

ASAOM

THE ARIZONA SCHOOL OF ACUPUNCTURE

2025-26 CATALOG





2025-2026 COURSE CATALOG

Master's Degree in Acupuncture

Master's Degree in Acupuncture with a Chinese herbal medicine specialization

Certificate in herbal medicine

Certificate in Asian medical bodywork

Updated: Aug 2025; All content is subject to change by the college without notice.

Licensed by The Arizona State Board for Private Post-Secondary Education (ASBPPSE)
1740 W. Adams St., Phoenix, AZ 85007, Phone: (602) 542-5709

Accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM),
500 Lake Street, Suite 204 Excelsior, MN 55331 Phone: (952) 212-2434 ~ Fax: (952) 657-7068

Arizona School of Acupuncture and Oriental Medicine (ASAOM),
2856 E. Fort Lowell Rd., Tucson, AZ 85716 Phone: (520) 795-0787 ~ Fax: (877) 222-4606

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(Faculty bios are located at the back of this Catalog.)

The Arizona School of Acupuncture and Oriental Medicine is owned and operated by The Arizona School of Acupuncture and Oriental Medicine, Inc., an Arizona corporation.

Corporate and school offices, classrooms, and clinic are located at:

2856 E. Fort Lowell Rd., Tucson, AZ, 85716
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ACCREDITATION

Arizona School of Acupuncture and Oriental Medicine and its following programs are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- (1) Master of Acupuncture
- (2) Master of Acupuncture with a Chinese herbal medicine specialization
- (3) Certificate in Chinese herbal medicine
- (4) Certificate in Asian medical bodywork

Temporary federal flexibilities with respect to institutional eligibility for distance education related to the COVID- 19

national emergency expired on 7 October 2023. The programs listed above are not accredited by ACAHM to offer courses via distance education beyond 7 October 2023.

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Accreditation status and notes may be viewed on the [ACAHM Directory](#).

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM does not accredit any programs at the undergraduate/bachelor level. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952/212-2434; www.akahm.org

Public Disclosure Statement Effective as of 14 August 2024.

Graduates of both master's degree programs are eligible to sit for the following exams given by the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM):

- ❖ Acupuncture
- ❖ Chinese Herbology (Herbal students only)

The Association of Bodywork Therapies of Asia (AOBTA) recognizes the school's Certificate in Asian medical bodywork.

Graduates of both master's degree programs are eligible for licensing as Acupuncturists in Arizona.

The College is licensed by the Arizona State Board for Private Post-Secondary Education (ASBPPSE or AZBPPSE).

Arizona State Board Contact Information:

Address:
1740 W. Adams St., Suite 3008, Phoenix, Arizona, 85007
Phone: (602) 542-5709.

****The Arizona College of Acupuncture (ASAOM) is duly accredited nationally through the Accreditation Commission for Acupuncture and Chinese Herbal Medicine (ACAHM), and within the State of Arizona through the Arizona State Board of Post Private Secondary Education (ASBPPSE), to offer licensure for acupuncture in the State of Arizona. ASAOM does not prepare students for licensure in California.***

If you desire licensure elsewhere, refer to the information provided below. Be sure to follow up with the associated body connected to any information provided below as State-to-State and International regulations are subject to ongoing change.

To the best the school is able to determine, ASAOM's programs meet licensure requirements in the following states: Alabama; Alaska; Arizona; Arkansas; Colorado; Connecticut; Delaware; Florida; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

However, the following States may not fully meet the licensure requirements due to additional State-specific criteria or exams: California; New York. Additionally, for States where requirements have not been fully determined, such as Texas and Georgia, students are advised to confirm directly with the State's acupuncture/governing boards.

ASAOM encourages all students and graduates to verify information with their respective State boards, as licensure requirements may change over time. Additionally, prospective students and graduates, please endeavor to be in contact with your State and stay informed about any State-specific criteria or updates, ensuring you meet all necessary standards for licensure.

Our state licensing board asks us to publish this notice:

"A degree in Acupuncture and Oriental Medicine does not authorize a person to practice Oriental Medicine in Arizona. Currently, the term Oriental Medicine is not included in the definition of the practice of acupuncture for persons licensed by the Acupuncture Board of Examiners. The laws of several other Arizona licensing boards prohibit a person from using any words, initials, or symbols that would lead the public to believe the person is licensed to practice medicine in Arizona."

TABLE OF CONTENTS

Mission Statement and Vision	7
Philosophy of Education & Training.....	7
Education Objectives	7
Program Overview	10
Traditional Chinese Medicine	12
Licensing and Standards	14
Academic Schedule & Recommended Reading	16
Schedule.....	16
Learning Sequence.....	16
The First Year	16
The Second Year	16
The Third Year.....	17
Recommended Reading.....	17
Master's Degree Sample Curriculum	19
AMB / Tuina Sample Curriculum	22
MAc & MAcOM Program Hours.....	24
Herbal Certificate Program Hours	24
Course Descriptions	25
TCM COURSES.....	25
BIOMEDICINE COURSES	30
COUNSELING COURSES.....	34
HERBAL COURSES.....	36
CLINIC.....	39
COMPREHENSIVE EXAMS	40
Admissions	42
Requirements	42
Admissions Policy.....	42
Non-Discrimination Policy	42
Student Qualities	42
Admissions Process.....	42
Prior Learning Assessment.....	44
English Language Competency	44
Transfer Credit Policies	44
Non-Matriculated Students	46
Enrollment and Orientation.....	46

Tuition & Fees	47
Federal Financial Aid (FFA)	49
Veterans Education Benefits Policies	52
Faculty.....	53
Appendix A:.....	60
A History of Acupuncture & Traditional Chinese Medicine	60
Appendix B:.....	63
Academic Calendar	63

Mission Statement and Vision

Inspire | Engage | Embolden

1. **Inspire** students by focusing on hands-on techniques underscored with evidence-based approaches derived from classical Chinese medicine
2. **Engage** students as healthcare providers impacting their communities
3. **Embolden** students to lead the development and integration of Chinese medicine in the West

Vision: ASAOM's educational paradigm provides an exceptional training from which our graduates are recognized as influential providers of healthcare, prepared to integrate within a variety of healthcare delivery models for the benefit of society.

Philosophy of Education & Training

1. In keeping with the tradition of training Chinese medical practitioners by apprenticeship, we emphasize clinical teaching. From the beginning, we involve students in patient care. Instructors demonstrate patient care by treating patients in preceptorship, and present case studies from their experience.
2. We provide students the opportunity to experience several traditional ways of practicing acupuncture and Chinese medicine in effort to encourage understanding and respect for varying approaches to health care.
3. We provide clinical services in acupuncture and Chinese medicine to the Tucson community, using our knowledge and personal gifts in response to requests for help, hope, and healing.

Education Objectives

ASAOM Learning Outcomes: *Graduates of Arizona School of Acupuncture and Herbal Medicine can do the following, under the respective program training.*

Doctorate (not yet available)

1. Graduates from ASAOM will be able to analyze and implement advanced diagnostic studies.
2. Graduates from ASAOM will be able to analyze the impact of different healthcare modes on cultural, socioeconomic factors, and race.
3. Graduates from ASAOM will be able to function in a team-based interdisciplinary environment to solve complex problems.
4. Graduates from ASAOM will be able to formulate and implement plans for individual professional development.
5. Graduates from ASAOM will be able to conduct research.

Masters/Doctorate

1. Graduates from ASAOM will be able to develop and implement extensive treatment plans for patients.
2. Graduates from ASAOM will be able to explain and support the foundational knowledge of TCM.
3. Graduates from ASAOM will be able to compile TCM diagnostic theory to patient presentations.
4. Graduates from ASAOM will be able to conduct safe, effective, and appropriate clinical care.
5. Graduates from ASAOM will be able to recognize and implement the values of good ethical standards in their application of business and clinical practice.
6. Graduates from ASAOM will be able to discuss effectively through verbal, non-verbal, and written skills.

7. Graduates from ASAOM will be able to formulate and implement plans integrating biomedicine and TCM.

Herbal Specialization through Full Programs (MAc and MACCHM)

8. Graduates from ASAOM will be able to interpret and generate integrative herbal treatments.

Asian Medical Bodywork Certificate

1. Graduates from ASAOM will be able to demonstrate a practical working knowledge of anatomy and physiology as it relates to Tuina.
2. Graduates from ASAOM will be able to perform an effective full body Tuina treatment.
3. Graduates from ASAOM will be able to develop and implement extensive treatment plans for patients.
4. Graduates from ASAOM will be able to explain and support the foundational knowledge of TCM.
5. Graduates from ASAOM will be able to compile TCM diagnostic theory to patient presentations.
6. Graduates from ASAOM will be able to conduct safe, effective, and appropriate clinical care.
7. Graduates from ASAOM will be able to recognize and implement the values of good ethical standards in their application of business and clinical practice.
8. Graduates from ASAOM will be able to discuss effectively through verbal, non-verbal, and written skills.
9. Graduates from ASAOM will be able to formulate and implement plans in Tuina
10. Graduates from ASAOM will be able to perform specific injury protocols given certain musculoskeletal disharmonies presented.



M.Ac.COM



M.AC.

TUINA - ASIAN BODY THERAPY (ABT)



Program Overview

All first-year students enroll for the MAc Degree (students may elect to enroll in MAcOM). Owing to the primary role of herbology in Chinese medicine, we strongly encourage students to join the MAcOM program in year two.

1. Master's Degree in Acupuncture and Oriental Medicine (MAcOM)

90 semester credits for application eligibility. Provides an essential feature of Traditional Chinese Medicine as practiced in China. Completion of the MAcOM program qualifies the student to sit for the national (NCCAOM) certifying examination in Chinese herbology and work competently as an L.Ac. in private practice.

The MAcOM program includes coursework from the MAc degree, AMB/Tuina Certificate, and additional courses and clinics in Chinese herbology. It requires 4 academic years condensed into three (3) calendar years plus one (1) term of full-time work. Students are in classroom and clinic 45 weeks a year. **Total program hours: 3,040.**

A Master's in Acupuncture and Oriental Medicine at ASAOM will require, among other things, the time-honored knowledge of the Zangfu system of physiology and elements, foods and their beneficial harmonies within the body, traditional herbs and formulas, tuina body therapies and massage (through to AOBTA accredited ABT certification), Western and Chinese medical language, anatomy and physiology of the body and the energy channels within it, the sacred art of acupuncture and pressure, as well as the complexities of diagnoses - the sacred flow, the healing movement of energy, and the cultivation of life's energy through Qi Gong practice.

- ❖ This program will, at its completion, have seen the master's student through their Master's in Acupuncture, AMB certification, and OM Master's degree. Anticipate everything listed for the modalities below to be incorporated in this program.

2. Master's Degree in Acupuncture (MAc)

90 semester credits for application eligibility. Provides foundational knowledge and skill in Traditional Chinese Medicine needed to pass the NCCAOM national acupuncture certifying examination, become licensed in Arizona, and work as an LAc. in private practice.

The MAc Degree includes the AMB/Tuina Certificate course work, described below, and requires three (3) calendar years plus one (1) term of full-time study. Students are in classroom and clinic 45 weeks a year. **Total program hours: 2,575.**

As a Masters in Acupuncture student, you will study the foundations of Chinese medicine: diagnostics, physiology, pathology, clinician technique, elements, balance, and qi. The MAc degree program will include the AMB certification program. Through the AMB program students will learn the therapies of tuina (baguan: cupping and guasha) to expel stagnant or blocked qi (energy) from the body. Furthering and strengthening their AMB method, students will learn the manipulation of hair-thin needles (acupuncture) to stimulate qi flow along the body's paths and meridians. The therapeutic focuses of acupuncture are extensive; students may have the opportunity to pursue focuses and continue on through the OM and Doctorate degrees.

- ❖ By the end of the first-year students will be finished with their preceptorship, will have been through Clinic Skills, and will have passed their Clean Needle Technique exam (CNT).
- ❖ At the beginning of the second year, students will become co-treaters in the clinic.
- ❖ After the second year, first term, students will be clinic interns treating regulars and new patients from our local community - under the watchful guidance of our seasoned clinic supervisors/mentors.

3. Masters Certificate in Asian Medical Bodywork/Tuina

Provides a clinic-oriented program, in Chinese structural body therapy, in the North American Tang Shou Tao Association tradition. Completion of the Certificate qualifies students for Professional Membership, and Certification with the American Organization of Bodywork Therapies of Asia (AOBTA).

The AMB/Tuina courses are integrated into the MAc and MACCHM programs. If enrolled in a full program, students qualify for the AMB/Tuina Certificate at the end of their second year.

The AMB/Tuina Certificate may be completed separately from the MAc program. Admission requirements are slightly less for standalone AMB pursuit (*72 rather than 90 credits for application eligibility*). In the event of a later decision to complete a degree, AMB/Tuina courses may be eligible for full credited toward the degree. **Total program hours: 1,058.**

In the AMB program students will employ therapeutic techniques of Chinese medicinal bodywork and massage. Tuina is a subtle art requiring the honed knowledge of meridian and energy flow, and the experience and sensitivity to feel a body's energy, release, and open the healing process. Though students may find some similarities to other massage modalities, tuina at its depth moves well beyond movements and manipulations - into the push and grasp of energy. Tuina, in a master's hands is energetics imbued with the soft language of a body's paths; energy may be led, moved, infused, focused, brought to the surface and expelled, all dependent on the 'read' of the therapy.

- ❖ Tui (tway) in mandarin means: to push; Na (na) means: to grasp.
- ❖ The AMB program may be pursued as a standalone program culminating in two (2) years of study.
- ❖ AMB is included as a natural progression in both the MACCHM and MAc education tracks, respectively.

4. Masters Certificate in Chinese Herbal Medicine

This Masters Certificate of Chinese Herbal Medicine program is considered an auxiliary program to complement practitioners of Chinese medicine. The majority, if not all, students coming to the program will already have degrees in acupuncture and Chinese medicine and will be entering the Masters Certificate in Chinese Herbal Medicine program to learn the herbal medicine side of Chinese medicine. Completion of the herbal program requires the completion of all designated herbal courses (see course descriptions in this catalog) within the curriculum as well as ethics courses and related curriculum in bio-med.

Total program hours: 900.

In the herbal certificate program students will work toward enhancing their scope of practice through completing the standard curriculum's herbal course path (495 hours), related bio-med courses (90), disparities in healthcare (15), in addition to meeting herbal clinic hours (300) and treatment requirements.

- ❖ Herbal knowledge acquisition follows the same base as the standard full program of MACOM (Masters of Acupuncture with a Chinese herbal medicine specialization)

TRADITIONAL CHINESE MEDICINE

AS IT SHOULD BE

Traditional Chinese Medicine - as it is referred to for the purposes of study in the West - is not, in its essence, medicine. TCM is a theory of wellness, it is a lifestyle, and it is therapy. In China, Chinese medicine is embedded in the culture and is seen as the balanced process of action and behavior. The elements of nature are in balance, and the energy of life is abundant. There is a way for humans, as beings, to be in tune with the balance of nature and play of life's energy, yet we spend most of our time out of balance, ignorant to the knowledge of the balance, and duly ignorant of the repercussions. There is no blame to be meted out for lost knowledge of energy and balance. Evolution has asked of us to change our habits, to live outside of nature, to walk little, run less, exercise only our fingers on keyboards, and our stomachs on food. But a true path of balance is in us; it is innate; it exists in the handed-down knowledge of our ancestors; it breathes in the ancient wisdom of the East; it waits in the forests and the earth, swims in our waters, and in the air around us. To live in balanced harmony is to know the signals of our physical being, to feel when it is time to rest or time to move, to know when we should eat or drink one type of food, or pursue another, to know how the seasons may ask us to dress and what areas of our bodies need remain covered well and kept warm. A loss of balance will create discomfort. Too much time lived with discomfort creates disease (dis-ease). Achieving balance is found in proper action, behaviors and habits, harmony of mind and stomach, and subsequently, the organs. The path to balance lies in our movements, our thoughts, the food we eat, and our community. We are the energy that surrounds us; and the energy we hold within us, the way we choose to live, affects our environments.

In China, Chinese Medicine is a full-bodied, healing therapy. It is an integrated therapy. For a Chinese doctor in China, there is no separation between acupuncture (Ac) and herbs (OM), Tuina (Tway-na: Chinese therapeutic massage - ABT: Asian Body Therapy), and Qi Gong. If one studies Chinese medicine, the modalities of Chinese medicine come hand-in-hand; they are the therapy. When a patient is seen by a Chinese doctor in China, they do not receive only acupuncture, but may, in turn, also be given an herbal prescription and be treated through some forms of tuina. Here in the West, the modalities have been separated for courses of study, for convenience and personal interests. Indeed, here at ASAOM and most schools across the nation, acupuncture, herbs, and tuina are pursued as separate programs. Though they are integrated as a full path of study at ASAOM, they are not required to be pursued as such. The danger of separating the modalities is in the treatment. Chinese medicine taken as a whole, holistic therapy, requires each piece of the 'medicine' to be known and addressed. Receiving only one portion, or knowing only one portion of Chinese medicine, is addressing only one piece in the puzzle of balance and health. Although ASAOM offers each piece, MAc, OM, and ABT, separately, we encourage each student in our program, and each patient in our clinic to be open to the possibilities of each of the subjects in Chinese medicine as they are, only together a complete therapy, resting on the kindling of Qi Gong - the movement and the energy.

