Pharmacology – 3 Credits, Pathophysiology – 3 Credits) at another programmatically accredited Bachelor of Science in Nursing program may receive transfer course credit if the following criteria are met:

- Courses were completed within 5 years.
- Courses were completed with a minimum grade of B-.
- Course content is comparable to those courses required for the Bachelor of Science in Nursing (Prelicensure Option) at Pacific College of Health & Science.

BSN PRELICENSURE OPTION COURSES AND COURSE DESCRIPTIONS

GENERAL EDUCATION COURSES

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
COM102	Therapeutic Communication in Healthcare	3.0	45.0		
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	COM102	
ENG101	English Composition I	3.0	45.0		

ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	
MA101	College Mathematics	3.0	45.0	Math Placement Exam	
MA310e	Research Statistics	3.0	45.0	MA101	
PSY101	General Psychology	3.0	45.0		
PSY201	Lifespan Development	3.0	45.0	PSY101	
SOC101	Introduction to Sociology	3.0	45.0		
SOC201	Healthcare Policy, Social Justice, and Ethics	3.0	45.0	SOC101	
TTS101	Technology Training for Online Students	0.0			
WS110	Human Anatomy and Physiology I	3.0	45.0		WS110L
WS110L	Human Anatomy and Physiology I Lab	1.0	30.0		WS110
WS208	Integrative Nutrition	3.0	45.0		
WS210	Human Anatomy and Physiology II	3.0	45.0	WS110	WS210L
WS210L	Human Anatomy and Physiology II Lab	1.0	30.0	WS110L	WS210
WS315	Microbiology	3.0	45.0	WS210	WS315L
WS315L	Microbiology Lab	1.0	30.0	WS210L	WS315
WS423	Psychoneuroimmunology	3.0	45.0	WS331e	

COM102 Therapeutic Communication in Healthcare

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

This course emphasizes professional communication skills essential for healthcare providers in the provision of safe quality care. Caring language used in all verbal, non-verbal, and written communication supports authentic human connection and caring-healing environments. Students will learn how to develop therapeutic communication and relationship skills based on a relationship-centered care approach and the four therapeutic practices of presence/attuning, wondering, following, and holding. Consistent caring-healing communication and these four core competencies ensure healthy interprofessional team relationships and improved patient care outcomes with diverse populations across the lifespan.

COM202 Communication in the Digital World/Healthcare Technology

Units: 3 didactic

Hours: 45 academic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

This course is designed to introduce students to the scientific study of society. Student will learn the fundamental sociological concepts, theories, and methods with a focus on cultures, institutions, social interactions, and identity as an individual and part of society. Students will develop a sociological toolkit they can use to understand themselves, their relationships, and their world.

SOC201 Healthcare Policy, Social Justice, and Ethics

Units: 3 didactic

Hours: 45 academic

Prerequisite: SOC101

Concurrent: None

Location: Online

This course focuses on the concepts of justice and ethics and their application to domestic policy related to health and healthcare. Students will discuss the competing ethical frameworks and theories of justice on topics like patient's rights, clinical practice and research, bioethics, equity in healthcare, and professional moral codes. There will be a focus on how domestic health policies are developed, reformed, and implemented based on advocacy, allyship, local and federal governments, and resources. Students gain a better understanding of their own perspective on the ethical and moral considerations of themselves, their patients, institutions, and the local and global community.

TTS101 Technology Training for Online Students

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

WS110 Human Anatomy and Physiology I

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: WS110L

Location: New York

The study of the anatomy and physiology from the cellular to the tissue levels in the human body including all major human biofield, regulatory, and organ systems.

WS110L Human Anatomy and Physiology I Lab
Units: 1 lab

Hours: 30 academic

Prerequisite: None

Concurrent: WS110

Location: New York

Laboratory assignments to support the content of WS110.

WS208 Integrative Nutrition
Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

This course explores the principles of improving the health of the population through improved nutrition. Students will explore the key role of health promotion and disease prevention through improved nutrition, how public policy is developed and implemented, and how to advocate for public health. Students will discover the role of federal agencies, learn how to assess, plan, and evaluate nutrition services for different types of communities, especially those at risk, and look at food scarcity and the future of nutrition in the Public Health sector.

