Program Catalog
2017–2018

ACUPUNCTURE AND ORIENTAL MEDICINE PROGRAMS
• Master of Acupuncture and Oriental Medicine
• First Professional Doctor of Acupuncture and Oriental Medicine
• Clinical Specialty Doctor of Acupuncture and Oriental Medicine
• Introduction to Chinese Medicine Series
• Traditional Chinese Herbal Medicine Certificate
ACCREDITATION AND AUTHORIZATION

AOMA Graduate School of Integrative Medicine is accredited with the Southern Association of Colleges and Schools Commission on Colleges to award the master’s and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4067 or call (404) 679-4500 for questions about the status of AOMA. The commission is to be contacted only if there is evidence that appears to support the institution’s significant non-compliance with a requirement or standard.

The Master of Acupuncture and Oriental Medicine program at AOMA is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs educating acupuncture and Oriental medicine practitioners. The Doctor of Acupuncture and Oriental Medicine (DAOM) program of the AOMA Graduate School of Integrative Medicine has been admitted to candidacy status by ACAOM and is in the process of seeking accreditation. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota, 55347; phone (952) 212-2434; fax (952) 657-7068. The DAOM is a clinical specialty post-master’s degree. The Professional Doctor of Acupuncture and Oriental Medicine program meets the curriculum requirements of ACAOM which is inclusive of the master’s degree, and is awarded under AOMA’s regional accreditation authority to grant doctoral-level degrees.

AOMA is approved by the Texas State Board of Acupuncture Examiners and by the State of California, Department of Consumer Affairs, Board of Medical Quality Assurance, Acupuncture Committee.

The Texas Higher Education Coordinating Board has granted a certificate of authorization to AOMA to award the master’s and doctoral degrees. This certificate is a license to operate in the State of Texas and does not constitute accreditation; the issuance of this certificate attests only to an institution’s having met the board’s standards established for non-exempt institutions.

Questions or complaints about this institution should be addressed to the following agencies:

Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
1866 Southern Lane
Decatur, GA 30033-4067
(404) 679-4500
www.sacscoc.org

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
8941 Aztec Drive
Eden Prairie, MN 55347
(952) 212-2434
www.acaom.org

Texas State Board of Acupuncture Examiners (TSBAE)
333 Guadalupe Street, Tower 3, Suite 610
Austin, TX 78701
(512) 305-7030
www.tmb.state.tx.us

California Acupuncture Board
1747 N. Market Blvd, Suite 180
Sacramento, CA 95834
(916) 515-5200
www.acupuncture.ca.gov

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)
76 South Laura Street, Suite 1290
Jacksonville, FL 32202
(904) 598-1005
www.nccaom.org

Texas Higher Education Coordinating Board (THECB)
www.thecb.state.tx.us

Student complaints may be submitted in accordance with Title 19 of the Texas Administrative Code, Sections 1.110–1.120 to: StudentComplaints@thecb.state.tx.us, or Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788.

AOMA'S GREEN VALUES

AOMA recognizes the vital connection between humans and the environment. We were among the first companies to partner with the City of Austin in its GreenChoice® Renewable Energy Program, and we are an annual sponsor of Austin-based Ecology Action. Our strong commitment to conserving resources and reducing pollution drives us to make our facilities more energy efficient and environmentally friendly.

LEGAL NOTICES

Students are expected to adhere to all rules, regulations, and policies contained within this catalog as well as the AOMA Student & Clinic, Financial Aid, Safety & Security, and General Policies Manuals. Students who attend full-time normally graduate under the curriculum in place at the time of their original enrollment. However, AOMA reserves the right to add, amend, or repeal the rules, regulations, policies, and curriculum printed herein.

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student, faculty member, or any other person and AOMA. All fees are subject to change without notice. No refunds will be given for classes cancelled due to natural disaster, inclement weather, or other similar circumstances.

AOMA does not discriminate in its educational programs, financial aid programs, employment, or any other activities on the basis of race, color, creed, religion, sex, sexual orientation, national origin, ancestry, age, marital status, veteran status, medical condition, disability, or any basis prohibited by law.

AOMA complies with the laws of the State of Texas. The facilities AOMA occupies and the equipment it utilizes fully comply with federal, state, and local ordinances and regulations, including fire safety, building safety, and health requirements, legal status, and institutional control.

The general partner of the limited partnership is Academy of Oriental Medicine, Inc. (the “corporation”), a Texas subchapter-S corporation with three shareholders: Richard D. Pomp, William R. Morris, and Linda J. Fontaine. The corporation has a five-member Board of Governors, the majority of whom are public members that control the institution.