Brief History of This School

In 1995, a group of acupuncturists and prospective students asked Dr. David Epley, Florida-licensed Acupuncture Physician and Director of the Florida School of Acupuncture, to open a branch in Tucson. There was no acupuncture school in Arizona at that time.

The Arizona State Board for Private Post-Secondary Education (ASBPPE) granted a vocational license to the school in 1996. The first class graduated with diplomas in Acupuncture in January 1999. A second class graduated in January 2000.

In 1998, the ASBPPE upgraded the school to graduate status and licensed the two master's degree programs. The first master's degree students matriculated in February 1999 and graduated in the fall of 2002. In May 2000, the Accreditation Commission for Acupuncture and Oriental Medicine (ACAHM) awarded Candidacy for Accreditation. In 2003, ACAHM granted accreditation. ACAHM reaccredited the School in 2007, and again in 2012 & 2017.

In 2014, Jon Hu, a foreign national from Beijing, purchased ASAOM.

In 2018 ASAOM came under new leadership and began to redefine its approach to education and Chinese medicine.

Currently - the nationally accredited Arizona School of Acupuncture and Oriental Medicine (ASAOM) is poised to become a premier location for the study of TCM in the United States. In 2022 the college was re-accredited for the next seven years (next review in 2028-29).

ASAOM is redefining the typical TCM program model and what a college for the study of Chinese medicine should be. The college has been in operation for over 25 years. Though the college has seen several changes and evolutions, it remains resilient, coming fully into its own over the last several years with a push to establish/build a hub and spoke framework for expansion and growth.

ASAOM continues to develop and target initiatives that establish the college's path for expansion while unifying the college's exposure, growth model, and approach to the burgeoning aspects of results-driven healthcare.

There is no entity (or individual) in the US approaching the potential of Chinese medicine's impact on the healthcare industry like ASAOM. The college is blueprinting a network of relationships and offerings to establish a platform that represents not only education, but the full potential of the industry. 2024 has brought new changes, strength, and a sincere and enhanced dedication to what ASAOM represents.

LICENSING AND STANDARDS

Acupuncture Licensing in Arizona

On May 29, 1998, the Governor of Arizona signed into law Arizona Statutes Chapter 39, *the Board of Acupuncture Examiners Act*. A cooperative effort by acupuncture practitioners of many backgrounds brought the legislation to the Governor's desk.

The Act established an acupuncture board, which provided a code of ethics and set standards for licensing. The two-year grandfathering period ended on December 31, 2000. Thereafter, all professional acupuncturists in Arizona had to be licensed by the acupuncture board.

Licensing requires that a professional acupuncturist have graduated from "a board-approved program of acupuncture with a minimum of 1850 hours of training, including at least 800 hours of board-approved clinical training." (Allopathic, naturopathic and chiropractic physicians, whose professions supported passage of the Act, are exempt from it and may practice acupuncture according to the provisions of their own statutes.)

The professional acupuncturist must also have successfully completed, "a clean needle test approved by the board," and "be certified in acupuncture by the NCCAAM, or its successor organization, (or) another certifying body or examination recognized by the board..." The NCCAAM acupuncture exam serves as Arizona's licensing exam.

Scope of practice includes, as adjunctive therapies, "manual, mechanical, magnetic, thermal, electrical, or electromagnetic stimulation of acupuncture points and energy pathways, auricular and detoxification therapy, ion cord devices, electro-acupuncture, herbal poultices, therapeutic exercise, and acupressure."

To minimize opposition from the commercial health industry, herbs for internal medicine were not included in the new statute. The acupuncture profession takes the statute's silence on this subject to mean that those who are trained in herbology are not prohibited from practicing it.

The Acupuncture Practice Act places professional acupuncture in the family of medical professions in Arizona. It is a major step toward public acceptance of acupuncture as safe and effective medicine. The Arizona Board of Acupuncture Examiners approves our school, and our graduates are eligible for licensing in Arizona.

To receive copies of the acupuncture practice act and rules of the Board, call the Board of Acupuncture Examiners at (602) 542-3095, or visit: www.azacuboard.az.gov.

Standards

Recognizing that there are other traditions of acupuncture and Oriental medicine besides TCM, we introduce students to several ways of practicing acupuncture, including auriculo-therapy, Master Tong's acupuncture and some work in 5-Element practices.

We encourage our teachers and students to draw on a common core of knowledge, and to find, through direct, personal experience, what serves best in these times of changing healthcare. We respect the master teachers of old and recognize that the Chinese Medicine is continuing to evolve as it finds a place in our western healthcare delivery system. Fostering a strong sense of integrative Medicine is key to our primary educational mission.

In our training, we accept the core curriculum of the Accreditation Commission for Acupuncture and Herbal Medicine, (ACAAM) as representing traditional standards in a school setting. The ABT/Tuina certificate program follows the core curriculum of the Association for Bodywork Therapies of Asia, (AOBTA).

We recognize the examinations of the National Commission for the Certification of Acupuncture and Herbal Medicine, (NCCAHM) as providing quality control for acupuncture school graduates entering professional practice. In our programs, we follow the curriculum guidelines, and the ethics of both organizations.

We ask prospective students to reflect on the acupuncturist's traditional scope of practice and consider what this will mean to them as students and future practitioners.

ACADEMIC SCHEDULE & RECOMMENDED READING

Schedule

ASAOM runs on the trimester system:

- ❖ Fall, winter, and summer terms are 15 weeks

Fall quarter, the 1st term, begins the day after Labor Day in September.

- ❖ **Year 1 classes:** meet 4 - 5 mornings and 1-3 afternoons a week.
- ❖ **Years 2 and 3 classes:** meet 4 or 5 mornings and 3 afternoons or evenings a week.

Day classes are occasionally scheduled in the evening or on weekends.

All didactic and clinic courses are taught in-person. ASAOM does utilize a student management system (SMS). For certain courses, some examinations, assignments, homework, and classroom materials are managed through the SMS interface. The college's clinic employs electronic medical records (EMR) and intern notations and patient records are managed through the EMR interface. Students should ensure they own or are prepared with/have access to a computer capable of consistent WiFi access and standard documentation manipulation.

Learning Sequence

MAc and MAcOM students follow the same schedule and attend the same classes, except for herbology courses in years 2 and 3.

All ASAOM clinic hours are completed on campus or in affiliated campus clinics under the supervision of experienced practitioners titled 'Supervisors'. Supervisors assist interns in developing competence and confidence, toward the goal of a successful practice.

The First Year

Students learn basic TCM theory, channels and points, Qi Gong, diagnostic skills, and anatomy and physiology, as well as tuina.

Preceptorship, where students observe teachers treating patients, is held one afternoon or morning a week throughout the first year.

Students must pass the First Year Comprehensive Exam before the start of year two to continue in the program.

The Second Year

The formal herb program leading to the MAcOM degree begins in fall of the second year.

Students learn fundamentals of Chinese medical language; start their clinic skills and continue with tuina, and as appropriate, herbology. Students also continue Western Clinical Science (WCS) courses, which emphasize integrative skills that acupuncturists can apply in practice.

Also, in year 2, clinic internship meets in the afternoons, with interns start treating patients in public clinic under the close supervision of licensed, experienced practitioners. If students are in an ASAOM Master's program, they will have completed over 1,700 hours toward their degree. The AOBTA requires a certified tuina program to be at least 500 program hours in length amongst other stipulations. Students at the end of their second year, although well surpassing the AOBTA criteria for certification and membership, will still be obligated to a few didactic courses that are offered in year 3 of ASAOM's curriculum, such as Practice Management. For this reason, completion of the tuina program does not happen entirely, until a student has graduated. At this time, a student will be eligible for full membership in the AOBTA.

Students must pass the Second Year Comprehensive Exam before the start of year three to continue in the program. OM students must pass the Herbal Comprehensive Exam to continue in the herbal program. All students must pass the annual Clinic Comprehensive Exams by the start of year three to continue in the program.

The Third Year

Students continue learning more advanced acupuncture, herbology, business practice management, and are prepared to take NCCAOM board-certifying exams. Six hours of community service are required prior to graduation.

In the clinic, students continue to hone their intake, diagnosis, and treatment strategies under the guidance of skilled Supervisors.

Students must pass the Third Year Exit Exam and annual Clinic Comprehensive Exams prior to graduation.

Recommended Reading

The books listed below are recommendations for broad foundational perspective and life study/philosophy as you journey into a career in the healing art and science of Chinese medicine.

- ❖ *I Ching*, translated by a variety of authors, esp. Anthony and Moog;
 - This, as well as Tao Te Ching (5th one down on this list), arguably can take a lifetime to read
- ❖ *Between Heaven and Earth* (first 80 pages) by Bienfield and Korngold;
- ❖ *101 Miracles* (associated video & audio tapes) by Luke Chan;
- ❖ *The Web That Has No Weaver*, Ted Kaptchuk;
- ❖ *Tao Te Ching* by Lao-tzu (various renditions, esp. Heider, Feng and English, Mitchell and LeGuin);
- ❖ *Insights of a Senior Acupuncturist*, by Miriam Lee;
- ❖ *The Spark in the Machine: How the Science of Acupuncture Explains the Mysteries of Western Medicine*, Daniel Keown, MD (England);
- ❖ *The Body Electric: Electromagnetism and the Foundation of Life*, by Robert O Becker, MD, and Gary Seldon

MASTER'S DEGREE SAMPLE CURRICULUM

Didactic and clinic trimesters are 15 weeks. Annual sequencing may vary.

Year One - Fall		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
ACU 501	Chinese History and Culture	15	1	15	1
ACU 502	TCM Foundations	45	3	45	3
PMC 511	Ethics	15	1	15	1
ACU 511	QiGong I	15	1	15	1
ACU521	TuiNa I	30	1	30	1
BMS 511	Anatomy I	45	3	45	3
BMS 521	Research Foundations	15	1	15	1
ACU 531	Chinese Medical Terminology	15	1	15	1
PMC 512	Patient Practitioner Relationship	15	1	15	1
BMS 501	Medical Terminology	15	1	15	1
BMS 531	Clinical Biochemistry and Physiology	30	2	30	2
Total		255	16	255	16
Year One - Winter		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP 501	Preceptorship I	60	2	60	2
ACU 551	TCM Pathology I	30	2	30	2
ACU 541	Meridians and Points I	60	3	60	3
ACU 512	QiGong II	15	1	15	1
ACU 552	TuiNa II	30	1	30	1
BMS 512	Anatomy II	45	3	45	3
BMS 541	Pathology	30	2	30	2
ACU 561	Diagnostic Skills	45	2.5	45	2.5
Total		315	16.5	315	16.5
Year One - Summer		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP 502	Preceptorship II	60	2	60	2
ACU 552	TCM Pathology II	30	2	30	2
BMS 502	Clean Needle	15	1	15	1
ACU 523	TuiNa III	30	1	30	1
ACU 542	Meridians and Points II	45	3	45	3
ACU 571	Needling Techniques I	30	1.5	30	1.5
CMH 501	Introduction to Chinese Herbs	15	1	15	1
BMS 551	Neuromuscular Techniques	30	1.5	30	1.5
BMS 552	History taking and Physical Exams	45	2	45	2
ACU 581	Chinese Classic Text	15	1	15	1
CWE 501	YEAR 1 Comprehensive Exam	X	X	X	X
Total		315	16	315	16

YEAR 2

Year Two - Fall		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
TCP	TuiNa Clinic	60	2	60	2

ACU 553	TCM Pathology III	30	2	30	2
ACU 671	Clinic Skills I	30	1.5	30	1.5
ACU 543	Meridians and Points III	30	1	30	1
ACU 621	Advanced TuiNa I	45	1.5	45	1.5
ACU 572	Needling Techniques II	30	1.5	30	1.5
BMS 601	Disease, Immunology, and Epidemiology	30	2	30	2
BMS 611	Nutrition	30	2	30	2
CMH 661	Chinese Herbal Pathology	N/A	N/A	15	1
CMH 621	Material Medica I	N/A	N/A	30	2
	Total	285	13.5	330	16.5
Year Two - Winter		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP 511	Clinical Observation	32	1	32	1
TCP	TuiNa Clinic	60	2	60	2
ACU 672	Clinical Skills II	30	1.5	30	1.5
ACU 673	Clinical Skills III	30	1.5	30	1.5
CMH 601	Chinese Nutrition	15	1	15	1
BMS 621	Clinical Laboratory	30	2	30	2
CMS 622	Pharmacology	30	2	30	2
ACU 622	Advanced TuiNA II	45	1.5	45	1.5
CMH 622	Materia Medica II	N/A	N/A	30	2
CPE 511	Pre-Clinical OSCE	X	X	X	X
	Total	272	12.5	302	14.5
Year Two - Summer		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP	Clinical Intern	60	2	60	2
TCP	TuiNa Clinic	60	2	60	2
ACU 601	TCM Treatment Planning I	30	2	30	2
CMH 611	Patent Herbal Formulas	30	2	30	2
BMS 651	Integrative Medicine Treatments	15	1	15	1
BMS 641	Integrative Emergency Medicine	15	1	15	1
PMC 601	Practice Management I	15	1	15	1
PMC 701	Disparities in Health care	15	1	15	1
BMS 711	Integrative Pharmacology	15	1	15	1
BMS 631	Integrative Clinical Medicine I	30	2	30	2
CMH 623	Materia Medica III	N/A	N/A	30	2
CWE 601 / 602	Year 2 – Comprehensive Exam Written + Herbs	X	X	X	X
CPT 631	Tuina OSCE	X	X	X	X
	Total	285	15	315	17

YEAR 3

Year Three - Fall		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP	Clinical Intern	180	6	120	4
ACU 602	TCM Treatment Planning II	30	2	30	2
BMS 632	Integrative Clinical Medicine II	30	2	30	2
BMS 633	Integrative Clinical Medicine III	30	2	30	2
PMC 612	Practice Management II	22.5	1.5	22.5	1.5
ACU 721	TCM Wellness	15	1	15	1
CMH 641	Herbal Preparations	N/A	N/A	30	1.5

CMH 631	Formulas and Strategies I	N/A	N/A	45	3
	Total	307.5	14.5	322.5	17
Year Three - Winter		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP	Clinical Intern	180	6	120	4
ACU 603	TCM Treatment Planning II	30	2	30	2
ACU 731	Special Populations	30	2	30	2
BMS 634	Integrative Clinical Medicine IV	30	2	30	2
PMC 613	Practice Management III	22.5	1.5	22.5	1.5
CMH 651	Herbal Dispensary I	N/A	N/A	30	1.5
CMH 632	Formulas and Strategies II	N/A	N/A	45	3
	Total	292.5	13.5	307.5	15.5
Year Three - Summer		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP	Clinical Intern	240	8	180	6
PMC 711	Business Plan	8	0.5	8	0.5
CMH 711	Chinese Herbal Therapeutics I	N/A	N/A	30	2
CMH 712	Chinese Herbal Therapeutics II	N/A	N/A	30	2
CMH 752	Herbal Dispensary II	N/A	N/A	30	1
CPE 711	Final Clinical OSCE	X	X		
CWTE 641	Tuina Written Exam	X	X		
CWE 701	Graduation Exit Exam Written	X	X		
	Total	248	8.5	278	11.5

YEAR 4

Year Four - Fall		MAc Hours	MAc Credit	MAcCHM Hours	MAcCHM Credit
CP	Clinical Intern	n/a	n/a	240	8
CMH 713	Chinese Herbal Therapeutics III	n/a	n/a	30	2
CMH 714	Chinese Herbal Therapeutics IV	n/a	n/a	30	2
CPE 711	Final Clinical OSCE			X	X
CWTE 641	Tuina Written Exam			X	X
CWE 702	Graduation Exit Exam Written			X	X
	Total	0	0	300	12
Program Total		2575	126	3040	152.5

MAc and MAcOM students take the same courses; curriculum paths diverge when MAcOM students begin to take Chinese herbology courses in years two and three. The MAcOM clinical internship integrates herbs and acupuncture. MAc students do not practice herbology in clinic, only MAcOM students are subject to required herbal prescriptions as clinic interns.

ASAOM is planning to offer electives in the future. These electives, at this stage cannot be guaranteed and students should not attend ASAOM under the understanding that they will be offered. Electives in development involve potential integration of Laser Acupuncture classes and possibly clinic work.

* Any class marked with an asterisk in the sample curriculum structure detailed for ASAOM's programs is an elective course. In some scenarios, subject to instructor availability, certain electives are not available, and it may be that a single course offering must take precedence for a student's course path.