WS210 Human Anatomy and Physiology II
Units: 3 didactic

Hours: 45 academic

Prerequisite: WS110

Concurrent: WS210L

Location: New York

Building on the concepts learned in Anatomy and Physiology I, this course focuses on study of the anatomy and physiology from the tissue to the systems level in the human biofield, including all major body systems, regulatory functions, and organs.

WS210L Human Anatomy and Physiology II Lab
Units: 1 lab

Hours: 30 academic

Prerequisite: WS110L

Concurrent: WS210

Location: New York

Laboratory assignments to support the content of WS210.

WS315 Microbiology
Units: 3 didactic

Hours: 45 academic

Prerequisite: WS210

Concurrent: WS315L

Location: New York

This course introduces the concepts of microbiology with an emphasis on its role in health and healthcare. Topics include identification, classification, and transmission of microorganisms, especially bacteria and viruses related to disease, infection control, immunology and epidemiology.

WS315L Microbiology Lab

Units: 1 lab

Hours: 30 academic

Prerequisite: WS210L

Concurrent: WS315

Location: New York

Laboratory assignments to support the content of WS210. Laboratory assignments applying fundamental techniques of identifying, cultivating, and containing microorganisms to support the content of WS315.

WS423 Psychoneuroimmunology

Units: 3 didactic

Hours: 45 academic

Prerequisite: WS331e

Concurrent: None

Location: Online

This course examines the pathways between emotional perception and the body’s physiological response. The interactions 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.

NURSING MAJOR COURSES

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
NR300e	Theoretical Foundations of Holistic Nursing	3.0	45.0	COM202, ENG101, SOC101
NR301c	The Nurse as Facilitator of Healing I: Role	4.5	90.0	WS208

NR304e	Nursing in Research	3.0	45.0	MA310e, NR310e, NR424, WS423
NR310e	Essentials of Nursing Practice	4.0	90.0	NR300e, NR301c, WS331e, WS354e
NR311e	Holistic Integration Seminar I	1.0	15.0	NR310e, NR424, WS423, WS452e
NR312e	Holistic Caring for Adults I	6.0	165.0	NR310e, NR424, WS423, WS452e
NR314e	Holistic Caring for Families	5.0	120.0	NR310e, NR424, WS423, WS452e
NR404e	Community Health Nursing/Population Focused Healthcare	6.0	165.0	NR410e, NR411e, NR412e
NR405e	Leadership in the Delivery of Healthcare	3.0	45.0	NR410e, NR411e, NR412e
NR410e	Holistic Mental Health and Wellness Nursing	5.0	120.0	NR311e, NR312e, NR304e, NR314e
NR411e	Holistic Integration Seminar II	1.0	15.0	NR311e, NR312e, NR304e, NR314e
NR412e	Holistic Caring for Adults II	6.0	165.0	NR311e, NR312e, NR304e, NR314e
NR424	The Nurse as Facilitator of Healing II: Modalities	3.0	75.0	NR300e, NR301c, WS331e, WS354e
NR425e	Senior Practicum in Nursing	4.0	180.0	NR410e, NR411e, NR412e
WS331e	Pathophysiology I	3.0	45.0	WS210, WS210L
WS354e	Holistic Health Assessment through the Lifespan	4.0	75.0	WS210, WS210L
WS452e	Pharmacology	3.0	45.0	WS331e

NR300e Theoretical Foundations of Holistic Nursing

Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

NR301c The Nurse as Facilitator of Healing I: Role

Units: 3 didactic, 1.5 lab (4.5 total)

Hours: 90 academic

Prerequisite: WS208 **Concurrent:** None

Location: Online, 1-day virtual retreat

Nurses themselves must go through an emerging process of self-assessment, self-responsibility, and self-healing 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 1-day virtual retreat.

NR304e Nursing in Research

Units: 3 didactic

Hours: 45 academic

Prerequisite: MA310e, NR310e, NR424, WS423 **Concurrent:** None

Location: Online

This course focuses on methods of inquiry for knowledge development in nursing and healthcare. The interrelationships between 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. Research designs and methods and various forms of evidence are presented in relationship to addressing phenomena of concern to nursing and healthcare. Emphasis is placed on competencies necessary for knowledgeable research utilization, including information literacy skills, critical evaluation/critique of published research, and application of research findings to clinical practice.

