**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s):AAS in Massage Therapy |
| Certificate(s): Certificate in Massage Therapy |
| Contact Information for lead on Self-Study: Name: Christina Brown, LMT, BS Director of Massage TherapyCampus: Superstition Mountain CampusPhone: 480-677-7745Email: christina.brown2@centralaz.edu |

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| **Program Description, Vision and Outcomes** |
| 1. What is the description of the program as stated in the current CAC catalog:

Massage Therapy includes 735 hours of basic curriculum which prepares individuals for entry-level positions performing massage therapy in a variety of settings. This program includes relaxation massage, therapeutic massage, massage therapy for special populations, and spa treatments and hydrotherapy. Included in the program is a Chiropractic Assistant Certification program. Additional topics include physiotherapy, body mechanics, acupuncture, anatomy, pathophysiology, business skills, and complementary and alternative medicine. |
| 1. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear. No, but along with my team, we created one and will get it in the catalog next fall.

To provide a quality and affordable Massage Therapy program with transferrable college credits to a diverse population and provides students with a lifelong trade in various health and wellness settings.We currently do not have a vision statement. |
| 1. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:

**CAC Vision and Mission Statements:***OUR VISION*Central Arizona College is the leader of innovative learnersuccess and the center for educational opportunities in ourdiverse communities.*OUR MISSION*Central Arizona College engages our diverse communities inquality learning experiences for lifelong success by providingaccessible educational, economic, cultural, and personalgrowth opportunities.Like the college, there is an emphasis on personal growth in addition to just gaining knowledge. We not only want our students to learn the material we teach, but also to become better citizens and engage in their communities. We provide an opportunity for them to have a successful and rewarding career. |

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| **Program Enrollment and Graduation Trends** |
| 1. Summarize the program enrollment data for the past 5 years in the chart below:

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| --- | --- | --- | --- | --- | --- |
| Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| AAS | 35 | 36 | 42 | 52 | 48 |
| Certificate | 20 | 16 | 33 | 19 | 35 |

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| 1. Discuss and explain the factors influencing the enrollment trends: At the present moment, our economy seems to be doing well and when that happens people aren’t as motivated to continue their education. That added with the fact that our only location for the program is in Apache Junction makes is harder to attract students from Casa Grande, Coolidge, and Maricopa. I am hopeful that with the cost of healthcare being sky high, that the focus on a holistic approach to health and wellness will become more popular and we have a great pathway to a career in massage therapy. Our AAS is also a great pathway to a Health Coaching at ASU or a Health Science degree at NAU.
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| 1. How has the program typically recruited students and marketed the program:

Word of mouth, community outreach, and career fairs, our CAC website and High School student outreach. I have also been targeting women’s groups, yoga studios, coffee shops and health food stores trying to reach people who are already interested in health and wellness. |
| 1. Summarize the program graduation rate trends for the past 5 years in the chart below:

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| --- | --- | --- | --- | --- | --- |
| Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| AAS | 3 | 5 | 2 | 5 | 3 |
| Certificate | 6 | 11 | 7 | 1 | 11 |

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| 1. How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below. I have had 4 students in the past year enroll in our program with a Bachelor’s degree already and have 3 currently who are moving in that direction.

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| --- | --- | --- | --- | --- | --- |
| Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| AAS | 0 | 0 | 0 | 0 | 0 |
| Certificate | 0 | 0 | 0 | 0 | 0 |