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The Board of Directors (Richard D. Pomp, Esq., Chair, and Linda J. Fontaine, CPA) are responsible for the legal and general business affairs of the corporation. The corporate officers are Betty Edmond (President and CEO), Linda Fontaine (Special Advisor to the President), Lesley Hamilton (Vice-President of Academics and Accreditation), and Qianzhi Wu (Vice-President of Faculty).

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“A tree as great as a man’s embrace springs from a small shoot; a terrace nine stories high begins with a pile of earth; a journey of a thousand miles starts under one’s feet.”

– DAO DE JING, CHAPTER 64
# Introduction to AOMA

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AOMA offers a master's-level graduate program in acupuncture and Oriental medicine as well as a first professional doctorate of acupuncture and Oriental medicine, preparing its students for careers as skilled, professional practitioners. AOMA also offers an advanced post-graduate clinical-specialty doctorate of acupuncture and Oriental medicine, focused on the care and management of pain and associated psychosocial phenomena. Additionally, there is a non-degree-seeking introduction to Chinese medicine series and a certificate in traditional Chinese herbal medicine.

AOMA is known for its internationally recognized faculty, comprehensive clinical internship program, and robust herbal medicine program. Since its founding in 1993, AOMA has grown in size and reputation, drawing students and faculty from around the nation and the world.

WELCOME!
Dear AOMA student,

My personal thanks to you for choosing AOMA for this critical next step in your journey as you pursue study in the healing profession of Chinese medicine. Our mission at AOMA is to transform lives and communities through education, patient care, leadership, and research in Oriental and other integrative medicines. We are very much a mission-driven organization and feel that the success of our students comes first and foremost as we develop as an organization committed to advancing this field. AOMA's leadership, faculty, and staff are very clear that we are here to serve you, to teach you, to learn from you, often developing relationships that continue to support you and grow with you throughout your professional life. I am honored to be a part of AOMA and am inspired each day by the depth of knowledge of our talented faculty and our students' passion for learning.

These are exciting times in healthcare. I believe that medicine is at a crossroads today in healthcare delivery. The health of the American people, and throughout the world, is challenged by a crisis level of chronic disease occurring at an alarming rate and at an ever younger age. In response to this challenge, patients are seeking out a multitude of approaches to improve their health, including physicians, pharmaceuticals, diet changes, nutritional therapy, exercise, body work, supplements, acupuncture, herbal medicine, and massage therapy. In spite of patient access to expert care providers, healthcare delivery remains fragmented at best. Healthcare providers must develop more effective means to collaborate and coordinate care delivery in order to optimally meet this challenge and truly serve our patients.

At AOMA we remain committed to leadership in the transformation of care delivery by integrating and coordinating healthcare services among providers to best meet patient needs and enhance the educational experience of our students. This will take new patient-centered partnerships with healthcare providers, new information-sharing arrangements between providers, and enhanced training opportunities for our students to optimize their future success. As our vision states, we are committed to being a leader in Oriental medicine and other integrative medicines by engaging with our community. We look forward to a new world of healthcare delivery for the sake of our patients and our students. Thank you for seeking us out, and I welcome you to AOMA.

Warmly,
Betty Edmond, MD
President and Chief Executive Officer

VISION
AOMA's vision is to be a leader in Oriental and other integrative medicine education by engaging our communities and by preparing compassionate and skilled practitioners who embody the art and spirit of healing.

MISSION
The mission of AOMA is to transform lives and communities through education, patient care, leadership, and research in Oriental and other integrative medicines.

CORE VALUES
We recognize that the outcomes we produce result from the collective activities of the AOMA community. We are committed to act in ways that are consistent with the following core values:

- **Sustainability:** Our programs and community engagements are sustainable and effective.
- **Integrity:** We do what we say we will do. In our communication, we are honest and complete.
• Inspiration: We are called into action by a spirit of purposeful aliveness.
• Flexibility and openness: We conscientiously choose our actions in consideration of all the parties involved.
• Professionalism: In all that we do, we are impeccable, clear, and complete.
• Compassion and service: In word and action, we look for opportunities to benefit others.