NR310e Essentials of Nursing Practice

Units: 2 didactic, 2 lab (4 total)

Hours: 90 academic

Prerequisite: NR300e, NR301c, WS331e, WS354e **Concurrent:** None

Location: New York

This course will enable students to explore concepts and apply critical thinking skills foundational to safe, high-quality, holistic, relationship-centered nursing care in diverse healthcare settings. Topics include knowledge, judgment, skills, and professional values within a legal/ethical framework for nursing. The nursing process is introduced as a solution-seeking approach to the provision of professional nursing practice. Students experience how to create a sustainable caring-healing practice through caring for self,

colleagues, patients, and families. The laboratory experience will create a safe learning environment using care situations and simulations for nursing students to practice essential nursing skills competently.

NR311e Holistic Integration Seminar I

Units: 1 didactic

Hours: 15 academic

Prerequisite: NR310e, NR424, WS423, WS452

Concurrent: None

Location: Online

This seminar will provide students with the opportunity to integrate clinical experiences of caring for adults with chronic illness and members of childbearing families with holistic caring-healing approaches explored in nursing courses. Faculty will guide students to assume leadership in co-creating a learning environment where they will reflect upon and embody their holistic philosophy of nursing and demonstrate the use of holistic caring processes, ongoing self-care, and self-development.

NR312e Holistic Caring for Adults I

Units: 3 didactic, 1 lab, 2 clinical (6 total)

Hours: 165 academic

Prerequisite: NR310e, NR424, WS423, WS45ee

Concurrent: None

Location: New York

This course is designed to examine the concepts of holistic nursing care of adults with chronic healthcare needs. Emphasis is placed on the delivery of evidence-informed, relationship-centered care with diverse populations. Concepts and theories to nurture the wholeness of adults and aging populations with chronic alterations are examined. Principles of wellness, health promotion, and illness prevention for adults of all ages are explored. The clinical practicum emphasizes the use of evidence-informed practice to facilitate the achievement of safe, competent, holistic nursing care to promote and preserve wellness for persons and families living with chronic health conditions. The co-creation of caring environments with interprofessional teams, supporting a culture of quality and safety, is essential. Fundamental knowledge, attitudes, and skills are practiced in nursing simulation and applied in the clinical setting.

NR314e Holistic Caring for Families

Units: 3 didactic, 1 lab, 1 clinical (5 total)

Hours: 120 academic

Prerequisite: NR310e, NR424, WS423, WS452e

Concurrent: None

Location: New York

This course is designed to examine concepts and theories of family, human growth and development, health promotion, wellness, and the illness states of an expansive definition of childbearing families. The nursing management of safe, holistic, relationship-centered care is explored. Collaboration with families and inter-professional teams is emphasized to create quality outcomes and a culture of safety and well-being. The

clinical practicum provides an opportunity to apply relationship-centered theoretical knowledge and evidence-informed care of women, newborns, infants, children, adolescents, and families.

NR404e	Community Health Nursing/Population Focused Healthcare
Units:	3 didactic, 1 lab, 2 clinical (6 total)
Hours:	165 academic
Prerequisite:	NR410e, NR411e, NR412e
Concurrent:	None
Location:	New York

This course focuses on the theory and practice of community health nursing and population-focused care. Emphasis is on protecting and enhancing the health of families, communities, wellness, prevention, health promotion, health education, and case management. Students work with diverse populations and assess the "community as client" in developing a project to meet an identified community need. Epidemiology, health policy and equity, advocacy, environmental health, global health, and the well-being of the ecosystem are explored. Clinical learning experiences occur in a variety of community-based settings.

NR405e	Leadership in the Delivery of Healthcare
Units:	3 didactic
Hours:	45 academic
Prerequisite:	NR410e, NR411e, NR412e
Concurrent:	None
Location:	Online

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 healthcare delivery structure and economics and the integration of ethical and legal aspects of nursing practice.