AMB / TUINA SAMPLE CURRICULUM

Annual sequencing may vary.

Year One - Fall		Hours	Credits
ACU 521	Tuina I	30	1
ACU 502	TCM Foundations	45	3
ACU 501	Chinese History and Culture	15	1
ACU 511	Qi Gong I	15	1
PMC 511	Ethics	15	1
PMC 512	Patient Practitioner Relationship	15	1
BMS 521	Anatomy I	45	3
Total		180	11
Year One - Winter		Hours	Credits
ACU 522	Tuina II	30	1
ACU 541	Meridians and Points I	60	3
ACU 512	Qi Gong II	15	1
ACU 561	Diagnostic Skills	45	2.5
BMS 512	Anatomy and Physiology II	45	3
ACU 551	TCM Pathology	30	2
Total		225	12.5
Year One – Summer		Hours	Credits
ACU 523	Tuina III	30	1
ACU 542	Meridians and Points II	45	3
ACU 552	TCM Pathology II	30	2
BMS 551	Neuromuscular Techniques	30	2
BMS 552	History Taking and Physical Exams	45	2
PMC 601	Practice Management I	22.5	1.5
Total		202.5	11.5

YEAR 2

Year Two - Fall		Hours	Credits
ACU 621	Advanced Tuina I	45	1.5
ACU 543	Meridians and Points III	30	2
ACU 553	TCM Pathology III	30	2
BMS 611	Nutrition	30	2
ACU 721	TCM Wellness	15	1
PMC 612	Practice Management II	22.5	1.5
Total		172.5	10
Year Two - Winter		Hours	Credits
TCP	Tuina Internship I	60	2
ACU 622	Advanced Tuina II	45	1
CMH 622	Chinese Nutrition	15	1
PMC 613	Practice Management III	22.5	1.5

		Total	169	5.5
Year Two - Summer			Hours	Credits
TCP	Tuina Internship III		60	2
TCP	Tuina Internship II		60	2
PMC 711	Business Plan		8	0.5
CPTE 631	Tuina OCSE			
CWTE	Tuina Written Exam			
		Total	128	4.5

AMB PROGRAM HOURS

Program	ABT Hours	Credits
TCM Theory	375	21.5
Discipline Technique and Practice		
Tuina	180	6
QiGong	30	2
Anatomy and Physiology	195	11.5
Business, Ethics, Law and Allied Modalities	98	6.5
Academic Total	878	
- ABT Internship	180	6
Clinic Total	180	
PROGRAM TOTAL	1058	101

Although ASAOM's AMB program is counted among the most robust ABT programs nationally, it is not yet eligible for FA as a standalone program. The program is the first nationally accredited Asian Medical Bodywork program under ACAHM. For reference to tuition costs for the ABT program as a sole pursuit, please refer to the Tuition section of this catalog, or ASAOM's website at: <https://www.asaom.edu/tuition>.

Notice to Full Program (MAc or MAcCHM program) students: At the end of the second year, upon completion of most AMB requirements, students are encouraged to participate in student membership with the AOBTA. As a student in an ASAOM Master's program, you will have completed over 2,000 hours toward your degree. The AOBTA requires a certified ABT/Tuina program to be at least 500 program hours in length amongst other stipulations. Full Program students at the end of their second year, although well surpassing the AOBTA criteria for certification and membership, will still be obligated to a few didactic courses that are offered in year 3 of ASAOM's curriculum, such as Practice Management. For this reason, completion of the Tuina program does not happen in its entirety for you (a Full Program student) until you are graduated. At graduation from your program, you will be eligible for full membership in the AOBTA.

Conversely, if you are at ASAOM to study only ABT, you will complete your program in no more than two years. Ideally, completion of your degree will take place in as little as one year with an additional term (four semesters total).

MAC & MACCHM PROGRAM HOURS

Program	MAc Hours	MAcOM Hours
ACU - Acupuncture	664	641
ABT – ABT/Tuina	110	110
CC – Qi Cultivation	107	107
CH – Chinese Herbology	55	453
CML – Chinese Medical Language	44	44
WCS – Western Clinical Science	528	528
PMC - Prtc. Mngt. And Counseling	90	90
Academic Total	1598	1974
- ACU-Herb Internship	656	800
- ABT Internship	176	176
Preceptorship & Observation	196	196
Clinic Total	1028	1172
PROGRAM TOTALS	2575	3040

Notice to Applicant: To fulfill ASAOM's intention of providing high quality education, the school may, after periods of administrative review, modify program content or the schedule to improve curriculum, and/or reflect changes in State or national standards, teacher and space availability, or logistical concerns. (This is item O of the Enrollment Agreement that each student signs upon entry to and registration with ASAOM.)

HERBAL CERTIFICATE PROGRAM HOURS

Program	Hour Totals
CH – Chinese Herbology	495
WCS – Bio-med/Western Clinical Science	90
PMC – Counseling, Comm, Ethics, Prtc	15
Clinic Training	300
PROGRAM TOTAL	900

This program is only pursued if an applicant has already completed an accredited acupuncture degree or has made significant progress in completing a degree and joining the herbal certificate program aligns with academic advisement.

Notice to Applicant: To fulfill ASAOM's intention of providing high quality education, the school may, after periods of administrative review, modify program content or the schedule to improve curriculum, and/or reflect changes in State or national standards, teacher and space availability, or logistical concerns. (This is item O of the Enrollment Agreement that each student signs upon entry to and registration with ASAOM.)

COURSE DESCRIPTIONS

Courses may be subject to change at the discretion of the college. Sample reasoning for changes may include faculty available, requirements from governing bodies, or influencing trends within the industry.

TCM COURSES

Chinese History and Culture - ACU 501

This course explores the history of Chinese medicine and the culture that shaped it. Attention is placed on the beginnings of Chinese medicine and its expansion across the globe.

Prerequisites: Acceptance to the program

Credits: 1

Hours: 15

Chinese Classic Text - ACU 581

This course covers a survey of classical acupuncture and East Asian medicine literature including the Yi Jing, Dao De Jing, Huang Di Nei Jing, Nan Jing. Through reviews of classical texts and literature students will recognize Chinese medical concepts.

Prerequisites: Chinese History and Culture

Credits: 1

Hours: 15

Chinese Medical Language - ACU 531

This course introduces Chinese culture and Mandarin Chinese conversation and reading skills in a medical setting.

Co-requisites: Chinese History and Culture

Credits: 1

Hours: 15

Advanced Chinese Classic Text - ACU 782

This course dives deeper into classical acupuncture and East Asian medicine literature including the Yi Jing, Dao De Jing, Huang Di Nei Jing, Nan Jing. Through reviews of classical texts and literature students will recognize Chinese medical concepts.

Prerequisites: Chinese Classic Text and Language

Credits: 1

Hours: 15

TCM Foundations - ACU 502

This course introduces students to the historical, cultural, philosophical, and ideological contexts in which traditional Chinese medicine evolved and is practiced. Basic concepts covered include Daoism, Yin Yang, 5 Elements, 8 Principles, Vital Substances, Causes of Disease, and functions of Zang Fu, among others.

Prerequisites: Acceptance to the program

Credits: 3
Hours: 45

Meridians & Points I/II/III - ACU 541 / ACU 542 / ACU 543

This course provides students with an introduction to the art and science of acupuncture, including the 12 major meridians and their acupuncture points. Students are introduced to the system of proportional anatomical measurements, major anatomical landmarks, and the system of nomenclature and classifications of acupuncture points and meridians. Students will learn pathways and acupuncture point locations of the meridians listed in the syllabus, including knowledge of the point energetics, actions, indications and biomedical applications of the acupoints. Students will learn major crossing points of the meridians. Students will learn basic acupoint selection and combination strategies. Students will learn major functions of the Zang-Fu organs and channels, including TCM physiology and pathology.

Meridians and Points I

Prerequisites: Acceptance into the program

Credits: 3
Hours: 60

Meridians and Points II

Prerequisites: Meridians and Points I

Credits: 2
Hours: 45

Meridians and Points III

Prerequisites: Meridians and Points I & II

Credits: 1
Hours: 30

TCM Pathology I - ACU 551

This is the first course in a series that develops the student's knowledge base of TCM disharmonies to be able to diagnose a patient according to TCM theories. Covered topics will be pattern differentiation, with detailed discussion of the causes, pathogenesis, signs and symptoms, and patterns. Students will be expected to conduct differential diagnosis on cases presented. Lung, Large Intestine, Stomach and Spleen are the organs that will be covered in this first course.

Prerequisites: TCM Foundations

Credits: 2
Hours: 30

TCM Pathology II - ACU 552

This is the second course in a series that develops the student's knowledge base of TCM disharmonies to be able to diagnose a patient according to TCM theories. Covered topics will be pattern differentiation, with detailed discussion of the causes, pathogenesis, signs and symptoms, and patterns. Students will be expected to conduct differential diagnosis on cases presented. Heart, Small Intestine, Urinary Bladder, and Kidney are the organs that will be covered in this second course.

Prerequisites: TCM Pathology I

Credits: 2
Hours: 30

TCM Pathology III - ACU 553

This is the last course in a series that develops the student's knowledge base of TCM disharmonies to be able to diagnose a patient according to TCM theories. Covered topics will be pattern differentiation, with detailed discussion of the causes, pathogenesis, signs and symptoms, and patterns. Students will be expected to conduct differential diagnosis on cases presented. Pericardium, Gallbladder, Triple Burner, and Liver are the organs that will be covered in this last course.

Prerequisites: TCM Pathology II

Credits: 2

Hours: 30

Diagnostic Skills - ACU 561

This course reviews foundations of patient assessment according to TCM, with a focus on the four methods of visual observation, sound/smell, verbal discussion, facial diagnosis, and palpation. Emphasis is placed on practice skills of tongue and pulse diagnostics. The course guides students in exploring all aspects of patient assessment, including introduction to the essential "10 Questions" and using data gathering to begin development of a differential diagnosis.

Prerequisites: TCM Foundations

Credits: 2.5

Hours: 45

Needling Techniques I/II - ACU 571 / ACU 572

The Needling Techniques series I and II will involve students needling the most commonly used points of the meridians studied in Meridians and Points I, II and III. Students will practice basic needling skills on fellow students. These skills include proper point location, angle and depth of insertion, withdrawal, and needle manipulation techniques of supplementation/tonification, dispersion/sedation, and even technique. Students will needle commonly used points of the covered meridians. Students will select appropriate needles according to length and gauge and will adhere to Clean Needle Technique protocols. Throughout the series students will practice proper draping protocols to preserve patient modesty.

Prerequisites: Meridians and Points I

Credits: 1.5

Hours: 30

Clinic Skills I/II - ACU 671 / ACU 672

In this series of Clinic Skills I and II students learn adjunctive clinical techniques commonly used in clinic including proper use of moxibustion, guasha, cupping, prick to bleed, plum blossom, TDP lamp, articular acupuncture, scalp acupuncture, electro stimulation, and hara diagnosis. Students will incorporate these techniques in combination with acupuncture protocols for specific TCM diagnoses. The sequence will review case studies and emphasize discussion of diagnosis/treatment strategies.

Prerequisites: TCM Foundations, TCM Pathology I

Credits: 1.5

Hours: 30

Clinic Skills III - ACU 673

This course reviews the holographic imaging and meridian-based treatments offered by Master Tong's acupuncture and Richard Tan's Balance Method to restore balance and achieve pain relief. Students will be introduced to these systems using resources based on the books, work, and teachings developed by Miriam Lee and Richard Tan.

Prerequisites: TCM Foundations, TCM Pathology I

Credits: 1.5

Hours: 30

Special Populations - ACU 731

This course explores the needs and treatment strategies for special populations including but not limited to pediatrics, surgical interventions, pregnancy, and geriatrics from a TCM perspective. Attention will be placed to what makes these populations unique, and how treatment protocols reflect this understanding.

Prerequisites: TCM Foundations, TCM Pathology I/II/III, Diagnostic Skills, Meridians and Points I/II/III

Credits: 2

Hours: 30

TCM Wellness - ACU 721

This course covers Chinese medicine wellness practices such as: exercise therapy, lifestyle counseling, self-care recommendations, Tai Ji, and meditation.

Prerequisites: TCM Foundations, TCM Pathology I/II/III, Diagnostic Skills, Meridians and Points I/II/III

Credits: 1

Hours: 15

Qi Gong I/II - ACU 511 / ACU 512

This Qi Gong class is a two-part series of study which explores the mind-body-spirit practice of Qi Gong. In this series the students will learn integrated posture, movement, breathing technique, self-massage, sounds and focus intent that improves one's mind and body through the practice of Qi Gong.

Prerequisites: Acceptance into the Program

Credits: 1

Hours: 15

Medical Qigong - ACU 711

The underlying theory of TCM is based on balancing Qi, the vital energy in the body. In practice, the flow of Qi is regulated, and 'blocks' to the flow - areas of stagnation - are removed. Qi can also flow in excess or simply be deficient and cause disruption to the systems of the body. Energy blocks or Qi in excess or deficiency may result from disease, injury, trauma, and/or stress. Qi Gong has a history of thousands of years, and it is unique among TCM therapies due to its simplicity and ease of use. Medical Qi Gong is divided into two parts: internal and external. Internal Qi is developed by individual practice of Qi Gong exercises for the purpose of cultivating one's Qi. When a QiGong practitioner becomes sufficiently skilled, they can use external Qi; they can emit "Qi" for the purpose of healing another person. This level of Qi maturity can take a practitioner years to develop, but the art of cultivation can provide the practitioner with immense benefits to the energy of their being, and those whom they interact with. There are many reports of the medical efficacy of emitted Qi. This class will focus mainly on internal Qi to help cultivate the ability to 'emit' your Qi to aid in the healing of others.

Prerequisites: Qigong I/II

Credits: 1

Hours: 15

Tuina I - ACU 521

This is the first in a three-course series that covers basic anatomy, hand techniques, body connections, internal concepts, Qi Gong, and the important relationship between Qi Gong and Tuina.

Prerequisites: Acceptance into the program

Credits: 1

Hours: 30

Tuina II - ACU 522

This second course elaborates on anatomy, hand techniques, body connections, internal concepts, Qi Gong, and the important relationship between Qi Gong and Tuina.

Prerequisites: Tuina I

Credits: 1

Hours: 30

Tuina III - ACU 523

This third course combines hand techniques and anatomy from Tuina I and II and focuses on basic, body region-specific, protocols. These sequences will serve as a basis for more complex injury protocols covered in Advanced Tuina I and II. Primary hands-on instruction will also aid students in diagnosing basic western and TCM musculoskeletal disharmonies and to develop and implement treatments in a classroom setting.

Prerequisites: Tuina I/II

Credits: 1

Hours: 30

Advanced Tuina I - ACU 621

This is the first course in a two-course series that delves deeper into all Tuina, hand techniques and sequences found in lower body injury. This class primarily consists of anatomy lectures and hands-on lessons about common protocols for lower body injury in Tuina.

Prerequisites: Tuina I/II/III

Credits: 1.5

Hours: 45

Advance Tuina II - ACU 622

This is the second course in a two-course series that delves deeper into all Tuina, hand techniques and sequences found in upper body injury. This class primarily consists of anatomy lectures and hands-on lessons about common protocols for upper body injury in Tuina.

Prerequisites: Advance Tuina I

Credits: 1.5

Hours: 45

TCM Treatment Planning I/II/III - ACU 601 / ACU 602 / ACU 603

This course series helps students to integrate TCM knowledge and experience gained to date. Students will apply their knowledge of basic principles of TCM and herbal medicines to develop combined treatment plans for patient care. Treatment plans will consist of developing acupuncture points prescriptions, adjunctive techniques, dietary

counseling, exercise therapy, lifestyle counseling and self-care applications. Topics covered in this series are commonly seen disease patterns in an acupuncture practice.

Prerequisites: TCM Foundations, TCM Pathology I/II/II, Diagnostic Skills, Meridians and Points I/II/III

Credits: 2

Hours: 30

Advanced TCM treatment Planning - ACU 701

This advanced case provides opportunities for students to explore presentation of patient cases in a grand-rounds process. Students will choose patients for presentation to the panels with discussions led by faculty and guest lecturers.

Prerequisites: TCM Treatment Planning I/II/III

Credits: 2

Hours: 30

BIOMEDICINE COURSES

Medical Terminology - BMS 501

Students learn the grammar and vocabulary of western medical practice, notably Latin word roots, prefixes, and suffixes. Review of body system organizational terms and pathologies will also be covered.

Prerequisites: Acceptance into the program

Credits: 1

Hours: 15

Clean Needle - BMS 502

This course will address the issue of clean needle technique and introduce the developed guidelines and recommendations for the safe and clean practice of acupuncture. Students will be introduced to Clean Needle Technique, protocols, and related issues. This includes, but is not limited to, Safety, Blood Borne Pathogens, Universal Precautions, Clean Field Set-up and Kit Preparation. This course will present basic needling skills performed on self.