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| Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion? Prior to 2014 when SPC shut down the Massage Program at that location, the numbers seem inflated due to the program having 2 locations. Now with just one, the numbers are considerably lower, also our economy is reportedly doing well therefore, and our enrollment in community college shows a decline. I started in this position in August of 2016 and since then I have arranged to require my signature to enroll in the massage program so that the students work directly with me as an Advisor. Therefore, I can keep better track of their progress and what they need to complete to finish. My Certificate program is the most successful according to my numbers.1. Based on some unofficial documentation that I‘ve kept since I started as Director, I show that in fall 2016, we had a 94%pass rate, 81% got their professional license and 27% received their AAS.
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| 1. Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement. The trends that I see are the enrollment has gone down a bit since the economy has been better, and when student completes their Certificate program, they want to start their career right away and it seems that the AAS degree is a consideration at a later date. I keep in contact with all the students to see what they are pursuing and I always encourage the AAS and the BS degrees at our state colleges and universities. The trend that I see is that students want to work and make a living and that is their most important goal. Although, they all express interest in obtaining a degree, they want to pursue at a later date. What I feel we do well, our students are extremely prepared and ready to get into the workforce. They are able to give a higher quality massage and are desirable to Massage Envy, Chiropractors in the area and other local spas. Many students also start out on their own doing on-site mobile massages. I have developed a relationship with these employers through Advisory Meetings and they are all specifically seeking our students out.
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| **Program Curriculum:** *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary. Use the charts to answer the following questions.*  |
| 1. Certificate(s): After reviewing the Curriculum Comparison Chart of the other institutions for the certificate(s), is insight given into courses that could be added, combined or deleted?

**Strengths of CAC Curriculum:****A 39 credit/1 year program keeps our program competitive in the marketplace and provides an affordable education without the financial burden to the students. The program is also flexible in that there are online, hybrid, and live classes accommodating many of our students who have jobs outside of the classroom which also helps with enrollment.****The certificate program exceeds the required hours mandated by the state as does the degree. There is no National examination at the end of the program, the student just needs to meet required hours. In the past, there was students who have taken the exam and passed.****-In 2014, we added a Complementary/Alternative Medicine class to cover topics that other community colleges were providing as electives. This provides the student with knowledge of various holistic/Alternative modalities without adding to our curriculum so that we can maintain an affordable, 2 semester certificate program. We also deleted the Ethics in Massage class as it was being covered in Therapeutic Massage I as well as our Business Skills class.****-Our curriculum also provides 180 hours of Practicum which is more than other programs that are similar to our model. This ensures that our students graduate with the practical skills to be hired immediately and are sought after in the local market.****-We also provide Chiropractors Assistants Training certification that is included in our 39 credits. This provides students with the necessary skills and knowledge to work in a Chiropractors office as a Chiropractic Assistant as well as a Licensed Massage therapist which makes our graduates much more marketable.****AAS: Our degree program is our Certificate program with the required AGEC’s and Intro to Healthcare and Medical Terminology. It is very similar to other community college degree programs in the state.****See page 9, Appendix I for Certificate Comparison Chart****See page 10, Appendix II Degree Comparison Chart** |
| 1. Degree (s): After reviewing the Curriculum Comparison Chart of the other institutions for the degree(s), is insight given into courses that could be added, combined or deleted? Prior to me arriving in 2016, the Director at the time as well as myself and other adjuncts consolidated the program by cutting out repetitive classes and adding the Complementary/Alternative Medicine class which covers many holistic modalities that other institutions cover in their elective classes. I feel that our program at 39 credits is not in need of adding or deleting anything in the curriculum at this time.
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| 1. When the Curriculum Review for each degree and certificate comes due, are there any course descriptions, articulation, additions, revisions or deletions anticipated? No, the only necessary change that had to occur was to change the name of our Physiotherapy for CA to Physical Modalities due to legislative changes in our AZ statutes in regards to billing for Physical therapists and we addressed this last semester so the current catalog represents this.
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| **Program Outcomes and Assessment** |
| 1. What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:
2. 1. (Synthesis Level) Correlate the knowledge acquired in the general education courses with massage therapy concepts and practice. (CSLO 3,4) 2. (Evaluation Level) Demonstrate, explain, and critique various methods of massage therapy. (CSLO 3) 3. (Evaluation Level) Apply knowledge of massage history, benefits and contraindications, body mechanics, draping, hygiene, sanitation, and safety to critique client care. (CSLO 3,4) 4. (Synthesis Level) Apply medical law and ethics, including legal guidelines/requirements for health care, medical ethics, and related issues, and risk management in case studies.(CSLO 3) 5. (Synthesis Level) Demonstrate knowledge of anatomy and physiology, medical terminology, pathophysiology, and psychology in application of various massages to clients with specific needs. (CSLO 3) 6. (Synthesis Level) Incorporate appropriate and effective communications, including verbal and nonverbal interactions with others. 7. (Synthesis Level) Adapt for individualized needs in massage therapy. (CSLO 3,4) 8. (Application Level) Demonstrate application of electronic technology in massage therapy. (CSLO 2) 9. (Synthesis Level) Combine professional components, including operating a business, personal attributes, job readiness, and workplace dynamics as they relate to massage therapy. (CSLO 3, 4) 10. (Evaluation Level) Critique and problem solve issues related to the field of massage therapy. (CSLO 3) 11. (Analysis Level) Summarize the roles of the chiropractic assistant in the chiropractic office atmosphere, including professional standards of conduct. (CSLO 1, 2, 3) 12. (Evaluation Level) Demonstrate and critique entry-level competencies in administrative procedures in office management including history taking, record keeping, scheduling, and phone etiquette. 13. (Synthesis Level) Apply the concepts of acupuncture and physiotherapy for chiropractic therapy to clients and create a care plan. (CSLO 3, 4) 14. (Evaluation Level) Evaluate massage therapy's role in complementary and alternative medicine.(CSLO 1,2,3)
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| 1. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but maybenefit from seeking? No
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| 1. Describe the department/program strategies for determining how learning outcomes are assessed using direct and indirect methods and for collecting, analyzing and discussing findings. The Instructors and I are constantly evaluating and assessing the students’ progress. Since we are all currently working in the field, we know what is expected of our students and keep up with industry standards and expectations to pass on to the students. I also conduct an Advisory Meeting with Chiropractors, Spa managers and any potential employers that are willing to come to the meeting to get their feedback on what they expect from the new LMT so that our learning outcomes match what the industry requires. I also conduct a Staff meeting before and after the semester to correct any issues that may have come up and impellent changes if needed with new strategies to constantly make sure we are improving.
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| 1. Is a common assessment being conducted to assess the Measurable Student Learning Outcomes (MSLOs) for a common course? Is there data which indicates the degree to which students in the program are achieving the program’s MSLOs?