NR410e	Holistic Mental Health and Wellness Nursing
Units:	3 didactic, 1 lab, 1 clinical (5 total)
Hours:	120 academic
Prerequisite:	NR311e, NR312e, NR304e, NR314e
Concurrent:	None
Location:	New York

This course focuses on concepts of mental/emotional health, wellness, and illness along the health spectrum with an emphasis on the relationships between psycho-spiritual, physical, cultural, and environmental factors. Emphasis is placed on strengthening the relational competency of the nurse and patient/family and identifying adaptive and maladaptive coping behaviors that influence resilience and wellness. The collaborative role of the holistic nurse as a member of the interprofessional mental health team is emphasized. Concepts in human development, neurobiology, epigenetics, and personality development

across the lifespan are applied in clinical and simulated experiences with individuals and therapeutic groups in various acute care and community-based settings.

NR411e	Holistic Integration Seminar II	
Units:	1 didactic	
Hours:	15 academic	
Prerequisite:	NR304e, NR311e, NR312e, NR314e	Concurrent: None
Location:	Online	

This seminar will provide students with the opportunity to integrate clinical experiences of caring for adults with acute health needs and people experiencing challenges with mental health and wellness. Students will continue to deepen their integration of living the holistic core values foundational for nursing practice. Core values include holistic communication, co-creating therapeutic relationships, being the healing environment, and becoming culturally aware. Continuing focus will be on the development of professional identity as a holistic leader who cares for self, is competent with clinical skills, has sound clinical reasoning and judgment, and integrates caring-healing science within their holistic nursing practice.

NR412e	Holistic Caring for Adults II	
Units:	3 didactic, 1 lab, 2 clinical (6 total)	
Hours:	165 academic	
Prerequisite:	NR304e, NR311e, NR312e, NR314e	Concurrent: None
Location:	New York	

This course is designed to examine the concepts of holistic nursing care of adults and aging populations with acute healthcare needs. Emphasis is placed on the delivery of safe, evidence-informed, relationship-centered care with diverse populations. Concepts and theories to nurture the wholeness of adults and aging populations with acute alterations are examined. Principles of wellness, health promotion, and illness prevention for adults of all ages are explored. The clinical practicum emphasizes co-creating caring environments with interprofessional teams and the use of evidence-informed practice to facilitate the achievement of safe, competent, holistic nursing care for adults within an acute care setting. Emphasis is placed on managing the care of patients experiencing acute illnesses and restoring health and well-being and supporting a culture of quality, equity, and safety. Intermediate knowledge, attitude, and skills are practiced in nursing simulation and applied in the clinical setting.

NR424	Nurse as Facilitator of Healing II: Modalities	
Units:	1 didactic, 2 lab (3 total)	
Hours:	75 academic	
Prerequisite:	NR300e, NR301c, WS331e, WS352e	Concurrent: None
Location:	Online	

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.

NR425e Senior Practicum in Nursing

Units: 4 clinical
Hours: 180 academic (travel time and lunches not included in hours)
Prerequisite: NR410e, NR411e, NR412e **Concurrent:** None
Location: New York

This course will enable students to apply, refine, and synthesize essential nursing knowledge, clinical skills, and attitudes into professional practice as an advanced beginner. Focus is on the integration of one's holistic nursing identity within their professional role in the context of healthcare environments. Students will work directly with a licensed registered nurse preceptor in collaboration with the interprofessional team and academic faculty. To the degree possible, students select a practicum site consistent with their area of special interest and professional development goals.

WS331e Pathophysiology I

Units: 3 didactic
Hours: 45 academic
Prerequisite: WS210, WS210L **Concurrent:** None
Location: Online

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.

WS354e Holistic Health Assessment through the Lifespan

Units: 3 didactic, 1 lab (4 total)
Hours: 75 academic
Prerequisite: WS210, WS210L **Concurrent:** None
Location: New York

This course focuses on health assessment and promotion throughout the lifespan. 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.

WS452e	Pharmacology
Units:	3 didactic
Hours:	45 academic
Prerequisite:	WS331e
Concurrent:	None
Location:	Online

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

Bachelor of Science in Nursing (Prelicensure Option) Elective Options

Elective courses are subject to availability. Partial list of elective options below.