Prerequisites: Acceptance into the program

Credits: 1

Hours: 15

Research Foundations - BMS 521

This course introduces clinical research in TCM and biomedicine. Topics covered in this course will include: study design, statistics, ethics, legal, monitoring, measurements, and regulatory considerations. This course will also explore TCM research and how it interfaces with biomedicine. Students will learn how to read and evaluate TCM and biomedicine published research papers. Students will learn how to navigate the internet, library resources, and apply that research to their practice.

Prerequisites: Acceptance into the program

Credits: 1

Hours: 15

Anatomy and Physiology I - BMS 511

Part I of a this two-course series examines the structure and function of the tissues, skeletal system, muscular system, nervous system, and the skin of the body. Special attention is made to anatomical structures connected to acupuncture points as well as physiological responses to needling.

Prerequisites: Acceptance into the program

Credits: 3

Hours: 45

Anatomy and Physiology II - BMS 512

Part II of this two-course series examines the structure and function of the special senses, cardiovascular system, digestive system, urinary system, endocrine system, and the immune system. Special attention is made to anatomical structures connected to acupuncture points as well as physiological responses to needling.

Prerequisites: Anatomy and Physiology I

Credits: 3

Hours: 45

Clinical Biochemistry and Physiology - BMS 531

In this course students will study the chemical processes within and related to living organisms. Students will learn the general families of biomolecules that comprise the science of biochemistry and the principles that integrate biochemistry with other chemical and biological disciplines. Topics include the structure and function of major biomolecules and the organization and regulation of major metabolic pathways including cellular respiration. Students will learn how the body regulates biochemical homeostasis through each of the major organ systems.

Co-requisites: Anatomy and Physiology I

Credits: 2

Hours: 30

Pathology - BMS 541

This course will examine the cause of illness, how it develops and the effect on cells and tissues. Topics include cellular injury, inflammation, hemodynamic dysfunction, genetic disorders, immune dysfunction, neoplasms, and environmental injuries.

Prerequisites: Anatomy and Physiology I/II

Credits: 2

Hours: 30

Disease, Immunology and Epidemiology in modern biomedicine - BMS 601

This course provides the students with a fundamental understanding of immunology. Emphasis is given to the role of the immune system in innate immune response, infections, immune deficiency states, autoimmunity and

psychoneuroimmunology. This course will also go into the communication skills needed to communicate with patients, the public and other health care.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology

Credits: 2

Hours: 30

Neuromuscular techniques - BMS 551

This course covers concepts and terminology in Western neuromuscular evaluations, diagnoses, common pathologies and treatments. Students learn to demonstrate specific musculoskeletal exams to assess dysfunction and develop a clinically relevant assessment. Students learn important signs for referral to appropriate health care professionals.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology

Credits: 1.5

Hours: 30

History taking and Physical Exam - BMS 552

In this course students will learn the basics of Western history taking and physical exams. Emphasis will be placed on how to take a patient's history and proper documentation: Subject, Objective, Assessment, and Treatment. Students will learn how to perform and document a proper Western physical exam of all the major body systems: vital signs, cardiovascular, respiratory, neurological, musculoskeletal, gastrointestinal, EENT, gender specific exams, pediatric assessment. A strong emphasis will be put on "red flags" that need urgent medical intervention and/or co-management.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology

Credits: 2

Hours: 45

Nutrition - BMS 611

This course introduces students to nutritional medicine. Students will be presented with the basic understanding of human nutrition including macro, micro and accessory nutrients. General principles of function, deficiency, repletion, toxicity, dosing, potential side effects, and recommended daily intake are explored. Students will delve into dietary lifestyle and environmental issues affect health and disease states. Students will learn to identify nutritional imbalance through history taking, physical exam and laboratory testing. This course will explore assessment and treatment of common disorders through nutritional medicine. Students will also learn to integrate TCM with Western nutritional practices.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology

Credits: 2

Hours: 30

Clinical Laboratory and Imaging Diagnosing - BMS 621

This course examines methods used by Western medicine for gathering, analyzing, and interpreting laboratory and imaging studies.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry, Pathology, History taking and Physical Exam

Credits: 2

Hours: 30

Pharmacology - BMS 622

This course is an introduction into Western pharmaceuticals that is essential for a proper evaluation of the patient's condition and care. General principles of name, dosing and pharmacokinetics, and pharmacodynamics are explored for over the counter and prescription medications, including recreational and control substances. Pharmaceuticals with herbal origins will be explored. Students will learn general therapeutic rationale, benefits, risks, potential interactions, side effects, and nutritional deficiency of common pharmaceutical agents.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology

Credits: 2

Hours: 30

Integrative Clinical Medicine I/II/III/IV - BMS 631 / 632 / 633 / 634

This course series provides students with an integrative approach to patient conditions. It will develop a strong clinically relevant knowledge base of Western biomedical sciences and TCM. Students will learn the basic pathophysiological mechanics of the disease process in Western biomedical sciences along with developing an understanding of the importance of signs, symptoms, laboratory testing, imagining and relevant clinical findings. Also, standard of care treatment is discussed. Through integrative case studies, lectures, discussion, and assessments students will learn how to blend TCM with the Western biomedical model. This will give the students a greater understanding of how to talk with other healthcare providers and integrate patient care. This series will focus on pulmonary, neurological, reproductive, urinary/renal, ophthalmic, ear, nose and throat, oncological internal medicine, cardiovascular, dermatological, infectious diseases, mental and behavioral, and musculoskeletal conditions.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology, Nutrition, Pharmacology, Clinical Laboratory and Imaging Diagnosing, TCM Foundations, TCM Pathology I/II/III

Credits: 2

Hours: 30

Integrative Grand Rounds - BMS 701

This course is guest-lecture-based where various practitioners discuss the clinical case of one or more patient(s). A variety of medical professionals will emphasize when referrals are appropriate and how an acupuncturist can work collaboratively with them.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology, Nutrition, Pharmacology, Clinical Laboratory and Imaging Diagnosing, TCM Foundations, TCM Pathology I/II/III

Credits: 1

Hours: 15

Integrative Pharmacology - BMS 711

This course is an advanced pharmacology course that explores the potential interactions between pharmaceuticals, nutrition, western and Chinese herbs. It delves into the efficacy of medical research. Students will learn how to analyze and evaluate research in pharmaceutical/nutrition/herbal interactions.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology, Nutrition, Pharmacology, Clinical Laboratory and Imaging Diagnosing, TCM Foundations, TCM Pathology I/II/III

Credits: 1

Hours: 15

Clinical Analysis and Research - BMS 721

This course deepens the student's knowledge of clinical medical research in TCM and biomedicine. Students will dive into clinical research in TCM and biomedicine. They will analyze and evaluate this research to form educated decisions and apply in clinical practice. Students will design and present their own clinical research, case study or literature review to a panel to be reviewed.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology, Nutrition, Pharmacology, Clinical Laboratory and Imaging Diagnosing, TCM Foundations, TCM Pathology I/II/III, Research Foundation

Credits: 2

Hours: 30

Integrative Emergency Medicine - BMS 641

Integrative Emergency medicine course will focus on the care of illnesses or injuries requiring immediate medical attention. Attention will be placed on the aspect of TCM treatment and referrals in emergency conditions.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology, Nutrition, Pharmacology, Clinical Laboratory, and Imaging Diagnosing, TCM Foundations, TCM Pathology I/II/III

Credits: 1

Hours: 15

Integrative Medical Treatments - BMS 651

In the course students will get a general understanding of different treatments used in integrative medicine which include: homeopathy, herbal remedies, supplements, mind-body techniques, energy medicines, physical medicine modalities, hydrotherapy, etc.

Prerequisites: Anatomy and Physiology I/II, Clinical Biochemistry and Physiology, Pathology, Nutrition, Pharmacology, Clinical Laboratory and Imaging Diagnosing, TCM Foundations, TCM Pathology I/II/III

Credits: 1

Hours: 15

COUNSELING COURSES

Ethics - PMC 511

This course introduces ethics. Boundary issues are considered, and the student learns non-violent, compassionate communication, a language of healing for both therapist and client.

Prerequisite: Acceptance into the program.

Credits: 15

Hours: 1

Patient Practitioner Relationship - PMC 512

The core of TCM practice is the relationship between the practitioner and the patient. By creating a safe environment for students, they are able to identify, observe and understand human behavior. This environment will allow students to explore how to communicate effectively and create a nourishing and safe place for healing to occur. Classes will focus on the fundamentals of the patient-practitioner relationship, specifically addressing touch, communication, and different human emotions and needs. It will also focus on strategies for self-care of the practitioner.

Prerequisites: Acceptance into the program

Credits: 1

Hours: 15

Practice Management I - PMC 611

This course introduces basic business practice skills. Federal regulations such as HIPPA and OSHA rules will be discussed, along with job contracts. Students will put together a lean business plan model for a startup acupuncture practice along with making short- and long-term practice goals.

Prerequisites: Acceptance into the program

Credits: 1

Hours: 15

Practice Management II - PMC 612

This course introduces the Business Licensing requirements for Arizona Acupuncturists. Students learn to organize and prepare files for tax season. Insurance and cash-based billing along with accounting products will be covered. Different malpractice and liability insurance that will be needed in practice and how to access or when to access a lawyer. Real-estate laws, negotiations, investment and basic knowledge associated with an acupuncture practice.

Prerequisites: Practice Management I

Credits: 1.5

Hours: 22.5

Practice Management III - PMC 613

This course focuses on advanced interpersonal skills necessary to develop a thriving business. Human resource topics are covered like effective office operation procedures, hiring and firing of staff, job descriptions, staff accountability, employee contracts, employee reviews and company culture. Traditional marketing and marketing in the digital age for a successful acupuncture practice.

Prerequisites: Practice Management II

Credits: 1.5
Hours: 22.5

Business Plan - PMC 711

This course is an independent study course tailed to the student's business desires after school. The students will take one of three actions: 1. They will be creating a more extensive business plan if they are wanting to set up their own practice. 2. They will be looking into all the practice and legal implications of working or owning an international business. 3. They will be diving into contracts, employee obligations, and marketing responsibilities when joining someone else's practice.

Prerequisites: Practice Management III

Credits: 0.5
Hours: 8

Disparities in Health Care - PMC 701

This course provides an overview of health disparities in medicine. Students will learn how institutional policies, unconscious biases, politics, economics, accepted social norms and discrimination in the health profession affects people's access and treatment in the health care systems. This course will also explore how race, gender, class, sexuality, and religion impacts individual's healthcare and extends to the medical system.

Prerequisites: Acceptance into the program

Credits: 1
Hours: 15

Professional Development - PMC 721

In this course students will be formulating and evaluating plans for individual professional development. Students will be assessing different avenues for professional development and generating a plan to help them to be successful in the future.

Prerequisites: Ethics, 4th year in the program

Credits: 1
Hours: 15

HERBAL COURSES

Chinese Nutrition - CMH 601

This course introduces basic Chinese nutrition and how to employ it as a therapeutic modality. Introductory knowledge of foods and herbs used in cooking for common indications are explored in relation to Yin/Yang, 5 elements, and 8 Principle theories. Therapeutic actions, indications, and contraindications as primary or supplemental therapy are discussed.

Prerequisites: TCM Foundations

Credits: 1

Hours: 15

Introduction to Chinese Herbs - CMH 501

This course discusses the history, cultivation, harvesting, storage, preparation, processing, and medical use of Chinese medical substances. Students will discuss categories, energetic qualities, and therapeutic uses of Chinese herbs. Students learn to recognize main categories of Chinese herbs and identify frequently used herbs.

Prerequisites: TCM Foundations

Credits: 1

Hours: 15

Patent Herbal Formulas - CMH 611

This course focuses on the use of Chinese medicine prepared medicines. Quality control, product contamination and endangered species will be discussed. Students will discuss the various prepared medicines, differentiating between the different brands and formulas, how to prescribe them and the various methods of administrations. Possible contraindications in administration and potential benefits will be discussed.

Prerequisites: Introduction to Chinese Herbs, TCM Foundations, TCM Pathology I/II/II

Credits: 2

Hours: 30

Materia Medica I/II/III - CMH 621 / 622 / 623

This course presents common herbs, their function, actions, temperature, flavor, entering meridians, contradictions, and doses. Students learn to describe a variety of herbs and their energetic qualities.

Prerequisites: TCM Foundations, TCM Pathology I/II

Co-requisites: TCM Herbal Pathology

Credits: 2

Hours: 30

Formulas and Strategies I/II - CMH 631 / 632

These courses are a series of foundation courses on Chinese herbal prescriptionology and designed to introduce the basic theory and strategies of Chinese herbal therapy by examining over 50 Chinese herbal formulas and their applications. Each formula will be analyzed by its composition to its hierarchy of ingredients, preparation, and administration, TCM treatment method, and clinical applications and indications. Students will focus on the most used formulas, and those contained in the NCCAOM Herbal Certification Exam. Students will learn the TCM pattern indication for each formula, name of the formula in both Pinyin and English, ingredients, actions and indications for the formula, common modifications, cautions and contraindications, information from recent research when applicable, and biomedical applications.

Prerequisites: Materia Medica I/II/II

Credits: 3

Hours: 45

Chinese Herbal Therapeutics I/II/III/IV - CMH 711 / 712 / 713 / 714

The 4-course series on Chinese Herbal Therapeutics that covers a variety of topics in the areas of gastrointestinal, respiratory, hepatobiliary, dermatological, obstetric, gynecological, pediatric, ears, nose, and throat, cardiological, endocrine, orthopedics/trauma/pain, neurological and geriatric disorders. Students will study disease processes from the perspective of Chinese medicine and create strategies to restore the health of the patient's presentations. The most common presenting patterns in Chinese medical diagnosis will be discussed along with treatment strategies, including herbal formulas, acupuncture point prescription and case management. Collaborative care including emergency, urgent and primary care referrals will be discussed in the overall case presentations.

Prerequisites: Materia Medica I/II/II, Formulas and Strategies I/II/III

Credits: 2

Hours: 30

Herbal Medicinary I/II - CMH 651 / 752

Two Chinese herbal dispensary labs are required. These labs will provide students with hands-on experience in dispensing Chinese herbal medicinal formulations. Both labs the students will be required to assemble an herbal prescription that is provided by a clinical supervisor, herbal student, or a licensed practitioner. The students will go over physical identification of herbs, basic sanitation, proper handling of herbs and toxicity and safety considerations.

Prerequisites: Introduction to Chinese Herbs, TCM Foundations, TCM Pathology I/II/II, Materia Medica I

Credits: 1

Hours: 30

Herbal Preparations - CMH 641

This lecture and laboratory course covers various methods of herbal formulation, preparation, and application. Students learn to prepare basic herbal formulas, through hands-on herbal dispensary experience. In addition, students learn to prepare tinctures, external formulas, and granular formulas.

Prerequisites: Introduction to Chinese Herbs, TCM Foundations, TCM Pathology I/II/II, Materia Medica I/II/III

Credits: 1.5

Hours: 30

Integrative Herbal Treatment of Pain Management - CMH 721

Integrative Herbal Treatment of Pain Management course covers a brief overview of Western biomedical information of trauma and pain. Integrated East Asian medicine diagnostics and herbal treatment applied to pain and trauma treatment are covered.

Prerequisites: Introduction to Chinese Herbs, TCM Foundations, TCM Pathology I/II/II, Materia Medica I/II/III, Formula and Strategies I/II/III

Credits: 2

Hours: 30

TCM Herbal Pathology - CMH 661

This course is studied in tandem with TCM Pathophysiology III. This course focuses on the herbal therapies associated with exterior Pathogen illnesses from the Shang Han Lun and Wen Bing schools.

Prerequisites: Introduction to Chinese Herbs, TCM Foundations, TCM Pathology I/II

Credits: 1

Hours: 15

Herbal Case Studies - CMH 731

Students will be presented with clinical case studies in herbal medicine. The case studies will be dissected for signs and symptoms, working diagnosis, and treatment plan, then students will interact with the herbal medicine treatment options and formula manipulation. Students will also present their own cases from the clinic to be presented and dissected in the class. Students will be guided through a case study research paper that will be presented at the end of the class.

Prerequisites: Introduction to Chinese Herbs, TCM Foundations, TCM Pathology I/II/II, Materia Medica I/II/III, Formula and Strategies I/II/III

Credits: 2

Hours: 30

Community Service

Community service is a requirement for graduation. It is to help instill a sense of community and giving back.

Credits: None

Hours: 40

CLINIC

Clinic Preceptorship I/II - CP 501 / 502

A licensed Acupuncturist (L.Ac.) will present his/her style of treatment with patients in a clinical setting. Treatment style will be focused within the realm of traditional Chinese medicine; Preceptors may incorporate other methods of treatment as needed. Students will then dissect the signs and symptoms, differential diagnosis, and treatment plan the clinician used on the patient.