All the students are assessed through a written and a practical assessments with Instructors in the Massage classes as well as in the Practicum class to consistently keep track of students’ progress. We keep records in our gradebooks as well as client feedback in our practicum clinic. In our last massage class of the program (LMT280) students have a final average grade of 88% and in 2016, our licensure rate was 88% and in 2017 it was 90% so students are achieving their MSLO’s. |
| 1. Is there data which indicates the degree to which students in the program are achieving the program’s Common Student Learning Outcomes (CSLOs)? Please share and explain the data.

**The four Common Student Learning Outcomes are:**1. Cultural and Civic EngagementParticipate in diverse environments while demonstrating global citizenship and social consciousnessOur students participate in community events in Apache Junction and perform Chair Massages. We also serve our diverse community through our Massage clinic where the students have to perform 180 hours of practical experience and work on all different clients from elderly to medically challenged, from athletes to pregnant women. So they get a well-rounded practical education.2. Integrative KnowledgeIdentify, comprehend, apply and synthesize facts, concepts, theories and practices across broad and specialized knowledge areasIn our classes, they do lecture first and then go into lab to practice so that students learn the information and then practice hands on to cement what they learned and get immediate feedback from other students as well as Instructors.3. Personal and Professional SkillsDemonstrate skills which enhance personal and professional developmentOur LMT136 Business Skills class teaches our students professional ethics, boundaries, marketing as well as different paths available to them after graduation as well as defining personal values and their mission and financial matters. It also helps them explore their choices of independent contracting, working for companies or chiropractors and what would be a good fit for them as well as personal intentions and professional morals and ethics. Our Practicums which are comprised of 45 clock hours of hands on training expose them to what it is actually like to work in a clinic setting and our Clinic Instructor guides them in the area of professionalism at the workplace which covers CSLO #3.4. Reasoning SkillsInquire and analyze to solve problems, draw logical conclusions, or create innovative ideasAll of our Massage classes teach the students that with every client comes with a different set of needs and challenges. They are all taught to think on their feet to accommodate the needs of an every changing society. They learn how to read and provide intake consultations so they can come up with a wellness plan or a plan on how to best treat the client and what massage would work best with the symptoms presented. |
| 1. Discuss how the program has used MSLO and CSLO assessment results to improve instruction and/or student learning over the past 5 years. Summarize actions taken based on assessment of student learning findings.