	COURSE	UNITS	CRED HRS	PREREQ
	Acupuncture and Chinese Medicine			
OM501	Foundations of Chinese Medicine (Humanities)	3.0	45.0	
OM511	Fundamentals of Chinese Medicine 1	3.0	45.0	
	<i>These courses may have on-campus sections. Please review the section format before registering</i>			
	General Education			
BIO101	General Biology	2.5	45	
CHEM101	General Chemistry	3.0	45.0	
LNG401	Spanish for Healthcare Providers (Humanities)	3.0	45.0	
	Medical Cannabis			
CAN401	Endocannabinoid System and Pharmacology	3.00	45.0	WS451e or WS651
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.00	45.0	CAN401

BSN PRELICENSURE OPTION FULL-TIME MODEL CURRICULUM, ONLINE

Subject to change. Clinicals are in student's locale/community.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
TTS101	Technology Training for Online Students	0.0			
COM102	Therapeutic Communication in Healthcare	3.0	45.0		
ENG101	English Composition I	3.0	45.0		
MA101	College Mathematics	3.0	45.0	Math Placement Exam	
PSY101	General Psychology	3.0	45.0		
WS110	Human Anatomy and Physiology I	3.0	45.0		WS110L
WS110L	Human Anatomy and Physiology I Lab	1.0	30.0		WS110
Total Units/Hours:		16.0	255.0		
TERM 2	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
COM202	Communication in the Digital World – Healthcare Technology	3.0	45.0	COM102	
ENG201	Writing for Healthcare Professionals	3.0	45.0	ENG101	
SOC101	Introduction to Sociology	3.0	45.0		
WS210	Human Anatomy and Physiology II	3.0	45.0	WS110	WS210L
WS210L	Human Anatomy and Physiology II Lab	1.0	30.0	WS110L	WS210
	Elective (Humanities)	3.0	45.0		
Total Units/Hours:		16.0	255.0		
TERM 3	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
MA310e	Research Statistics	3.0	45.0	MA101	
PSY201	Lifespan Development	3.0	45.0	PSY101	
SOC201	Healthcare Policy, Social Justice and Ethics	3.0	45.0	SOC101	
WS208	Integrative Nutrition	3.0	45.0		
WS315	Microbiology	3.0	45.0	WS210	WS315L
WS315L	Microbiology Lab	1.0	30.0	WS210L	WS315
Total Units/Hours:		16.0	255.0		
TERM 4	COURSE	UNITS	CRED HRS	PREREQ	CONCUR

NR300e	Theoretical Foundations of Holistic Nursing	3.0	45.0	COM202, ENG101, SOC101	
NR301c	The Nurse as Facilitator of Healing I: Role	4.5	90.0	WS208	
WS331e	Pathophysiology 1	3.0	45.0	WS210, WS210L	
WS354e	Health Assessment through the Lifespan	4.0	75.0	WS210, WS210L	
Total Units/Hours:		14.5	255.0		
TERM 5	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR310e	Essentials of Nursing Practice	4.0	90.0	NR300e, NR301c, WS331e, WS354e	
NR424	The Nurse as Facilitator of Healing II: Modalities	3.0	75.0	NR300e, NR301c, WS331e, WS354e	
WS423	Psychoneuroimmunology	3.0	45.0	WS331e	
WS452e	Pharmacology	3.0	45.0	WS331e	
	Elective	3.0	45.0		
Total Units/Hours:		16.0	300.0		
TERM 6	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR304e	Nursing in Research	3.0	45.0	MA310e, NR310e, NR424, WS423	
NR311e	Holistic Integration Seminar I	1.0	15.0	NR310e, NR424, WS423, WS452e	
NR312e	Holistic Caring for Adults I	6.0	165.0	NR310e, NR424, WS423, WS452e	
NR314e	Holistic Caring for Families	5.0	120.0	NR310e, NR424, WS423, WS452e	
Total Units/Hours:		15.0	345.0		
TERM 7	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR410e	Holistic Mental Health and Wellness Nursing	5.0	120.0	NR304e, NR311e, NR312e, NR314e	
NR411e	Holistic Integration Seminar II	1.0	15.0	NR304e, NR311e, NR312e, NR314e	
NR412e	Holistic Caring for Adults II	6.0	165.0	NR304e, NR311e, NR312e, NR314e	