Preceptorship I

Prerequisites: TCM Foundations

Credits: 2

Hours: 60

Preceptorship II

Prerequisites: TCM Foundations, Preceptorship I

Credits: 2

Hours: 60

Clinic Observation - CP 511

Under direct supervision of a licensed clinical faculty supervisor, interns observe patient interviews, assessment, treatment planning, treatment, and outcome evaluation in all the on-campus clinics, online clinics, and off campus clinics. During this clinical observation, students will develop the foundational skills to safely assess and treat patients in the Arizona School of Acupuncture and Oriental Medicine (ASAOM) clinics. Emphasis will be placed on observing practical patient interaction skills and on the development of clinical skills, including diagnosis, treatment strategies, and the incorporation of ASAOM principles into the clinic setting. Upon completion, students should be

able to effectively describe the process of developing a Chinese Medicine differential diagnosis and implementing an appropriate acupuncture treatment, including acupuncture points.

Prerequisites: TCM Foundations, Preceptorship II

Credits: 1

Hours: 32

Tuina Clinic - CP 601 / 602 / 603

Under direct supervision of a licensed clinical faculty supervisor, interns perform patient interviews, assessment, treatment-planning, treatment, and outcome evaluation in all the on-campus clinics, online clinics, and off campus clinics. During this clinical internship, interns will develop the foundational skills to safely assess and treat patients in the Arizona School of Acupuncture and Oriental Medicine (ASAOM) clinic. Emphasis will be placed on building practical patient interaction skills and on the development of clinical skills, including diagnosis, treatment strategies, and the incorporation of ASAOM principles into the clinic setting. Upon completion, students should be able to effectively formulate a Chinese Medicine differential diagnosis and implement an appropriate Tuina Protocol. All MACCHM/DACCHM and Herbal Certificate students will be able to recommend and utilize external herbal prescriptions to the extent of their herbal training to date.

Prerequisites: 1st Year Comprehensive Exam, current CPR certification

3 Clinical Shifts

Credits: 2

Hours: 60

Clinic - CP 701 SERIES

Under direct supervision of a licensed clinical faculty supervisor, interns perform patient interviews, assessment, treatment-planning, treatment, and outcome evaluation in all the on-campus clinics, online clinics, and off campus clinics. During this clinical internship, interns will develop the foundational skills to safely assess and treat patients in the Arizona School of Acupuncture and Oriental Medicine (ASAOM) clinic. Emphasis will be placed on building practical patient interaction skills and on the development of clinical skills, including diagnosis, treatment strategies, and the incorporation of ASAOM principles into the clinic setting. Upon completion, students should be able to effectively formulate a Chinese Medicine differential diagnosis and Clinical Internship - Fall 2021 Syllabus 2 implement an appropriate acupuncture treatment including acupuncture points. All MACCHM/DACCHM and Herbal Certificate students will be able to recommend herbal prescriptions to the extent of their herbal training to date.

Prerequisites: 1st Year Comprehensive Exam, CNT certification, current CPR certification

Shift numbers vary between degrees.

Credits: 2

Hours: 60

COMPREHENSIVE EXAMS

Each section of these tests will be portioned out for pass/fail. Sections a student did not pass the first time will be retaken approx. two (2) weeks after the first attempt. If a student does not pass the second attempt, they will follow a remediation plan, per policy. A third attempt will be scheduled after the remediation plan has been completed. If a student does not pass the third attempt the student may be asked to repeat specified sections of the curriculum.

Year 1 Comprehensive Exam Written - CWE 501

This exam is a written exam covering all course content in the first year of the program.

Pre-Clinical OSCE - CPE 511

This is a practical exam covering exams and procedures to enter the clinical setting safely.

Year 2 Comprehensive Exam Written + Herbs - CWE 601 / 602

This is a written exam covering all course content in the second year of the program and, if a student is in the herbal program, all of herbs to this point.

Herbal Materia Medica Comprehensive Exam - HMMCE - 603

This is a written exam to covering all course content in the materia medica courses.

Clinical OSCE (Co-treat to Primary) - CPE 611

This practical exam is taken when students transition from co-treater to the primary treater of a patient.

Final Clinical OCSE - CPE 711

This is a practical exam covering exams and procedures in a clinical setting and is to ensure that students are ready to practice on their own.

Graduation Exit Exam Written + Herbs - CWE 701 / 702

This is a written exam covering all course content in the program and indicates students are prepared to practice on their own following licensure. Those in the herbal program will have an herbal portion of the exam covering the herbal program.

Herbal Comprehensive Exam - CWHE - 621

This exam is for students in the herbal certificate program. This is a written exam encompassing all course content in the herbal program (herbal certificate) and demonstrates students are ready to practice herbs on their own following licensure.

Herbal OSCE - CPHE 622

This is a practical exam covering exams and procedures in a clinical setting to ensure students in the herbal program (herbal certificate) are prepared to practice herbal treatments on their own following licensure.

Transfer Exam - CWCE 531

This is a written/OSCE exam covering all course content covered prior to entry into the program. Students will be given this test, intended to cover all classes they are transferring into the program. If students have clinical credits, they will be given an OSCE to cover their clinical level upon entry into the program. This exam will NOT change what they can transfer into the program. This exam is used to see what level of comprehension they are entering with. If a student falls below margins set by the school, they may be asked to audit a class or get tutoring in specific areas.

Tuina OSCE - CPTe 631

This is a practical exam covering exams and procedures in a clinical setting to ensure that students in the tuina certificate are ready to practice tuina treatments on their own following any professional licensure or certification requirements.

Tuina Written Exam - CWTE 641

This exam is for students in the tuina certificate program. This is a written exam covering all course content in the the tuina program and illustrates students are ready to practice tuina on their own following any professional licensure or certification requirements.

ADMISSIONS

FOR THE LATEST IN ADMISSIONS NEWS OR UPDATES, ALWAYS REFERENCE THIS INFORMATION WITH THAT FOUND ON ASAOM'S WEBSITE AT
[HTTPS://WWW.ASAOM.EDU/ADMISSIONS](https://www.asaom.edu/admissions).

Requirements

To enter our programs applicants must have completed *90 credits* (the college plans to move to 60 credits and may have done so at the time of this reading; a 60 credit prerequisite will require the student to complete one term of studies prior to being eligible for Federal Financial Aid) from/at an accredited baccalaureate-level institution(s). Prospective students must have a cumulative 2.5 GPA in all undergraduate courses.

Admissions Policy

Students are admitted on a competitive first-come, first-served basis as cohort sizes are limited. As we endeavor to keep cohort sizes small, accepted students do have the opportunity to reserve their place in a cohort, to ensure their enrollment. Please speak to the Admissions Office for details.

Admission preference is given to full-time students. Individualized programs may be developed for part-time students, at the college's discretion; each student is handled on a case-by-case basis to determine if a part-time situation is possible for the school. Classes begin each fall for incoming cohorts.

Non-Discrimination Policy

ASAOM provides reasonable accommodations. The school does not discriminate in the admission of students, or in its administrative or educational policies, based on race, color, creed, religion, national origin, political preferences or persuasion, gender, sexual orientation, or age.

Student Qualities

ASAOM seeks students who have:

- ❖ A strong desire to study and practice acupuncture medicine as a means of self-fulfillment, and as an opening for service to others.
- ❖ The capability to set a direction and follow through to completion with a standard of excellence.

Prospective students are asked to consider that they will be participating in a tradition of caregiving, whose recorded history extends 5,000 years into the past, and that they will be carrying this tradition into the future. Chinese medicine has been the life's work of at least 250 generations of practitioners. The medicine, today, serves hundreds of millions of people throughout the world. Our school, its teachers, students (you), and graduates (you) are branches on the tree of this living thriving profession, grown from 5,000 years of practice and knowledge.

Admissions Process - MATERIALS REQUIRED FOR APPLICATION

- ❖ **ASAOM applications are completed online at <https://www.asaom.edu/admissions>**
 - All admissions documentation can be submitted through your online application

- ❖ \$50.00 application fee (non-refundable)
 - \$50.00 dollars of this fee is allocated to the clinic for clinic treatment credit on your account
 - *If you are applying as a Transfer Student, you are expected to identify yourself as such; following review you will be assessed additional costs with transferred credits at \$25 per three credits, capping at \$1000.00.*
 - *If you are applying as an International Student, you are expected to identify yourself as such, and you will be assessed an additional, standard \$300.00 fee for review*
- ❖ Two recent passport-sized photographs
- ❖ Official transcripts from an accredited college, conferring a minimum of 90 semester credits sent directly to ASAOM from the originating institution. Foreign Students, and students who attended college outside of the United States, must submit a course-by-course foreign transcript evaluation directly to ASAOM through a credential-evaluation service. Please consult the NACES website to order from a directory list of members: www.naces.org/members. Important: Transfer Students - if you are transferring from an Acupuncture or Traditional Chinese Medicine College outside of the US, please contact our Admissions Department (admissions@asaom.edu) for further information.
- ❖ Reflection and Projections, or Statement of Intent

What is a Statement of Intent? It is a reflective statement declaring your intent in applying to ASAOM. It can take many forms but should be a reflection of you. As examples to get started, you might ask yourself:

Why Chinese medicine?
 Why now?
 Why ASAOM?
 Tucson?
 What does this mean to me?
 What brought me here?
 What will I do with this?

Please keep in mind that you are applying to pursue a master's level education and your Statement of Intent is a writing sample. Your writing should be representative of you, free of typos and grammatical errors, professional, and respectful of the level of education you have come to pursue.

- ❖ A letter from a licensed acupuncturist stating you have had at least two acupuncture treatments
- ❖ A statement from a physician (can be your acupuncturist), stating you are in good health to complete a medical degree and participate in physical activities, such as tai chi (Asian Bodywork Therapy) and Qi Gong
- ❖ Proof of negative PPD test (Tuberculosis skin test)
- ❖ A typed professional resume
- ❖ Two professional letters of reference
- ❖ A scheduled appointment (via telephone or in person) with the Financial Aid department (financialaid@asaom.edu) - Before doing so, review the Direct Loan - What To Do (attainable via financialaid@asaom.edu) document and complete the additional steps to ensure the FA officer has all pertinent information prior to your interview

**Fully Accepted Student: If you have a completed Admissions File (all required documentation is in), have been through an Admissions Interview, and have been offered a space in the spring cohort, you can reserve your place with a \$300.00 deposit as a declaration of your intention to matriculate to school. Once you are enrolled and begin your course study, your \$300.00 deposit will be allocated toward tuition. If you utilize this opportunity and reserve your space, but then do not join your cohort, your \$300.00 deposit will not be refunded. A deposit allows us to ensure our class sizes and plan accordingly. If you have paid and make it known that you would like to postpone your enrollment to the next enrollment cycle, your \$300.00 deposit may be allocated to that term, and your spot reservation will be held in that term*

This reservation opportunity is not a requirement. The deadline for fall reservations is Aug 30th, and spring reservations is Dec 8th. Not utilizing this opportunity may relegate your position to a waiting list if class size is reached by way of reserved candidates. Class size is limited. If you are eligible as a Fully Accepted Student and would like to reserve, please contact Admissions: admissions@asaom.edu

Prior Learning Assessment

The Arizona School of Acupuncture and Oriental Medicine may accept a limited number of course requirements from previous life experience. These considerations and acceptances are exceedingly rare. Students should not expect credit to be issued based on life experience. Common considerations may include but are not limited to:

- ❖ Qi Gong
- ❖ Chinese Medical Language
- ❖ Practice Management

Students who wish to have previous life experience evaluated for academic exemption must provide documentation to the Academic Dean for review, prior to matriculation. If needed, faculty who teach associated courses at ASAOM, in coordination with the Academic Dean, will assess and document previous life education.

**ASAOM can accept credit established by standardized tests for military and corporate training, as validated by the American Council on Education. Official transcript assessments must be submitted for credit to be issued.*

English Language Competency - ATTENTION, INTERNATIONAL STUDENTS

English Language Requirement: Effective as of January 1, 2020 - in accordance with ACAHM regulations - English language competency must be demonstrated by all students seeking admission to the program. The program must confirm required oral and written English competency via one of the following:

- 1) Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT) - Acceptable scores: TOEFL iBT total score – 61 with minimum speaking score – 20 and minimum listening score – 17; or
- 2) International English Language Testing System (IELTS) Academic Format - Acceptable scores: IELTS overall band score 6 with minimum speaking score – 6.5 and minimum listening score – 6; or
- 3) The student must have completed a minimum 90 credits in a baccalaureate or graduate level, English-based education at an institution accredited by an agency recognized by the U.S. Secretary of Education, or (ii) 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.

Key points - Acceptable scores are identical across all ACAHM graduate-level degree programs and are consistent with comparable health professions under the Federal Student and Exchange Visitor Program (SEVP).

Transfer Credit Policies

NOTE: Credits transferred must exceed the 90-credit requirement for application consideration. The 90-credit requirement is the foundation for your eligibility for enrollment into ASAOM, classes forming the 90-credit total cannot be considered for transfer credit.

1. Application

Applicants wanting to transfer credit should note it in their application and on their transcripts. Applications for transfer credit to ASAOM will only be received and evaluated prior to matriculation. All transcripts including undergraduate transcripts must be sent with the application, course syllabi, and a letter requesting review of transcripts for possible credit.

A transfer evaluation fee, as described above and on the website is charged in addition to an application fee. Transfer students pay the prevailing tuition rate when they enroll.

Assessment of transfer credit is done on a case-by-case basis and generally maintains limits of 20 credits for Eastern Medicine coursework, 24 credits for Western medicine coursework, and 4 credits of "other" category. No credit transfer can or will be awarded for clinic internship. Challenge courses are approved on a case-by-case basis, but no more than three courses may be challenged.

Courses to be challenged must be identified and approved 2 weeks prior to registration deadline for the term in which the applicant intends to matriculate.

Students must submit an official declaration (letter form) of their intent to pursue transfer credits at ASAOM and provide records of previous college credit attained within the last five (5) years. These records should include the syllabus for each course a transfer evaluation is being requested for and the syllabus/syllabi provided should be consistent with the period in which a student attended the course/s in question. i.e. If you attended courses in 2015, your syllabi provided should be from that time period unless you are able to provide evidence from the college you attended stating the course content has not changed since your attendance. ASAOM maintains this requirement, so credit evaluations are completed accurately and reflect the growth of knowledge within the field of medicine we teach.

If your college credit extends past 5 years you must demonstrate a consistent use of your knowledge base over the period you have been absent from a structured program of study and may be subject to examinations to prove your knowledge retention. Acceptance of transfer credit does not necessarily affect the overall cost of the program or the length of time to complete the program. Please contact our Admissions Department (admissions@asaom.edu) for more information.

2. Receiving Credit from TCM Colleges

ASAOM grants transfer credits for comparable courses completed at other TCM colleges, (grade of Credit, Pass, C, or above). Course work over five years old from another TCM college may or may not be transferred, depending on what the applicant has done in the meantime.

Courses taken over 10 years before the date of admission are used only towards entrance requirements.

Examination of knowledge retention may be required. If the score is below 80%, the student is required to audit the course and then be re-assessed. If the score is below 70%, transfer credit will not be issued, and the student must take the course in full.

3. Receiving Credit from All Other Colleges

Transfer credit may be granted for comparable Western Science, Business, Ethics, and Psychology courses from an accredited baccalaureate-level institution.

Courses taken over 10 years before the date of admission are used only towards entrance requirements.

Examination of knowledge retention may be required. If the score is below 80%, the student is required to audit the course and then be re-assessed. If the score is below 70%, transfer credit will not be issued, and the student must take the course in full.

Note: Transfer students may be required to take a challenge examination in the event of any questionable transfer credit.

4. Degree Completion

At least one academic year must be completed at ASAOM for completion of the degree at ASAOM.

Transcripts

Your transcripts are essential to your application to ASAOM. Any school you list in your application should have accompanying transcripts for consideration. It is a common mistake to send transcripts from only the final school of attendance in previous academic pursuits. It is a requirement that you provide transcripts for all schools listed in your application, and proof of certification for any certifications or other such degrees you may have earned. This requirement serves to provide a means from Admissions to appropriately follow up with candidates, and for potential credit for ASAOM courses to be adequately assessed.

Regarding ASAOM student transcripts: They are issued for licensing, national board examinations, or other purposes, provided that a student is in good standing according to his/her enrollment agreement. An official transcript will be sent to another school upon written request and payment of a \$20 fee. Unofficial transcripts are free. At the time of a student's graduation, two free official copies are provided. One copy is sent to NCCAOM, the other is sent to the State Board of the student's choice (default is Arizona). Special handling is additional. Transcript request forms can be attained through the office of the Registrar.

Non-Matriculated Students

Non-matriculated student status is designed to allow any interested individual to attend college credit courses without declaring a major or seeking a degree. Students who register under this status for a given quarter may not matriculate until the following quarter.

Non-matriculated student status may apply to any person wishing to enroll in:

- ❖ Qi Cultivation
- ❖ Chinese Language
- ❖ Practice Management
- ❖ TCM Foundations

Students may apply for non-matriculated status by writing a letter of intent accompanied by an admissions fee of \$25. The current hourly tuition rate at ASAOM is applied for non-matriculated students.