Since I’ve been in this position, I’ve had a quick study on this topic. What I’ve done, is to just read them prior to each semester to ensure that as I review the syllabus for each class and go over content, I make sure the Instructor and I are clear on whether the program is adhering to CAC’s MSLO”S and CSLO’s as well as our own and making any necessary changes if they are needed. This is done during staff meetings prior to each semester starting and ending. |
| 1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States. There are many private massage schools as well as public but our program is the only one that blends the skills of a massage therapist and chiropractic assistant. CAC follow the board of chiropractic rules for these skills and this gives CAC graduates additional employment avenues not open to other students. Our students also do more Practicum hours than most so they provide a more experienced massage. We also get feedback directly from managers at local spas and have a great reputation of developing skilled massage therapists, our students are sought after.
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| 1. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer. NAU, ASU and U of A all have a BS in Health Sciences that our degree transfers to. ASU also has a Health Coaching degree that works for our students as well.
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| 1. Indicate if there are any articulation agreements in place for degree graduates. I am not aware of any articulation agreement other than the one we have with NAU and ASU.
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| 1. Discuss how the program gets feedback on its program and curriculum from external sources, suchas advisory boards, employers, articulation task forces, accreditors, etc. We do annual Advisory Board meetings with local spa managers, Chiropractors, as well as our Instructors who are active in the Massage field in different capacities. I have also invited these managers to come receive massages in our clinic so they can give first hand feedback to our students as well as learn about potential employees.
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| **Program Specific Resources:***In this section please focus on program specific resource. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| 1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years: Until last academic year, we have plenty of resources to run program with the exception of needing one full time position to oversee the program. Last semester, we were short in our 5115 budget for part time wages. These wages are needed to keep our clinic open and running. Having the clinic open 2 full days and 2 half days provides our students with a bit more flexibility in their schedule of work and school and enables them to complete the required hours in the short amount of time the clinic is open during the semester . These hours also provide the community better availability to receive massages which they need and love. Before I was a Director, I was an Adjunct who helped run the clinic and in the past, it was very inconsistent in the hours so it created confusion for instructors, students and the community on when it was open and caused panic for students who had trouble finishing their hours. I’ve made it a priority to keep the hours consistent and have received positive feedback by all. However, the budget being cut in this area makes this hard to accomplish.
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| 1. What future goals does the program have? Will extra resources and funding be required to achieve it? I would like to just keep on working on enrollment and growing the program. Prior to me being in this position, our SPC program was discontinued and there wasn’t a lot of outreach being done. Therefore, I am doing some catch up. I would like to go back to original budget so I can continue our clinic hours and our laundry service without shortages.
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| **Program Effectiveness for Graduates** |
| 1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees? Presently there are no surveys conducted. I would measure success of the graduates based on graduation, licensure and employment. I keep in touch with our students via text and social media to make sure they are employed and have received their licenses as well as encouraging the AAS degree and continuing education.
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| 1. If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:
2. Fall 2016: (when I started) my data is conflicting with what I was provided. I show out of 11 students enrolled in program and not taking CEU class: 74% received their licenses, 27% received their AAS and 74% are actively employed. I believe the data I was given included many students who weren’t actually enrolled in the Certificate or AAS Massage program because I meet with them and track their progress. These students started in Fall of 2016 and graduated Spring 2017. In Fall 2017/Spring 2018: I had 10 students enrolled, with a 90% graduation rate, 90% licensure and 80% are currently employed working as a Licensed Massage therapist.
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| 1. If your program serves to prepare a student for external certification or licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below. Our students receive their licenses from the AZ Board of Massage therapy by submitting transcripts of completed hours, not test is given.