ACCREDITATION AND AFFILIATIONS
AOMA is accredited with the Southern Association of Colleges and Schools Commission on Colleges to award master’s and doctoral degrees. AOMA’s master’s degree program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). The Doctor of Acupuncture and Oriental Medicine (DAOM) program of the AOMA Graduate School of Integrative Medicine has been admitted to candidacy status by (ACAOM) and is in the process of seeking accreditation. AOMA is approved by the Texas and California Acupuncture Boards and is authorized to offer the master’s and doctoral degree programs by the Texas Higher Education Coordinating Board. (Please see the inside front cover for the full, legal statements concerning these authorizations.) AOMA’s Asian bodywork therapy courses are approved by the American Organization for Bodywork Therapies of Asia (AOBTA®).

AOMA is certified by the U.S. Department of Education to participate in the Title IV Federal Student Aid (FSA) program. AOMA’s FSA funds are provided by the William D. Ford Federal Direct Loan Program (also known as the Stafford/Ford Loan). AOMA’s master’s degree program is approved by the Veterans Administration for education benefits under the Post 9/11 and Montgomery G.I. Bill programs. AOMA is also an approved vendor of the Texas Workforce Commission Vocational Rehabilitation Services, formerly known as the Texas Department of Assistive and Rehabilitative Services (DARS).

AOMA maintains a number of institutional memberships, including the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM), the Texas Association of Acupuncture and Oriental Medicine (TAAOM), the American Association of Acupuncture and Oriental Medicine (AAAOM), the Society for Acupuncture Research (SAR), and the American Botanical Council (ABC).

National Certification
AOMA graduates are qualified to sit for the national board examinations administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). Most states require NCCAOM certification for licensure.

California Option
In order to be eligible to take the California licensure examination, graduates who enroll in the program after January 1, 2005, must also have completed 15 credits in basic sciences, as follows: three credits each in these courses (either as pre-requisite to admission, or as electives prior to graduation) – general biology, chemistry (including organic and biochemistry), general physics (including a survey of biophysics), general psychology, and pathology. The academic advisors maintain a list of courses available at Austin Community College that meet this requirement for students who have not already satisfied it upon admission. Once completed, these courses will be listed on a student’s transcript as “T” for the California Option.

CAMPUS RESOURCES
With its classrooms, clinic, library, and administrative offices nestled in a quiet group of natural stone buildings in south Austin, the AOMA campus offers students many opportunities for learning, socializing, and reflecting. The facilities include five classrooms of varying sizes to accommodate larger lecture classes and smaller techniques classes, including one classroom with a collection of more than 300 individual Chinese herbs for sensory study of the Chinese herbal pharmacopeia. Each classroom is equipped with a digital projector, Oriental and biomedical learning aids, and treatment tables. Wireless Internet access is available from all points on campus.

AOMA’s campus facilities also include a 2,000 square foot Mind–Body Center with a large movement room where taiji and qigong classes are conducted, a quiet study room within the library, and a meditation room for student use. This dedicated space fosters contemplation and concentration, both of which are cultivated in the mind–body curriculum. The Mind–Body Center is available for student practice when classes are not in session.

AOMA maintains a system of student intern clinics throughout the Austin area, ensuring a diverse clinical education for AOMA students. The North and South AOMA Student Intern Clinics offer acupuncture and Chinese herbal treatments to patients in a conventional acupuncture medical clinic setting. In these clinics, students learn as part of a treatment team, working with a clinic partner and faculty supervisor to develop the best plan for each patient. At both of these clinics, students access the resources provided by the AOMA Herbal Medicine dispensary to prepare herbal formulas for their patients.

Prior to graduation, student interns complete clinic shifts in one or more of AOMA’s community clinics located in Western medical facilities that serve Austin’s under-insured and low-income populations. These clinics give AOMA students a unique opportunity to participate in a collaborative medical environment. Students also have the option of interning or observing at “Cureville,” a seasonal, rural, urgent care clinic offering free acupuncture and Oriental medical services to the staff and volunteers of the Kerrville Folk Festival. Advanced student interns have the option of choosing from other specialty clinical opportunities to prepare for professional practice after graduation. These may include practice in an off-site integrated clinic for treatment of pain or addictions, or specialized practice for treatment of pediatrics, women’s health, or sports medicine, or preparing for a fast-paced practice, such as managing two rooms at once without a partner.

In support of student learning outcomes, AOMA has built one of the richest Chinese medicine library collections in the United States. The library, located on the AOMA campus, offers students access to more than 10,000 specialty books, periodicals, professional journals, original Chinese language medical journals, and audio and video resources. The library also maintains a subscription to the EBSCO database service, through which AOMA students, faculty, and alumni have access to more than 1,700 medical journals and other professional publications. A second database, HerbMedPro, an herbal database sponsored by the American Botanical Council, provides students with scientific data underlying the use of herbs for health. Library resources include a quiet study room, a video viewing station, and a computer lab where students may access the library’s online catalog system. The library also maintains a non-circulating collection of required and/or recommended texts for courses within the graduate program.