Enrollment and Orientation

Enrollment and registration are completed at orientation, which is generally held during the week before classes start. Orientation includes, among other items, review of school policies and procedures, OSHA training, introductions, Populi (ASAOM's Student Management System) profile generation and familiarity training, and the enrollment agreement overview.

TUITION & FEES

Tuition

Tuition and fees are public monies within the jurisdiction and responsibility of the Arizona School of Acupuncture and Oriental Medicine Governing Board, under the laws and regulations of the state of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges without notice. The tuition rate is presently \$19 per contract hour.

Masters of Acupuncture (MAc)

126 Credit Hours or 2575 Clock Hours

\$48,925	Tuition
\$52,268	Tuition and fees
\$3,500	Estimated books and supplies

Masters of Acu. and Oriental Medicine (MAcOM)

152.5 Credit Hours or 3040 Clock Hours

\$57,760	Tuition
\$61,103	Tuition and fees
\$3,500	Estimated books and supplies

Asian Body Therapy/Tuina Certificate

101 Credit Hours or 1058 Clock Hours

\$20,102	Tuition
\$21,927	Tuition and fees
\$2,229	Estimated books and supplies

Books & Materials

Books and materials will cost approximately \$2,500 in year one and \$1000 in each of the following years.

Payment

All tuition, fees, assessments, and deposits must be paid at the time of registration or by the specified deadline date, and in accordance with the fee schedule approved by the ASAOM Governing board. Enrollment is not complete until tuition and fees are paid. Non-payment beyond the first week is potential cause for dismissal. (Evaluated on a case-by-case basis).

Students receiving Title IV funds will pay on a separate schedule determined by registration for, and the beginning of the next term, as set when financial aid is awarded.

Fee Schedule

Registration and Administrative Fees:

\$100	Application Fee (50 dollars of this fee is allocated to clinic credit)
\$300	Additional Application Fee for International Students (F-1)
\$80	Orientation Fee
\$500	Additional Transfer Evaluation Fee for transfer students
\$25	Add / Drop
\$150	Program Change
\$25	Late Registration (Quarterly)
\$20	Late Tuition Payment
\$35	Returned Check
Free	Unofficial Transcript/Grade Report
\$20	Official Transcript
\$200	Graduation Fee & Diploma

Annual Fees (charged quarterly):

\$320	Registration Fee (subject to change)
\$320	Professional Liability Insurance (subject to change)
\$200	Technology Fee

Exam and Course Fees:

\$50	Academic Comp. Exam (Summer Quarter)
\$50	Clinic Practical Comp Exam (Fall & Spring Quarters)
\$150	Comp Exam Late/Retake
\$50	Exam Re-creation/Make-up
\$30/hr.	Proctoring
\$30/hr.	Tutoring
\$30/hr.	Class Makeup
\$150	Incomplete Grade
\$100 + 50%	Course Challenge

Miscellaneous Fees:

\$40	CPR Training (Or, current rate by 3 rd party.)
\$200	Clinic Starter Kit*
2.5%	Credit Card Processing Fee

**Current Clinic Rates for Needles and Supplies – these rates can change depending on market demand and supply*

FEDERAL FINANCIAL AID (FFA)

Federal Direct Loan

Federal Direct Loans are low interest loans. For current interest rates and fees, please follow this link: <https://studentaid.ed.gov/sa/sites/default/files/federal-loan-programs.pdf> Repayment begins six (6) months after the borrower graduates, drops below half-time studies or leaves school.

Federal Direct Unsubsidized Loan

Available to all qualified students attending ASAOM. Because this loan is not based on financial need, the student is responsible for all interest accrued on the loan. However, the student can opt to have the interest deferred and capitalized upon repayment.

The annual loan limit for graduate and professional students is \$20,500. Final determination of a student's annual Unsubsidized Direct Loan award is based on ASAOM's annual cost of attendance minus other financial assistance such as scholarships for which the student may be eligible.

The aggregate loan limit for graduate and professional students is \$138,500.

Federal Direct Loan Limits

Unsubsidized Stafford: Annual Loan Limit

Graduate Loan Total	\$20,500
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Subsidized and Unsubsidized: Aggregate Loan Limit

Loan Total	\$138,500
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After annual loan limits are exhausted, students may apply for the Grad PLUS loan. The student may borrow up to the cost of attendance minus any aid received under other financial assistance programs, including the Unsubsidized Direct Loan and scholarships. The Grad PLUS program is credit-based. For further information, please contact the Financial Aid Office or follow the link: <https://studentaid.ed.gov/sa/sites/default/files/federal-loan-programs.pdf>

Loan Application

Prior to starting the Free Application for Federal Student Assistance (FAFSA) students should obtain an FSA USER ID from U.S. Department of Education at www.studentaid.gov

A FSA ID is a username and password used to log in to certain U.S. Department of Education (ED) websites. The FSA ID identifies individuals who have the right to access the students own personal information on ED websites such as the Free Application for Federal Student Aid (FAFSA®) at studentaid.gov. It should be kept in a safe place, as the same FSA ID is used each year the student applies for federal student assistance.

When you have created your new FSA ID, all students should complete the FAFSA online at www.studentaid.gov. The school code for ASAOM is:

036955

*Students may sign the FAFSA online using your FSA ID. Approximately one week after you have completed the FAFSA, you will receive a **Student Aid Report (SAR)** via e-mail from the federal processor. Review the information on the SAR for accuracy. If corrections need to be made, follow the instructions on the SAR. Please notify the Financial Aid Office when your FAFSA is complete.*

An Award Letter given by the Financial Aid Office must be signed and returned to the Financial Aid Office for your financial aid to be processed. The award letter will inform you of what loan programs and loan amounts are available to you to assist in paying the cost of attendance.

Please note that if you are applying for an Unsubsidized Loan, only one application is needed. However, a separate loan application is needed if you are also applying for a Grad Plus loan. All students who will be borrowing under the Federal Direct Loan Program must complete an Entrance Interview. No student loan funds will be disbursed until this has been completed. This is located at www.studentaid.gov.

Request a Federal Direct Loan at ASAOM

In order to request to borrow a Federal Direct Loan at ASAOM, the following requirements **MUST** be met prior to requesting a loan from the Financial Aid Office:

- ❖ Have a current application at ASAOM and application fees must be paid in full.
- ❖ List all colleges attended on the student application and provide official transcript(s) from all college(s) attended.
- ❖ Official Student Educational Plan (SEP) for Transfer Students: all official transcript(s) from all college(s) attended must be evaluated for transfer credit and basis of financial aid.
- ❖ Complete FAFSA – www.studentaid.gov
- ❖ Complete the loan entrance interview online at www.studentaid.gov PRINT THE CONFIRMATION PAGE AND RETURN IT TO THE FINANCIAL AID OFFICE or ATTACH IT TO AN EMAIL AND SEND IT TO financialaid@asaom.edu.
- ❖ Sign the Master Promissory Note online at www.studentloans.gov PRINT AND RETURN TO THE FINANCIAL AID OFFICE or ATTACH IT TO AN EMAIL AND SEND IT TO financialaid@asaom.edu.

Withdrawal from the Program and Federal Financial Aid

Return to Title IV (R2T4): According to federal regulations (34CFR 668.22), a federal student aid recipient who withdraws from ASAOM is subject to a standard Return of Title IV calculation to determine the amount of federal aid that the student and school are eligible to retain. Any federal aid amount that is considered “unearned” according to the student’s last day of attendance and withdrawal date must be returned to the original aid source (i.e. Direct Loans).

Earning Federal Student Aid Funds: The standard calculation for Return of Return of Title IV funds requires ASAOM to first determine the number of scheduled clock hours in the student’s financial aid “payment period” from the payment period start date until and including the hours in student’s last date of recorded attendance. The school then calculates those hours as a percentage of the total number of hours in the payment period. If scheduled hours through the student’s last date of attendance comprise of more than 60% of the payment period, 100% of Title IV aid for the payment period is considered as earned. If 60% or fewer of scheduled hours occurred through the last date of attendance, the R2T4 calculation will dictate the amount of federal student aid which must be returned to the Direct Loan Program. Direct Loan funds are returned in the following order : Grad PLUS (if applicable), Unsubsidized Direct Loan.

ASAOM is required to return Direct Loan funds which have been applied to a student’s account in the amount determined by the R2T4 calculation. Any amount returned by the school according to the R2T4 calculation will be credited to a student’s Direct Loan awarded and disbursed for the payment period, thereby reducing the student’s total indebtedness. If additional funds that have been released directly to the student are unearned according to the R2T4 calculation, the student may pay these funds back to the Direct Loan program under the original terms and conditions of the loan.

R2T4 requirements are separate from the ASAOM institutional refund policy, which can be found in the Student Handbook. When the R2T4 calculation is complete and federal aid funds are returned, a student may still be responsible for an account balance for tuition and fees due to ASAOM according to the institutional refund policy. Payment arrangements may be made with the ASAOM Fiscal Office.

IMPORTANT: ASAOM definition of a financial aid academic year is 30 weeks of instruction. Within the trimester program, Financial Aid disbursements are made twice per academic year, based on registration for the upcoming term and if a current student has successfully completed the previous term and registered for the upcoming term.

VETERANS EDUCATION BENEFITS POLICIES

Veterans Education Benefits Policies

Qualified applicants to the acupuncture program are eligible for Veterans Education Benefits. Application for admission to the school must be completed before an application for Veterans Education Benefits can be submitted. Students attending with Veterans Education Benefits are subject to the following policies:

1. Attendance

Excused absences will be granted for extenuating circumstances, such as Medical and Bereavement. Excused absences will be substantiated by entries in student files. Tardies in excess of 20 minutes, early departures, class-cuts, etc., will be counted as a class absence. Missing three (3) or more classes will result in the student being withdrawn from the course without credit.

2. Credit for Previous Training

This institution will inquire about each veteran's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated, and credit will be granted, as appropriate, and the student notified.

3. Satisfactory Progress

At the end of any quarter, if a student receiving Veterans Educational Benefits has unsatisfactory grades (below 70%) in any subject, the student will be put on academic probation pending reevaluation at the end of the next quarter and the VA notified. If progress is still unsatisfactory at the end of the next quarter, the VA will be notified that the student should be terminated due to unsatisfactory progress.

4. Reinstatement

Once a student is dismissed for any reason, he/she may seek reinstatement, starting with an interview with the Academic Dean. The readmission policy (below) will then be followed. If dismissal was the result of failure to pay tuition, an acceptable plan for payment must be agreed upon prior to reinstatement.

5. Re-Admission

A student who withdraws and later wishes to re-enter the school must reapply, pay the application fee, and have an interview with the Academic Dean. The admissions committee will then assess for re-admission.

If a student has been terminated from the program based on unsatisfactory progress, that student shall not be eligible for re-admission.

Financial Policy

The school is approved for Veterans Education Benefits. No penalties will be imposed on the covered individual due to their inability to meet financial obligations due to the delayed disbursement of VA funding. Students at ASAOM are eligible to apply for Title IV funds or alternative loan sources. Contact the Financial Aid Officer for assistance.

FACULTY

**ASAOM does have additions to faculty from time-to-time that may not be found in faculty bio list. Bios may not always reflect all ASAOM's available faculty.*

Dr. Edward Shabez, NMD

Dr. Edward Shabez received his Doctorate of Naturopathic Medicine degree from Southwest College of Naturopathic Medicine in Tempe, Arizona and his Bachelor of Science in Dietetics, Nutrition and Food Science from Northern Illinois University in Dekalb, Illinois. Dr. Shabez has also completed the coursework required for a Masters degree in Oriental Medicine from Phoenix Institute of Herbal Medicine and Acupuncture.

Prior to becoming a Naturopathic Physician Dr. Shabez served in the U. S. Army as a First Lieutenant, serving in both the 82nd Airborne, Ft. Bragg, NC and the First Infantry Forward in Germany. He also has over twenty years' experience as a personal trainer, massage therapist and nutrition counselor and has received the following certifications: CSCS, NSCA-CPT, ACSM, NFPT and NCTMB. Dr. Shabez is also a Wilderness Emergency Medical Technician and Nationally Registered Emergency Medical Technician. He is an American Red Cross Certified CPR, AED and First Aid Instructor. He has held management positions with Dick's Sporting Goods, NordicTrack, and Bally's Total Fitness and has been a personal trainer for Bally's Total Fitness, LA Fitness and Lifetime Fitness as well as having an independent studio.

As a person who enjoys educating individuals, Dr. Shabez finds teaching and speaking as an opportunity to improve the health of people in the community. He was a science instructor at Southwest Institute of Healing Arts. He currently teaches at Arizona School of Acupuncture and Oriental Medicine and was an Interpretive Specialist at Biosphere 2 prior to the pandemic.

Chilán Mustrain MACCHM, LAc.

As a young child, Chilán started learning indigenous healing practices and herbal medicine from his uncle and others in his community. This exposure to healing work at a young age imprinted him with the outlook and experiences that inform his natural approach to medicine. Through his youth, continuing up to the present he continues to learn and practice traditional healing ways.

By the time he was in his early 20s, his search for a career path led him to formally study Zen Shiatsu with embellishments of Chi Nei Tsang, Tui Na and Thai Massage. This exposure to body work sparked an interest that eventually led him to study Acupuncture and Chinese Herbalism. In 2014, Chilán graduated with a Master of Science in Oriental Medicine (MSOM) from Southwest Acupuncture College. Ever hungry for refinement, Chilán chose to continue his education through advanced training with world renowned experts in Japanese Meridian Therapy and Shonishin (pediatric acupuncture).

By weaving together several lifelong threads, Chilán masterfully manages a delicate balance, blending insights yet maintaining the unique integrity of multifarious traditions. Currently, Chilán continues to enjoy being of service through clinical practice, teaching various healing modalities and doing community work centered on cultural preservation. Chilán is well known for his subtle and effective techniques, genuine compassion, and insightful honesty.

Della Estrada MACCHM, LAc.

Della Estrada was trained at the teaching and research Guang An Men Hospital in Beijing China, in the early 90's, and has since been in private practice in Tucson for 30+ years. Della's name is mentioned in her friend's (Dr. Cui Yong Qiang) book TESTS. After having been in the first group of acupuncturists to work at Sierra Tucson Addictions and Eating Disorders center in the mid 90's, and then being on the staff for eight years at ASAOM when the school was beginning, she was an integral part of the small group of practitioners who initiated action for the creation of a State BOE in AZ. Years later Della served on the State Board for six years.

Further professional highlights include:

- ❖ In the mid 90's - Della was a Fellow participant at the University of Arizona in an NIH sponsored study (Acupuncture for Depression in women of child-bearing age).
- ❖ For over 15 years, Della has maintained a great working relationship with the Reproductive Health Center and served as the L.Ac. supervisor of Acu-Detox Specs at several behavioral health centers.

Extracurricular adventures have included travel to Central America and Chiapas Mexico, after natural disasters, to teach health care workers and indigenous healers acupuncture for trauma. Following natural disasters, Della has been integral in establishing free acupuncture clinics for the underserved in afflicted communities. In the community at large, Della helps organize acupuncture volunteers' participation at various local veteran health fairs and other community events.

Aaron Cook, LAc.

Aaron Cook, L.Ac. is a licensed acupuncturist and practitioner of Traditional East Asian Medicine. He currently lives and works in Tucson, Arizona, where he teaches at the Arizona School of Acupuncture and Oriental Medicine. Aaron specializes in pediatrics and Integrative healthcare.

Aaron began his study of traditional medicine in 1999 at the Pacific College of Oriental Medicine, earning a Master of Science of Traditional Oriental Medicine degree in 2003. Aaron taught pediatric acupuncture and supervised several off-site clinics at the Pacific College of Oriental Medicine and served as the Director of the acupuncture service at Rady Children's Hospital in San Diego. He worked with the UCSD student-run free clinic and was honored to become a founding member of the UCSD Center for Integrative Medicine. At UCSD, Aaron served as the Director of Acupuncture and Massage Services and directed courses in Integrative Medicine for medical students and residents, while providing patient care throughout the UCSD health system.

Aaron is active in several volunteer activities including Camp Agape for Kids with Cancer, Fiji medical outreach team, LEAPS into Integrative Medicine, and US Navy Humanitarian missions. Aaron co-founded a non-profit organization in 2020 dedicated to advancing global healthcare and health education.

Cheri Brown, MAcCHM, LAc.

Cheri graduated from ASAOM in 2006 with a masters degree in Acupuncture and Oriental Medicine. She completed the Tuina (ABT/Bodywork) program at ASAOM in 2005 and was designated as an outstanding Tuina student in the program. Since 2006, Cheri has been in private practice in Tucson, with a strong professional focus on Fibromyalgia and eating disorders.