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| --- | --- | --- | --- | --- | --- |
| Licensure/Certification | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| State license | 8/11- 74% | N/A | N/A | N/A | N/A |
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| **Program Continuous Quality Improvement** |
| 1. Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:

Since my arrival in 2016, I have used my Operational budget to switch us from doing our own laundry to getting it professionally done. Our sheets are now getting cleaner and sanitized and now our Instructors are freed up to teach and not do laundry. I’ve seen a big difference in the moral of instructors as well as the students feeling more confident with having worked more with their Instructors. I’ve also tried to incorporate more educational training for myself and our adjuncts to better our curriculum. This requires traveling sometimes so I have tried to incorporate this into our budget. |
| 1. Describe other ways the program has engaged in continuous quality improvement:

**I’ve tried and with some success to streamline much of our systems to provide consistency within our program. For example, we used to have different exams for clinics and classroom which I’ve made the same so everyone is on same page of what is expected. I also made clinic hour’s consistent every semester. In the past, they varied which made it extremely difficult on Clinic Instructors to coordinate their jobs with teaching. I believe these changes have had a positive impact and in the 2 years that I have been here, I have received positive feedback and know that the quality of the massages the students are giving shows the impact.** |

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| **Program Alignment with Institutional Strategic Goals:** |
| 1.Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.***CAC Strategic Goals:*** 1. Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents- We have the most affordable, flexible program as well as top notch Instructors who currently work in the field and are adapting our curriculum to reflect what employers are looking for. We provide more hands on practice than any other program which has made our students very desirable in the workforce in the surrounding area, they are sought after. The practicum also does a great community service to our area, many people can receive affordable massages for their health and wellness which they love.
2. Improve student retention, persistence, completion and job placement

 Our students learn in the classroom and then practice what they just learned immediately after under supervision and receives a lot of feedback from Instructors as well as Licensed Massage therapists and community members so they can adjust their massages accordingly so they retain what they’ve learned through practice.1. Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff

We have small classes and work closely with our students and provide the support they need. We always have a diverse group of students ranging from 18-50 years of age.1. Enhance our physical and technological infrastructure to support changes in the learning and work environment

 We recently purchased new updated equipment to update the classroom and the clinic so the students work with equipment that is industry standards. 1. Expand partnerships with Universities to provide advanced degrees to Pinal County residents
2. I just had a meeting with ASU Health Careers and have set up times for them to talk with students.
3. Obtain approval from the state and regional accreditation body to offer baccalaureate degrees at CAC

 N/A1. Optimize fiscal resources that support the needs and expectations of students and the community

Contribute to the economic vitality, workforce development, and job training needs of Pinal County and surrounding region - I have incorporated a laundry service which was desperately needed to maintain proper hygiene/sanitation and keep the students and the clinic instructors in the classroom instead of doing laundry with our residential laundry set up that we currently have. I also have used funds to update all our equipment as well as use some funds to provide Scholarships for students. |
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| **Evaluation of Program Strengths, Viability and Areas for Improvement:** |
| 1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and possible Action Plan Ideas.

I think we are an incredible program that cares greatly about graduating qualified, exceptional massage therapists. We are most definitely viable and the service that we provide our community is unmatched by any other massage school. Many of our senior citizens here in Apache Junction so desperately need our clinic open to stay healthy and mobile and our clients love us. This community service also gives our students firsthand experience with many different types of clients so they have a realistic view on what their job does for others and what it is really like in the work force. Not to mention, we take care of many of our CAC employees, keeping them stress free and well!Action Plan 1: Would be to improve on marketing the program to help boost enrollment. Our enrollment has declined so I need to focus on increasing the numbers. However, we are set up for 8 students in our lab. We can accommodate 10-12 but that is difficult because it gets cramped and by keeping it smaller, we to continue to keep the quality of their education top priority. Action Plan 2: Will be to find funding for continuing education for our instructors so that they may maintain their credentials and doing these classes as a team helps to build up moral and keeps them connected to CAC. Action Plan 3: Will be to make efforts to make adjuncts feel connected to the school especially since our classes run at night and there is a tendency to not feel part of things at the school.  |