	Elective	3.0	45.0		
	Total Units/Hours:	15.0	345.0		
TERM 8	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
NR404e	Community Health Nursing/Population Focused Healthcare	6.0	165.0	NR410e, NR411e, NR412e	
NR405e	Leadership in the Delivery of Healthcare	3.0	45.0	NR410e, NR411e, NR412e	
NR425e	Senior Practicum in Nursing	4.0	180.0	NR410e, NR411e, NR412e	
	Elective	3.0	45.0		
	Total Units/Hours:	16.0	435.0		
	Program Total:	124.5	2,445.0		

Medical Cannabis

Master of Science in Medical Cannabis Therapeutics (MS-MCT)

Annual enrollment only for Spring semesters.

Educational Purpose

The purpose of the Master of Science in Medical Cannabis Therapeutics (MS-MCT) 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.

Total Credits:	30.0
Total Hours:	450.0
Location:	Online

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, 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 Master of Science in Medical Cannabis Therapeutics (MS-MCT) program furthers PCHS's offerings for healthcare providers by expanding the existing Medical Cannabis Certificate program, developed in 2019, and will facilitate a better understanding of integrative medicine and patient overall health.

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 MS-MCT program provides an opportunity for healthcare professionals to bridge the gap between the cannabis industry and the growing science behind cannabis medicine. The MS-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 MS-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 MS-MCT program is offered online, using a combination of live classes and self-paced weekly assignments. For each seven-week course, two weeks are comprised of live classes, while the rest is asynchronous coursework with defined outcomes.

MS-MCT Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative undergraduate GPA of 3.00 or higher will be considered for full acceptance
- Bachelor's degree in a health- or science-related field (or 90 credits in a related field), and at least one completed semester of Anatomy/Physiology; or a clinical terminal degree; or the program director's permission

MS-MCT COURSES AND COURSE DESCRIPTIONS
In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ	CONCUR
CAN410	Introduction to the Endocannabinoid System	3.0	45.0		
CAN510	Introduction to Medical Cannabis History and Policy	3.0	45.0		
CAN515	Therapeutic and Medicinal Uses of Cannabinoids, Terpenes, and Flavonoids	3.0	45.0		
CAN525	Advanced ECS and Cannabinoid Pharmacology	3.0	45.0		
CAN530	Cannabis Research and Evidence-Based Literature Review	3.0	45.0		
CAN535	Ethics, Advocacy, and Public Health: Emerging Issues for Healthcare Professionals	3.0	45.0		
CAN540	Adverse Effects, Product Safety, and Patient Recommendation Considerations	3.0	45.0		
CAN600	Cannabinoid Therapeutics I: Clinical Applications for Symptom Management	3.0	45.0		
CAN605	Cannabinoid Therapeutics II: Clinical Applications for Chronic Conditions	3.0	45.0		
CAN610	Capstone	3.0	45.0		
TTS101	Technology Training for Online Students	0.0			

CAN410 Introduction to the Endocannabinoid System
Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

CAN510 Introduction to Medical Cannabis History and Policy
Units: 3 didactic

Hours: 45 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

CAN515 Therapeutic and Medicinal Uses of Cannabinoids, Terpenes, and Flavonoids
Units: 3 didactic

Hours: 45 academic

Prerequisite: CAN410

Concurrent: None

Location: Online

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.

CAN525 Advanced ECS and Cannabinoid Pharmacology
Units: 3 didactic

Hours: 45 academic

Prerequisite: CAN515

Concurrent: None

Location: Online

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. The 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. Furthermore, this course goes beyond the discussion of the cannabinoid receptors to explore how non-cannabinoid receptor mechanisms can influence the ECS. Finally, students will consider how the endocannabinoidome contributes to homeostasis and health and whether targeting the ECS can provide novel therapeutic approaches to treating metabolic, nociceptive, psychiatric, and other diseases and disorders.

CAN530 Cannabis Research and Evidence-Based Literature Review

Units: 3 didactic
Hours: 45 academic
Prerequisite: CAN525 **Concurrent:** None
Location: Online

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.

CAN535 Ethics, Advocacy, and Public Health: Emerging Issues for Healthcare Professionals

Units: 3 didactic
Hours: 45 academic
Prerequisite: CAN530 **Concurrent:** None
Location: Online

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.