Notable practitioners and professionals Cheri has studied and worked with include:

- ❖ Dr. John Upledger (Craniosacral Therapy, Somato Emotional Release, Visceral Manipulation)
- ❖ Dr. Bruno Chikly (Lymphatic Drainage)
- ❖ Dr. Richard Tan, Jeffrey Yuen and Giovanni Maciocia (treating Psycho Emotional disorders with TCM)

In her career she has been a teaching assistant for the Upledger Institute (Craniosacral Therapy), and she has completed Acutonics training levels I-IV (Acutonics Institute of Integrative Healing, Santa Fe), implementing the use of tuning forks in my practice.

Cheri specializes in Neuromuscular and Myofascial Release.

From Montana, she enjoys the outdoors and engages it through running, cycling, hiking, and working in her yard.

Cheri has been a clinic supervisor at ASAOM since 2014.

Dr. Heidi Branlund, MTCM, DACM, LAc.

Heidi Branlund has been a practitioner of Chinese Medicine since 2002. Specializing in headaches/migraines, neck and back pain, fertility, and women's issues, she has worked in a variety of health care settings. She holds a Masters in Traditional Chinese Medicine from Five Branches University and her Doctorate in Acupuncture and Oriental medicine from Pacific College of Oriental Medicine. In practice, Heidi utilizes many of the foundational techniques of Chinese medicine, combining acupuncture, Chinese herbal formulas, cupping, gua sha, and tuina when working with patients.

When not practicing acupuncture, Heidi enjoys music, spending time with her children, swimming, and hiking.

Tony Della Croce, MACCHM, LAc.

Originally from outside New York, Tony has lived in Tucson for over 30 years and considers the Sonoran Desert home. He came to Tucson to study the Archaeology of Ancient China at the University of Arizona, but once immersed in Chinese Culture he began practicing martial arts and Qigong with the local Chinese college community. In 1995 he met his teacher and mentor, Vince Black. Aside from being a profound martial artist, Dr. Black was a well-known practitioner of Chinese medicine and Cranial-Sacral Therapy. Tony studied both martial arts and medicine with Dr. Black until his untimely death in 2019. Dr. Black aided in establishing the tuina program at ASAOM. Tony began assistant teaching the tuina program at ASAOM in 2007 and became faculty area head of the program in 2012. He decided to formalize his education by Completing his formal masters in acupuncture and herbal medicine in 2014. Aside from teaching at the school and working in the Oncological environment, he has also been teaching Taijiquan at Tucson Parks & Rec for over 20 years and has taught other martial art forms to at least three generations of students covering the past 25 years.

Tony has practiced as a licensed acupuncturist since 2015. He obtained his Master's Degree from the Arizona School of Acupuncture and Oriental Medicine (ASAOM). While there, in addition to acupuncture, he also studied associated modalities of traditional Chinese Medicine as offered at ASAOM: Chinese herbs and nutrition, Qigong, and tuina (Asian bodywork). These last two modalities he also taught prior to and while attending school as a student. His education in Chinese medicine predates his licensure by 20 years, as he was apprenticed to a noted martial artist and practitioner of Chinese Medicine (Vince Black), who was well-known throughout the country for his tuina acumen. Tony has apprenticeship and formal education skills to ASAOM as a faculty member and bodywork program head, to guide future practitioners of TCM in the art of Tui Na and Qigong.

Tony is a certified practitioner of Upledger-style Craniosacral Therapy. He applies his medicinal craft at Arizona Oncology Foundation, providing palliative care for current and recovering patients dealing with various forms of cancer.

Dr. Celia Hildebrand, DAOM, LAc.

Dr. Celia Hildebrand, DAOM, LAc is a contributing faculty member of the Andrew Weil Center for Integrative Medicine, and previously a research assistant professor in the Department of Family and Community Medicine at the University of Arizona (Tucson). She holds a Doctor of Acupuncture and Oriental Medicine from the Oregon College of Oriental Medicine where her dual focus was on the role of East Asian Medicine in public health, and its use in trauma response and recovery.

Dr. Hildebrand has worked in the field of healthcare and environmental services for more than 35 years, the majority of which have included Native American communities of the Southwestern United States. Involved with higher education since 2008, she has served as Academic Dean, Chair of Clinical Education, and faculty for accredited schools of East Asian Medicine. In these roles she has collaborated with interdisciplinary teams of Western and Eastern Medical educators, clinicians, and researchers using Evidence- Based Practices for in-patient and out-patient hospital and community clinics. Dr. Hildebrand maintains a private clinical practice in Tucson, is a current Board member of Ukrainian American Society of Tucson and a past Board member of Acupuncturists Without Borders. In 2019 she was awarded a Fulbright Specialist grant to teach an auricular acupuncture protocol for trauma, pain, and addiction at the Uzhorod National University School of Medicine in Ukraine. With the onset of war in Ukraine in March 2022, she became involved with Ukrainian refugee and immigration issues and continued work with doctors trained in 2019 through biweekly meetings via Zoom. In August 2022

she was invited by the University to return to Uzhhorod, where she worked with MDs and military professionals to expand the training and perform clinical services for wounded soldiers and civilians.

As a 2nd generation American, she recognizes Southwestern Ukraine / southeastern Poland as her maternal family home; her paternal family home is Bavaria. For the past 35 years she has worked beside, studied under, and occasionally lived with indigenous and traditional healers from other countries and cultures. These experiences combined with studies and practice of EAM have informed and framed her clinical and academic interests in health, well-being, and resiliency through lived and historical trauma. She is especially concerned about the loss of traditional knowledge and practices which has led her to dive deeply into ethnomedicine, approaching definitions of health and well-being from the cultural context of family and community.

Pamela Appelquist LMT

Pam's dedication and drive for helping and caring for others is a passion that sustains her. Working in the medical field for the past two decades has brought her joy and a plethora of valuable experiences, and she believes experience is the greatest teacher.

Pam's career journey has taken her through hospitals, Veterans Affairs, in-home/concierge healthcare, private practice Doctor's offices, Tribal Emergency Medical Services (EMS), casinos, and many other corporate and large-care facility entities. In 2003 she began teaching First Responder, and CPR Healthcare at the provider level, while working as an Emergency Medical Technician (EMT) intermediate level from 2004 until 2015. In the time between 2004-2015, she received her Phlebotomy Certificate, CNA, and EMT instructor certificates, and continued teaching EMTs, First Responders, and CPR until 2012 when she graduated from the Arizona school of Massage Therapy. Following a short career as a provider within professional massage networks, Pam opened her own Private Practice as a Licensed Massage Therapist (LMT) in 2013. She continues to partner with four other healthcare provider colleagues to combine the power and potential of natural healing medical modalities and therapies, with medicinal massage techniques. Pam considers Eastern modalities her specialty and enjoys combining ancient techniques with modern techniques to aid people on their wellness journey and recovery from injuries and daily pain. Always learning and growing her knowledge base, she looks forward to helping others on their journey with integrative care.

Dorsett Edmunds, M.A., P.T., MAOM, L.Ac.

Dorsett Edmunds, M.A., P.T., MAOM, L.Ac. Dorsett is a licensed and board certified with the NCCAOM with a Masters in Acupuncture and Oriental Medicine from the Asian Institute of Medical Studies in Tucson. She also holds a master's degree in education and Curriculum development from Columbia University in New York and a postgraduate degree in Physical Therapy from Hahnemann Medical School in Philadelphia (now Drexel University). Her journey to Acupuncture and Oriental Medicine began in 1989 while she was practicing physical therapy at University Medical Center when she started studying an energetic and structural bodywork modality with an Osteopathic physician who was also an Acupuncture master. Working with the whole person, physically, emotionally, and spiritually broadened her goals as a practitioner in western medicine to integrate the more holistic approach offered with Oriental Medicine. She began teaching Neuromuscular systems at the Asian Institute of Medical Studies (now merged with ASAOM) in 2004 and several years later enthusiastically enrolled in the school as a student. She expanded her private practice to include Acupuncture and was hired to be an Acupuncturist and Zero Balancer (osteopathic modality) at Sierra Tucson, a behavioral health hospital in Catalina, Arizona. Her focus was clients who had suffered from trauma, chronic pain, or addictions. She also worked as a volunteer at a free medical clinic for refugees where the focus was trauma related. Dorsett began teaching with ASAOM in 2018, and more recently being a clinic supervisor. She also serves as a consultant to the University of Arizona's Integrative Medical Department and participates in the monthly rounds sharing oriental medicine options for difficult cases presented by the Integrative physicians. Dorsett's background includes teaching in East Africa for two years with the Peace Corps, a participant in a research study between the University of Arizona and Beijing Children's hospital, and finally a volunteer Acupuncturist in Guatemala in 2019. Her work in the refugee clinic in Tucson continues as she believes the benefits of oriental medicine needs to be available to the underserved populations as well. Dorsett is a mother, active hiker, and yoga practitioner. Oriental medicine continues to excite her with its ability to facilitate and offer people the opportunity to enliven their own natural healing potential and experience their deep wellbeing.

Dr. Anne Caulkins, DAOM, Lac.

Dr. Anne Caulkins is a nationally certified acupuncturist and herbalist, licensed in the state of Arizona. She is a graduate of the Arizona School of Acupuncture and Oriental Medicine and completed her doctorate at the Yosan University of Traditional Chinese Medicine. Her training in Chang Chun, China was a unique window into East meeting West in terms of integrated health care. She is an expert on lifestyle medicine and acupuncture to prevent and treat chronic conditions, including but not limited to pain, hypertension, and being overweight. Given that 80% of noncommunicable diseases are preventable, Dr. Caulkins especially appreciates patients who are willing to help themselves and accept the support of a caring practitioner. Her motto is “Your health journey is one good decision at a time.”

Nathan Anderson, MTOM, Lac

Nathan earned his Master of Traditional Oriental Medicine summa cum laude at Emperor’s College of Traditional Oriental Medicine in Santa Monica, California and his BA in Psychology from the John Hopkins University in Baltimore, Maryland. Nathan is the Dean of Clinical Education at ASAOM, Fellowship Faculty with the University of Arizona | Andrew Weil Center for Integrative Medicine, Board member for the Asian Medicine Acupuncturists of Arizona (AMAAZ) and maintains a private practice. Nathan previously worked as the Clinic Dean for several acupuncture universities in Southern California and is president emeritus for the California State Oriental Medicine Association (CSOMA).

Shelly Dainty, BS, MTOM, Lac

Shelly Dainty, BS, MTOM, Lac (FABORM) graduated from Emperor’s College of Traditional Oriental Medicine in 2007. Once becoming licensed as an Acupuncturist and Herbalist, she started a private practice in Los Angeles where she specialized in male and female fertility, pregnancy, labor assistance and post-partum health. In 2012 she became a Fellow of the highly specialized fertility board, the American Board of Oriental Reproductive Medicine. She also became a Certified Practitioner of Pediatric Oriental Medicine, so that she could assist her patients with their new challenges involving their children’s health. While in Los Angeles, she was awarded the Los Angeles Business Award for Acupuncture Clinics in 2013, 2014, 2015, 2016 and 2017, putting her in the Los Angeles Business Hall of Fame. She has also been awarded membership with The Worldwide Leaders in HealthCare and The International Association of HealthCare Professionals. Shelly relocated to Tucson in 2017 where she continues her specialties and is a faculty member of the Arizona School of Acupuncture and Oriental Medicine.

Dr. Susan Wagner, DAOM, LAc, BCIM

Dr. Wagner is a licensed acupuncturist and herbalist. She graduated from the Arizona School of Acupuncture and Oriental Medicine with a MACCHM degree in the early 2000s. She completed a six-month externship in Haikou, Hainan Province China, after graduation and continued post-grad scholarship by studying auricular medicine with Dr. Lichun Huang - earning a Master of Auricular Medicine from the Auricular Medicine Institute in Orlando Florida. Her next educational endeavor was obtaining Board Certification in Integrative Medicine, BCIM, and she was appointed as an acupuncturist to the board for three years. Most recently Susan completed her Doctorate of Acupuncture Oriental Medicine with the American College of Traditional Chinese Medicine at California Institute of Integral Studies. She completed additional externships for the program spending a month in Hangzhou, Zhejiang Province, with additional training at NYU Langone Hospital, Brooklyn, NY. Dr. Wagner is a current faculty member at ASAOM and has a busy practice in the Tucson area. She also brings to the table 22 years of military medical experience as a retired HMCS (DV), and has achieved remarkable recognition through her career with the United States Navy.

Lisa Mandelbaum, M.S., LAc, Dipl. O.M

Lisa Mandelbaum, M.S., LAc, Dipl. O.M., an Arizona and California licensed acupuncturist with a nationally certified Diplomate in Oriental Medicine. Lisa specializes in all aspects of women’s health: fertility, pregnancy, and postpartum care. In addition to being an herbalist and massage practitioner, she also has an advanced certification in Nambudripad’s Allergy

Elimination Techniques — NAET. This is a revolutionary treatment protocol for allergy elimination. Prior to practicing Chinese Medicine, for over eleven years, Lisa taught middle and high school students. A Golden Bell and Kent Award winning educator, Lisa holds a passion for teaching, which often finds its way into her practice of medicine. Much like teaching and learning, Lisa believes that reclaiming one's health and well-being is an active process done in partnership between practitioner and patient.

Alicia Yurong, LAc, Dipl OM, MTOM, MA

Alicia Yurong, earned her master's in Traditional East Asian Medicine from Emperor's College in Santa Monica, CA. Through Emperor's, she was able to treat patients living with HIV/AIDS at Being Alive in West Hollywood, CA, where acupuncture was used to increase T-cell count and help to ameliorate neuropathy, stress, insomnia, etc. Currently, she is a part of the acupuncture team at Jade Star Acupuncture and Wellness and is grateful to be serving the Tucson community. She also holds a Master of Arts degree in Sociocultural Anthropology from the University of Hawai'i at Mānoa and a BA in Anthropology and French from DePauw University.

Glenda Miranda, RN

Glenda Miranda is a Registered Professional Nurse for 29 years, licensed in Arizona and New York. Her primary experience is in Emergency Services and Trauma. She has additional experience in Behavioral health, Medical/Surgical, Work/Community Clinic. Over the course of her career, she has developed numerous programs including: New graduate RN residency program at two hospitals (the latest was accredited with distinction by ANCC), Community Narcan training and distribution program, Nursing Leadership development for Assistant Nurse Managers, Breast milk distribution and safety in NICU and Mother/Baby units, and Recognizing human trafficking for all staff. She has done several speaking engagements in Nursing Management, Nurse Recognition, and Community programs.

Member: Community Drug Task Force; Ethics Committee at two facilities

Currently: Teaching as Clinical instructor at two colleges (Pima Community and Arizona College); Faculty at ASAOM

Glenda moved to Arizona from New York in September 2021, has one daughter, and enjoys reading, gardening, and crafts.

Jessica Peterman MSA, LAc

Jessica is a licensed acupuncturist with an MSA from Bastyr University. Her clinical training in hands on healing and natural medicine began at the age of 17 with a five-year master apprenticeship in Usui Reiki, osteopathic manual therapies, functional medicine, and holistic nutrition. She is a certified Ayurvedic Practitioner with training from Kerala Ayurveda Academy and has practiced clinical Ayurvedic healing alongside traditional Chinese medicine for over a decade. Jessica's teachings and client care utilize traditional constitutional medicine from Asia that includes gentle acupuncture, vibrational modalities (FSM & Sound Healing/ Yoga Nada, color therapy), bodywork, nutrition & food therapy, herbal medicine, breath work, meditation, and exercise. She believes in a simple family based medical model that is centered on daily practices of healthy living and preventative care.

Katie Munger, MAcCHM, LAc.

Katie Munger, LAc. graduated with her Master's Degree from Arizona School of Acupuncture and Oriental Medicine with a MAcCHM degree in 2003. Shortly afterwards she migrated south to open a practice in Tubac, Arizona. She co-owned The Tubac Healing Arts Center from 2012-2020, where she also taught yoga. After twenty years of patient care, she felt the call to teach and return to her original acupuncture community. Taoism, nature, and music are the sources of her inspiration.

Dr. Elizabeth Galdi, PT, DPT

Elizabeth attended the University of Southern California for both undergraduate and graduate degrees, receiving a Bachelor of Science in Kinesiology in 2008 and Doctor of Physical Therapy in 2012. She has been practicing in outpatient

orthopedics for 10 years, with additional specialties in pelvic floor therapy, manual therapy, functional dry needling, and strength and conditioning.

While Elizabeth was born and raised in Tucson, after graduating from USC, she moved to Chicago where she held multiple management jobs. Most recently she was the Regional Manager position for a large physical therapy company in the Chicagoland region. She also has experience doing home health physical therapy and CrossFit coaching. Elizabeth has a passion for teaching and clinical instruction and has been an APTA Credentialed Clinical Instructor since 2014. She is excited to bring her passion for teaching, health, and wellness to the ASAOM faculty.