**Curriculum Comparison Chart (Certificate)**

*Create a table with a side by side comparison of each course (or category of course) required by the certificate curriculum.*

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| **Name of Certificate:**  |
| **CAC** | **Comparison #1 Phx College** | **Comparison #2 Pima College** | **Comparison #3 \*Optional** |
| **BIO 160 Intro to A & P (4)** | **BIO160 A & P (4)** | **WRT 101 Eng Comp (3)** | **N/A**  |
| **LMT136 Bus Skills (3)** | **HCC 130 Healthcare Delivery (3)** | **BIO160 Into to A & P (4)** |  |
| **LMT150 Chiro Asst Training (2)** | **HCC145AA Med Term (1)** | **TMA101 Intro to Massage therapy (3)** |  |
| **LMT151 Acupuncture for CA (1)** | **WED151 Intro to Alt Medicine (3)** | **TMA120 Professionalism/Ethics for Massage (2)** |  |
| **LMT152 Physical Modalities for CA (1)** | **WED165 Overview of Massage Therapy (2)** | **TMA201IN Therapeutic Massage I (6)** |  |
| **LMT154 Comp Alt Medicine (3)** | **WED215 Self-care for Healthcare Providers (2)** | **TMA202IN Thera. Massage II (6)** |  |
| **LMT160 Applied Anatomy (3)** | **MGT253 Owning & Operating a small bus or WED204 Establishing a Massage Practice (3)** | **TMA202LC Therapeutic Massage Practice lab 1 (1)** |  |
| **HPM173 Pathophysiology (3)** | **WED230 Ther. Massage I (6)** | **TMA210 Fundamentals of Kinesiology (3)** |  |
| **LMT180 Therapeutic Massage I Swedish/Relaxation (3)** | **WED231 Ther. Massage II (6)** | **TMA 215 Intro to Pathology for Massage & bodywork (3)** |  |
| **LMT181 Therapeutic Massage II Sport/Chair (3)** | **WED232 Ther. Massage III (6)** | **TMA222 Business Mgmt. for Massage & Bodywork (2)** |  |
| **LMT280 Therapeutic Massage III Deep Tissue (3)** | **WED250 Clinical Practicum (3) OR** | **TMA290LC Therapeutic Massage Clinical (3)** |  |
| **LMT281 Therapeutic Massage IV Special Populations (3)** | **WED250AA Clinical Practicum: Part 1 (1.5) OR** | **TMA291 Therapeutic Massage Internship (1)** |  |
| **LMT282 Therapeutic Massage V Hot Stone/Spa (3)** | **WED250AB Clinical Practicum: Part II (1.5)** | **WED110 Into to Comp/Alt Medicine (3)** |  |
| **LMT175L Practicum Relax (1)** | **Student chooses (4 credits) worth of electives ( Alternative classes like Reiki, Aromatherapy etc.** | **WED111 Self-care for Personal Wellness (2)** |  |
| **LMT175M Practicum Sport (1)** |  | **MAT106 Elementary Data Analysis w/spreadsheets (2)** |  |
| **LMT 175N Practicum Special Pop (1)** |  |  |  |
| **LMT175O Practicum Hot stone/spa (1)** |  |  |  |
| **Total Credits: 39** | **Total Credits: 39-43** | **Total Credits: 44** | **Total Credits:** |

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**Curriculum Comparison Chart (Degree)**

*Create a table with a side by side comparison of each course (or category of course) required by the degree curriculum.*