CAN540 Adverse Effects, Product Safety, and Patient Recommendation Considerations

Units: 3 didactic
Hours: 45 academic
Prerequisite: CAN535 **Concurrent:** None

Location: Online

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.

CAN600 Cannabinoid Therapeutics I: Clinical Applications for Symptom Management

Units: 3 didactic

Hours: 45 academic

Prerequisite: CAN540 **Concurrent:** None

Location: Online

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 physiology, pathophysiology, and evidence-based cannabinoid treatment strategies for psychiatric, neurological, gastrointestinal, oncological, cardiovascular, immunological, respiratory, and musculoskeletal disorders.

CAN605 Cannabinoid Therapeutics II: Clinical Applications for Chronic Conditions

Units: 3 didactic

Hours: 45 academic

Prerequisite: CAN600 **Concurrent:** None

Location: Online

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 physiology, pathophysiology, and evidence-based treatment strategies for psychiatric, neurological, gastrointestinal, oncological, cardiovascular, immunological, respiratory, and musculoskeletal disorders.

CAN610 Capstone

Units: 3 didactic

Hours: 45 academic

Prerequisite: CAN605 **Concurrent:** None

Location: Online

The Capstone course is a culminating experience in the MS-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—such as a hospital, integrative clinic, community agency or non-profit organization, or a cannabis business—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 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.

TTS101 Technology Training for Online Students

Units: 0 didactic

Hours: 0 academic

Prerequisite: None

Concurrent: None

Location: Online

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.

MS-MCT PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
CAN410	Introduction to the Endocannabinoid System	3.0	45.0	
CAN510	Introduction to Medical Cannabis History and Policy	3.0	45.0	
Total Units/Hours:		6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN515	Therapeutics and Medicinal Uses of Cannabinoids, Terpenes, and Flavonoids	3.0	45.0	

CAN525	Advanced ECS and Cannabinoid Pharmacology	3.0	45.0	
Total Units/Hours:		6.0	90.0	
TERM 3	COURSE	UNITS	CRED HRS	PREREQ
CAN530	Cannabis Research and Evidence-Based Literature Review	3.0	45.0	
CAN535	Ethics, Advocacy, and Public Health: Emerging Issues for Healthcare Professional	3.0	45.0	
Total Units/Hours:		6.0	90.0	
TERM 4	COURSE	UNITS	CRED HRS	PREREQ
CAN540	Adverse Effects, Product Safety, and Patient Recommendation Considerations	3.0	45.0	
CAN600	Cannabinoid Therapeutics I: Clinical Applications for Symptom Management	4.0	45.0	
Total Units/Hours:		6.0	90.0	
TERM 5	COURSE	UNITS	CRED HRS	PREREQ
CAN605	Cannabinoid Therapeutics II: Clinical Applications for Chronic Conditions	3.0	45.0	
CAN610	Capstone	3.0	45.0	
Total Units/Hours:		6.0	90.0	
Program Total:		30.0	450.0	

Medical Cannabis Certificate (MCC): Healthcare Professionals or Foundations

Educational Purpose

The goal of Pacific College's Medical Cannabis Certificate program is to produce healthcare providers and cannabis stakeholders who can help coach patients on the therapeutic effects of cannabinoid medicines, self-titration approaches, self-exploration of cannabinoid medicines, 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

Total Credits:	8.0
Total Hours:	120.0
Location:	Online

appropriate for all healthcare workers and clinicians working with medical cannabis patients and has used these guidelines as the basis for its Medical Cannabis Certificate program.

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.

Healthcare Professionals

Licensed healthcare professionals who can demonstrate that they have met the pharmacology Admissions requirement can enroll in the Healthcare Professional Track. In this track, there is an emphasis on the interprofessional nature of medicinal cannabis in healthcare, how standards and scopes of practice guide the professional's work with medicinal cannabis patients, strategies that healthcare professionals can use to help medical cannabis patients navigate cannabis use, and strategies and competencies that enable healthcare professionals to assume leadership roles in cannabis healthcare.