Guest Lecturers

Jing Liu, M.D. (China) and Ph.D. (China), L.Ac. Dipl. Ac. (NCCAOM). Dr. Liu received her M.D. at the Beijing Medical School of PLA #301, Tianjin, China. She earned her Ph.D at the First Teaching Hospital of Tianjin University and her M.S.O.M. at Dongguk Royal University, Los Angeles, CA. Currently, Dr. Liu operates an integrative medicine clinic in Scottsdale, AZ, which includes the Dr. Shi Xue Min Stroke Center, as well as a day spa offering Tuina, cupping, acupressure and reflexology. She is the U.S. Representative/Agent of Dr. Shi Xue Min, organizing his lecture tours in the United States. She has received an award in Infertility Research from the number 12 China Ke Xue Department for Chinese Medicine.

Bob Quinn, DAOM, L.Ac. has been practicing Traditional East Asian Medicine since 1998. Until recently he taught full-time in the School of Classical Chinese Medicine at NUNM in Portland, OR. There he taught Sotai (a style of Japanese bodywork), Advanced Palpation and Perception, pediatrics, clinical supervision, and a year-long class in Japanese Meridian Therapy. He has specialized in therapies from Japan for his entire career. He is particularly known for his combination of gentle bodywork, moxa, and teishin therapies. (The teishin is one of the nine classical needles mentioned in Ling Shu, Chapter 1. It looks a bit like a metal toothpick and is used non-insertively.) Bob writes a weekly blog for Blue Poppy Herbs and regularly publishes articles in the North American Journal of Oriental Medicine (www.najom.org) For 12+ years he has run a seminar-hosting company in Portland, OR that focuses on trainings in Japanese bodywork, moxa, acupuncture, and herbal medicine. (www.pdxtjmseminars.com) Both of Bob's parents were trained as teachers, and Bob himself taught high school for ten years before beginning his studies in Chinese Medicine, so he has a great deal of comfort in his role as a teacher.

APPENDIX A:

A HISTORY OF ACUPUNCTURE & TRADITIONAL CHINESE MEDICINE

The information below is adapted from online resources.

**IMPORTANT: Throughout the text below the term 'Oriental' is used. As a reference, this term is controversial and, in most circles, perceived as derogatory. It is important to educate yourself as a practitioner of Chinese medicine, about the history and implications of this term. There are many movements within the currents of society that are seeing this term removed, but as Chinese medicine has continued its progression in the West, and made headway into legislature and governing bodies within the nation of the United States (this furthers the legitimization of Chinese medicine and opens pathways to job security and recognition of Chinese medicine efficacy through insurance billing potentials), in some ways, the term is housed within the progression of the profession. It dwells within the national board licensure name NCCAOM, and the accreditation committee of Chinese Medicine, ACAHM. As a profession, we remain confident, vigilant, and progressive in knowing the term will work its way out of any context within the profession of Chinese medicine where it can be viewed, believed, or felt to be degrading, disrespectful, or derogatory. For ASAOM's part, we remain active in conversation surrounding the term within our profession, and we plan for a name change for ASAOM, within the coming year. A new name is a new birth. At this time, we have not determined ours, but we will see 'Oriental' removed.*

Historians propose that the early origins of acupuncture are in ancient Bharath, on the sub-continent of India. One of India's ancient scriptures was devoted to Ayurveda, a medicine whose practitioners were skilled in reading a subtle energy, called *Prana*, as it flowed through the body in an intricate web of channels known as Nadis. Ayurvedic medicine is still practiced today. Its practitioners examine the Nadis to diagnose and treat imbalances in Prana. Dietary counsel, massage, exercise therapy, and herbal medicines are among the healing methods used by Ayurvedic physicians to restore balance and prevent disease.

Five thousand years ago in China, a court physician answered questions from his king about the practice of medicine. Published today as *The Yellow Emperor's Classic of Internal Medicine*, the dialogue between doctor and king describes a system of diagnosis and healing where a subtle energy called Qi is perceived to circulate through the body along meridians.

The practitioner palpates Qi as it flows through the meridians in order to diagnose conditions of disharmony in the mind and body of the patient. Treatment proceeds using diet, exercise, massage, herbal remedies and counseling, as well as by the insertion of thin metal needles at control points along meridians. All these methods share the central purpose of regulating Qi and restore harmony among body organ networks.

The medicine described to the Yellow Emperor is today broadly termed "Oriental medicine," to account for long historical developments not only in China, but also in Korea, Viet Nam and Japan.

Oriental medicine is practiced today much as it was in the Yellow Emperor's time, and its essential premise remains unchanged: harmony in the flow of Qi is a condition of health; as long as harmony prevails in the Qi as it flows along the meridians, disease can have no foothold.

French missionaries returning home from China in the 18th century are believed to have introduced Oriental medicine to the West. Thereafter, French medical doctors began to use acupuncture in their practices. Because some of the doctors were using the new science of homeopathy, which also aimed to diagnose and influence subtle energy in the body, acupuncture and homeopathy began to be used together, a custom that is increasingly followed by Western-trained acupuncturists.

French priests returning from China may also have indirectly introduced tuina to the West. While visiting in Paris in the early 18th century, a Swedish military officer named Per Henrik Ling was cured of a long-standing ailment by a priest who used a form of medical massage learned in China. Returning home to Sweden, Ling persuaded the Swedish government to establish an academy to teach the Chinese procedures that had restored his health. Ling called his program "gymnastics." It combined active exercises and passive movements, guided by an operator called a "masseur," into a system of physical

culture.

In medical circles, gymnastics was known as, “movement therapy.” Doctors traveled to Sweden from Europe and America to learn. In the United States, movement therapy became physical therapy and Swedish massage.

The journalist, James Reston, brought acupuncture to the attention of the American public and the scientific community in 1972 with a front-page article in the New York Times, telling of his emergency appendectomy while accompanying President Nixon to China. Chinese doctors used acupuncture with Reston for pain control, and his recovery was swift. Curious about this, he was permitted to watch surgery with patients who received only acupuncture for anesthesia. Patients talked with their doctors during the operation and then walked back to their rooms with minimal assistance. Intrigued by Reston’s report, American doctors began visiting Chinese hospitals to observe Chinese medicine in practice. Chinese hospitals responded with training programs, which soon drew professionals from many Western countries.

Among the numerous individuals who have contributed to the development of American acupuncture, two Chinese clinicians stand out as pioneers: Dr. James So and Miriam Lee, O.M.D. Dr. So was a Christian missionary in South China before learning acupuncture. He taught acupuncture in his own school in Hong Kong for 30 years. Then in 1972, one of his American students brought him to UCLA to participate in an acupuncture research program. Later he moved to Boston, where he taught a small group of students in a Tai Chi school. The training course, originally one year long, became America’s first school of Oriental medicine, the New England School of Acupuncture. Dr. So’s students practice in many states. Like their teacher, they have often been forerunners in their profession.

Miriam Lee was a nurse/midwife in China before learning acupuncture. She practiced in Singapore for some years and then in the early 1970’s moved to California. At first, she worked on the assembly line in a Hewlett Packard factory, helping friends and co-workers with acupuncture in her spare time. As word of her art spread, many sick people asked for help. In time, she built a large practice in the office of a friendly doctor, seeing as many as 80 patients in 5 hours. As there was not any licensing for acupuncture in California at that time, Dr. Lee was arrested for practicing medicine without a license. When her patients protested to their legislators and testified in court on her behalf, it was arranged for her to practice as a researcher at the State University. Not long afterwards, California passed the first acupuncture-licensing act.

Miriam Lee trained many acupuncturists in the early colleges and in her office. Her books express a deep caring for her patients, and they bring forward a form of acupuncture that predates Traditional Chinese Medicine.

Traditional Chinese Medicine

Between the two world wars in China, traditional Chinese medicine was neglected in favor of conventional Western medicine. Allopathic medical schools were established, and doctors trained. But after World War II, it became apparent that the few Western-trained doctors were unable to serve China’s large and growing population. Western medicine was also expensive and unavailable to many of the common people, who continued with traditional practitioners when they could find them.

Previously, traditional Chinese medicine had been taught by apprenticeship, but this was a lengthy process. To meet the need for traditional physicians, Chairman Mao initiated a system of traditional medical colleges along Western lines.

As a first step, the new training colleges appointed committees of scholars and practitioners to write textbooks standardizing traditional medicine. China, however, is a country of regions, and over the centuries different traditions of medicine had evolved. The committees chose for inclusion in their texts features that the different traditions had in common. In the process, they created a new “school” or philosophy of medicine, which they called Traditional Chinese Medicine (TCM).

Texts from these TCM medical schools were translated into English and adopted by the new schools of acupuncture started in the United States. The philosophy of medicine embodied in the TCM texts has therefore been accepted and is generally recognized as “acupuncture” in this country.

Acupuncture, the insertion of thin needles into sensitive points on channels of subtle energy and/or the warming of such points with moxibustion for the purpose of regulating Qi flow in the meridians, was historically one of five, (some say seven or nine) branches of Oriental medicine. The branches were: Cosmology, (*I Ching, Tao Te Ching*), Qi Gong, (energy gathering and directing practices involving visualization, movement and breathing), Tuina medical massage, acumoxa therapy, and herbology. In the West, the image of “acupuncture” with needles captured the public imagination and stands for all five branches in the minds of most Americans.

In the early 1980’s, the National Commission for the Certification of Acupuncture (NCCA) of Washington, D.C. began to offer a certifying examination in acupuncture that now is accepted by many states as the standard for licensing. Over the

years, the Commission has purposely represented a spectrum of philosophies and schools of acupuncture in the examination. But, as the referenced texts and the bulk of the questions indicate, the examination is based principally on TCM.

In June 1996, the NCCA added “Oriental Medicine” to its name to reflect the addition of new certifying examinations in Chinese Herbology and (later) Asian Bodywork Therapy. It is now known as NCCAOM. The TCM emphasis of the NCCAOM acupuncture examination influences how American colleges of Oriental medicine approach their subject. Most states require passing the NCCAOM acupuncture exam for licensing, so schools must prepare students in TCM.

The NCCAOM acupuncture examination serves a useful purpose. By standardizing theory, it unites practitioners; by setting recognizable standards, it enables state legislatures and the public to identify acupuncture as a profession. Standardization does not rule out diversity, but it does challenge it. To train practitioners in a lineage other than TCM, schools with different philosophies of acupuncture must teach both TCM and the wisdom of their masters.

APPENDIX B: ACADEMIC CALENDAR

Academic Year 2024 - 2025

FALL TRIMESTER 2024

*Fees Due: \$110/registration; \$110/technology; \$110/insurance

Registration week – Current Students
New Student Orientation/Registration

July 22nd - 26th
Thursday - Friday
Aug. 29th - 30th
Monday, Sept. 2nd**
Monday, Sept. 2nd
November 28 - 29**
Saturday, Dec. 14th

Labor Day (School/Clinic closed)**

Trimester begins

Thanksgiving Holiday (School/Clinic closed)**

Trimester Ends

WINTER TRIMESTER 2025

*Fees Due: \$110/registration; \$110/technology; \$110/insurance

Registration week – Current Students

Trimester begins

Trimester Ends

Summer 2025 Internship Orientation & Safety Training

Nov. 18th - 22nd
Monday, Jan 6th
Saturday, April 19th
April 5th (IO 9-12pm & ST 1-5pm)

SUMMER TRIMESTER 2025

*Fees Due: \$110/registration; \$110/technology; \$110/insurance

Registration Week

Trimester begins

Memorial Day (School/Clinic closed)**

Independence Day (School/Clinic closed)**

Trimester Ends

Fall 2025 Tuina Internship Orientation & Safety Training

Comprehensive Exams – Week 12 (mandatory)

Graduation!

March 24th - 28th
Monday, May 5th
Monday, May 26th**
Friday, July 4th **
Saturday, Aug 16th
Aug 2nd (IO 9-12pm & ST 1-5pm)
Monday, July 21st
Saturday, August 16th

*Rate is subject to change – any fee based on third party billing is subject to rate change

** Clinic & Classes missed on Thanksgiving Holiday, Memorial Day, Labor Day, and Independence Day, must be made up by the student

Academic Year 2025 - 2026

FALL TRIMESTER 2025

*Fees Due: \$110/registration; \$110/technology; \$110/insurance

Registration week – Current Students

New Student Orientation/Registration

July 21nd - 25th
Thursday - Friday
Aug. 28th - 29th

Labor Day (School/Clinic closed)**
Trimester begins
Thanksgiving Holiday (School/Clinic closed)**
Trimester Ends

Monday, Sept. 1st**
Monday, Sept. 1st
November 27 - 28**
Saturday, Dec. 13th

WINTER TRIMESTER 2026

*Fees Due: \$110/registration; \$110/technology; \$110/insurance
Registration week – Current Students
Trimester begins
Trimester Ends
Summer 2025 Internship Orientation & Safety Training

Nov. 17th - 21st
Monday, Jan 5th
Saturday, April 18th
April 4th (IO 9-12pm & ST 1-5pm)

SUMMER TRIMESTER 2026

*Fees Due: \$110/registration; \$110/technology; \$110/insurance
Registration Week
Trimester begins
Memorial Day (School/Clinic closed)**
Independence Day (School/Clinic closed)**
Trimester Ends
Fall 2025 Tuina Internship Orientation & Safety Training
Comprehensive Exams – Week 12 (mandatory)
Graduation!

March 23rd - 27th
Monday, May 4th
Monday, May 25th**
Saturday, July 4th **
Saturday, Aug 15th
Aug 1st (IO 9-12pm & ST 1-5pm)
Monday, July 20th
Saturday, August 15th

*Rate is subject to change – any fee based on third party billing is subject to rate change

** Clinic & Classes missed on Thanksgiving Holiday, Memorial Day, Labor Day, and Independence Day, must be made up by the student

Academic Year 2026 - 2027

FALL TRIMESTER 2026

*Fees Due: \$110/registration; \$110/technology; \$110/insurance
Registration week – Current Students
New Student Orientation/Registration

Labor Day (School/Clinic closed)**
Trimester begins
Thanksgiving Holiday (School/Clinic closed)**
Trimester Ends

July 20th - 24th
Thursday - Friday
Sept. 3rd - 4th
Monday, Sept. 7th**
Monday, Sept. 7th
November 26th - 27**
Saturday, Dec. 19th

WINTER TRIMESTER 2027

*Fees Due: \$110/registration; \$110/technology; \$110/insurance
Registration week – Current Students
Trimester begins
Trimester Ends
Summer 2025 Internship Orientation & Safety Training

Nov. 23rd - 27th
Monday, Jan 11th
Saturday, April 24th
April 10th (IO 9-12pm & ST 1-5pm)

SUMMER TRIMESTER 2027

*Fees Due: \$110/registration; \$110/technology; \$110/insurance
Registration Week

March 29th - April 2nd

Trimester begins	Monday, May 10th
Memorial Day (School/Clinic closed)**	Monday, May 31st**
Independence Day (School/Clinic closed)**	Sunday, July 4th **
Trimester Ends	Saturday, Aug 21st
Fall 2025 Tuina Internship Orientation & Safety Training	Aug 7th (IO 9-12pm & ST 1-5pm)
Comprehensive Exams – Week 12 (mandatory)	Monday, July 26th
Graduation!	Saturday, August 21st

*Rate is subject to change – any fee based on third party billing is subject to rate change

** Clinic & Classes missed on Thanksgiving Holiday, Memorial Day, Labor Day, and Independence Day, must be made up by the student

Academic Year 2027 - 2028

FALL TRIMESTER 2027

*Fees Due: \$110/registration; \$110/technology; \$110/insurance	
Registration week – Current Students	July 26th - 30th
New Student Orientation/Registration	Thursday - Friday
	Sept. 2nd - 3rd
Labor Day (School/Clinic closed)**	Monday, Sept. 6th**
Trimester begins	Monday, Sept. 6th
Thanksgiving Holiday (School/Clinic closed)**	November 25 - 26**
Trimester Ends	Saturday, Dec. 18th

WINTER TRIMESTER 2028

*Fees Due: \$110/registration; \$110/technology; \$110/insurance	
Registration week – Current Students	Nov. 22nd - 26th
Trimester begins	Monday, Jan 10th
Trimester Ends	Saturday, April 22nd
Summer 2025 Internship Orientation & Safety Training	April 8th (IO 9-12pm & ST 1-5pm)

SUMMER TRIMESTER 2028

*Fees Due: \$110/registration; \$110/technology; \$110/insurance	
Registration Week	March 27th - 31st
Trimester begins	Monday, May 8th
Memorial Day (School/Clinic closed)**	Monday, May 29th**
Independence Day (School/Clinic closed)**	Tuesday, July 4th **
Trimester Ends	Saturday, Aug 19th
Fall 2025 Tuina Internship Orientation & Safety Training	Aug 5th (IO 9-12pm & ST 1-5pm)
Comprehensive Exams – Week 12 (mandatory)	Monday, July 24th
Graduation!	Saturday, August 19th

*Rate is subject to change – any fee based on third party billing is subject to rate change

** Clinic & Classes missed on Thanksgiving Holiday, Memorial Day, Labor Day, and Independence Day, must be made up by the student