**Appendix II:**

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| **Name of Degree:**  |
|  | **Central Arizona College** | **(Comparison #1) Phoenix College** | **(Comparison #2) Pima Comm College** | **(Comparison #3) \*Optional** |
| **General Education/Degree Requirements** | **General Education/Degree Requirements** | **General Education/Degree Requirements** | **General Education/Degree Requirements** | **General Education/Degree Requirements** |
| *If program uses institutional level AGEC-A, AGEC-B, AGEC-S, or AAS general education requirements please indicate appropriately. Also indicate if the program uses the A.A., A.S., A.Bus, or A.A.S. degree requirements.* | **Arts & Humanities Course (3)****COM100,101,or263 Communication****ENG101 Eng Comp III (3)****MAT118 or BUS101 level or higher (3)****PSY101 Into to Psychology (3)****CIS110 or 120 Computer Information Systems (3)****PAC or DAN course 1 credit****HCC100 Into to Healthcare (3)****HCC116 Medical Terminology (3)** | **ENG101 or 107 and ENG102 or 108 (3ea)****Oral Communication any class (3)****CRE101 College Critical Reading and Critical Thinking (3)****MAT any approved Gen education (3)****Humanities and Fine Arts (3)****Social & Behavioral Science (3)****REC120 Leisure & Quality of life (3)** | **WRT101 & WRT102 (3) each****Analysis & Critical Thinking-MAT106 (3)****Humanities & Social Science (3)****Computer & Information CSA100 or 104 (3)****ACC100 Practical Accounting Procedures (3)****MKT111 Principles of Marketing (3)****PSY101 Into to Psychology (3)****CMN120 Bus & Professional Comm (3)** |  |
| **Program Requirements** | **Program Requirements** | **Program Requirements** | **Program Requirements** | **Program Requirements** |
| *Individually list all other course requirements of the program. Indicate course number and name. Include any specifically required courses, even if the student can apply the course to general education.* | **LMT136 Bus Skills (3)** | **BIO160 A & P (4)** | **WRT 101 Eng Comp (3)** |  |
| **LMT150 Chiro Asst Training (2)** | **HCC 130 Healthcare Delivery (3)** | **BIO160 Into to A & P (4)** |  |
| **LMT151 Acupuncture for CA (1)** | **HCC145AA Med Term (1)** | **TMA101 Intro to Massage therapy (3)** |  |
| **LMT152 Physical Modalities for CA (1)** | **WED151 Intro to Alt Medicine (3)** | **TMA120 Professionalism/Ethics for Massage (2)** |  |
| **LMT154 Comp Alt Medicine (3)** | **WED165 Overview of Massage Therapy (2)** | **TMA201IN Therapeutic Massage I (6)** |  |
| **LMT160 Applied Anatomy (3)** | **WED215 Self-care for Healthcare Providers (2)** | **TMA202IN Thera. Massage II (6)** |  |
| **HPM173 Pathophysiology (3)** | **MGT253 Owning & Operating a small bus or WED204 Establishing a Massage Practice (3)** | **TMA202LC Therapeutic Massage Practice lab 1 (1)** |  |
| **LMT180 Therapeutic Massage I Swedish/Relaxation (3)** | **WED230 Ther. Massage I (6)** | **TMA210 Fundamentals of Kinesiology (3)** |  |
| **LMT181 Therapeutic Massage II Sport/Chair (3)** | **WED231 Ther. Massage II (6)** | **TMA 215 Intro to Pathology for Massage & bodywork (3)** |  |
| **LMT280 Therapeutic Massage III Deep Tissue (3)** | **WED232 Ther. Massage III (6)** | **TMA222 Business Mgmt. for Massage & Bodywork (2)** |  |
| **LMT281 Therapeutic Massage IV Special Populations (3)** | **WED250 Clinical Practicum (3) OR** | **TMA290LC Therapeutic Massage Clinical (3)** |  |
| **LMT282 Therapeutic Massage V Hot Stone/Spa (3)** | **WED250AA Clinical Practicum: Part 1 (1.5) OR** | **TMA291 Therapeutic Massage Internship (1)** |  |
| **LMT175L Practicum Relax (1)** | **WED250AB Clinical Practicum: Part II (1.5)** | **WED110 Into to Comp/Alt Medicine (3)** |  |
| **LMT175M Practicum Sport (1)** | **Student chooses (4 credits) worth of electives ( Alternative classes like Reiki, Aromatherapy etc.** | **WED111 Self-care for Personal Wellness (2)** |  |
| **LMT 175N Practicum Special Pop (1)** |  | **MAT106 Elementary Data Analysis w/spreadsheets (2)** |  |
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| **Total Credits: 65** | **Total Credits: 63-67** | **Total Credits: 71** |  |
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