Foundations

The Foundations track was designed for students in the cannabis industry or other cannabis stakeholders, or for healthcare professionals who lack licensure or who are not able to demonstrate that they have met the pharmacology admission requirement. While this track is less patient- and healthcare-professional-focused, these students will also learn how cannabis can be useful with a variety of conditions, but in line with their scope of practice. Cannabis stakeholders and influencers with no healthcare licensure should not be practicing healthcare but should be able to speak to the benefits of cannabis as a medicine.

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.

MCC Admissions Requirements

Please review institutional admissions requirements/policies/procedures in the Policies and Procedures section of this catalog.

- Cumulative undergraduate GPA of 2.00 or higher, or licensure, will be considered for full acceptance
- Associate degree, defined as at least 60 semester credits/90 quarter credits
- Health care track: successful completion Pharmacology course (or equivalent) and healthcare license

MCC COURSES AND COURSE DESCRIPTIONS

In alphabetical order by course code and subject to change.

CODE	COURSE	UNITS	CRED HRS	PREREQ
MCC: Healthcare Professionals Courses				
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	Pharmacology (WS451e or WS651)
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.0	45.0	CAN401
CAN421	Cannabis Care Capstone	2.0	30.0	CAN411
TTS101	Technology Training for Online Students	0.0		
MCC: Foundations Courses				
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	
CAN412	Medical Cannabis Guidelines and Professional Practice	3.0	45.0	CAN401
	Cannabis Industry: Foundations Capstone	2.0	30.0	CAN411 or CAN412
TTS101	Technology Training for Online Students	0.0		

CAN401 Endocannabinoid System and Pharmacology

Units: 3 didactic

Hours: 45 academic

Prerequisite: Pharmacology (WS451e or WS651)

Concurrent: None

Location: Online

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.

CAN411 Medical Cannabis Clinical Guidelines and Professional Practice

Units: 3 didactic
Hours: 45 academic
Prerequisite: CAN401 **Concurrent:** None
Location: Online

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 and coach people on how best to incorporate cannabis into their health management and self-care routines.

CAN412 Medical Cannabis Guidelines and Professional Practice

Units: 3 didactic
Hours: 45 academic
Prerequisite: CAN402 **Concurrent:** None
Location: Online

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. They will be able to advocate for populations and coach people on 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 in the context of a variety of conditions, in line with their state regulations and scope of practice.

CAN421 Cannabis Care Capstone

Units: 2 didactic
Hours: 30 academic
Prerequisite: CAN411 **Concurrent:** None
Location: Online

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

CAN422 Cannabis Industry: Foundations Capstone

Units: 2 didactic
Hours: 30 academic
Prerequisite: CAN411 or CAN412 **Concurrent:** None
Location: Online

This course introduces students to business concepts unique to the cannabis industry. This course provides an overview of the state of the industry: its 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 of which business retailers and clinicians should be aware and emphasizes advocacy responsibilities and opportunities. These concepts support a capstone project that provides clarity regarding the student’s area of interest within the cannabis space.

TTS101 Technology Training for Online Students

Units: 0 didactic
Hours: 0 academic
Prerequisite: None **Concurrent:** None
Location: Online

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.

MCC: HEALTHCARE PROFESSIONALS PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	Pharmacology (WS451e or WS561)
CAN411	Medical Cannabis Clinical Guidelines and Professional Practice	3.0	45.0	CAN401
Total Units/Hours:		6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ

CAN421	Cannabis Care Capstone	2.0	30.0	CAN411
Total Units/Hours:		2.0	30.0	
Program Total:		8.0	120.0	

MCC: FOUNDATIONS PART-TIME MODEL CURRICULUM, ONLINE

Subject to change.

TERM 1	COURSE	UNITS	CRED HRS	PREREQ
TTS101	Technology Training for Online Students	0.0		
CAN401	Endocannabinoid System and Pharmacology	3.0	45.0	
CAN412	Medical Cannabis Clinical Guidelines and Professional Practice	3.0	45.0	CAN401
Total Units/Hours:		6.0	90.0	
TERM 2	COURSE	UNITS	CRED HRS	PREREQ
CAN422	Cannabis Industry: Foundations Capstone	2.0	30.0	CAN411 or CAN412
Total Units/Hours:		2.0	30.0	
Program Total:		8.0	120.0	



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