The AOMA campus is located south of downtown Austin and the University of Texas and is easily accessed by car, public transit, and bicycle. Parking is available on campus. The campus facilities neighbor a variety of local businesses, including restaurants and cafes. Three city parks and a swimming pool are within walking or biking distance of campus, including the Sunset Valley Nature Area. The surrounding residential neighborhoods offer varied options for student housing, with many types of apartment homes and rental properties available nearby.
HISTORY
Since its founding in 1993, AOMA has grown by every important quantitative and qualitative measure, including its student body, faculty, accreditation status, campus facilities, patients served, and community outreach.
- 1993: AOMA was founded as the Texas Acupuncture Institute and enrolled its first class of 16 students
- 1995: Campus established in North Austin
- 1996: Accreditation with the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
- 1996: Approval by the Texas State Board of Acupuncture Examiners (TSBxAE)
- 1996: First class graduated
- 1997: Recognition by the Texas Rehabilitation Commission and the California Acupuncture Board
- 1997: Approval for veteran's education
- 1998: Participation in Title IV Federal Student Aid programs
- 2005: William R. Morris, PhD inaugurated as AOMA's third president
- 2009: Granted regional accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC)
- 2011: Opened new campus in south Austin; SACS-COC approved AOMA's substantive change request to move from level III to level V in order to offer doctoral degree programs
- 2012: ACAOM approved AOMA's offering of the Doctor of Acupuncture and Oriental Medicine (DAOM)
- 2013: DAOM program enrolled first cohort
- 2014: Achieved reaffirmation of accreditation with SACS-COC, as well as confirmation of level change from a level III institution (master's degree granting) to a level V institution (doctoral degree granting)
- 2015: Achieved accreditation candidacy with ACAOM for the DAOM
- 2016: Betty Edmond, MD inaugurated as AOMA's fourth president
- 2016: The professional doctoral program (DAcOM) enrolled its first cohort

Consistent with its strategic plan, AOMA is committed to collaborating with other educational institutions and healthcare providers. Indeed, AOMA's collaborations have gone a long way toward shaping and enhancing both the education offered to its students and the healthcare services offered to the Austin community.
- 2001: Began offering acupuncture and Oriental medical services at the Kerrville Folk Festival
- 2004: Expanded community clinic offerings to include free-of-charge acupuncture services at People's Community Clinic
- 2006: Collaboration with the Seton Family of Hospitals begins with an acupuncture clinic inside the Seton Topfer Community Clinic
- 2008: Participated in the conception and design of the Seton Family of Hospitals' GoodHealth Commons Integrative Wellness and Education Center, where student interns offered acupuncture clinical services (2008–2011)
- 2011: Increased services to low-income communities in Austin through participation in the Seton McCarthy Community Health Centers
- 2014: offered acupuncture services at Austin Recovery in-residence campus in Buda
- 2016: Signed affiliation agreement with the Veterans Administration to offer acupuncture services at Austin Out-Patient Clinic
- 2016: Increased services to low-income communities in Austin through participation in the Seton Kozmetsky Community Health Centers
- 2017: Offered services for veterans at the Veterans Administration's Austin Out-Patient Clinic

ADMINISTRATION
President's Cabinet
President
Betty Edmond, MD
MD, University of Texas Medical Branch at Galveston
BS, University of Texas El Paso
Dr. Edmond brings strong leadership skills and experience to the organization as a physician, a senior healthcare executive, and an advocate for the advancement of acupuncture. Her background includes 19 years of experience as vice-president of medical affairs at Seton Healthcare Family in Austin and medical director of Seton's Children's Hospital, as well as more than 20 years of academic and clinical experience as a faculty member and specialist in pediatric infectious diseases. As a former member of the Board of Governors at AOMA, Dr. Edmond also has a deep understanding of the challenges faced by alternative health practitioners seeking integration within the greater healthcare system.

Dr. Edmond has a deep passion for healthcare improvement, particularly through the use of services that empower people to manage their own health. She has personally pursued the study of nourishing natural foods and their capacity to impact health and is a chef graduate of the Natural Epicurean Academy of Culinary Arts in Austin, an organization dedicated to health-oriented culinary education. Most recently she has served as executive director of the Natural Epicurean, engaged in business strategies that include the extension of health-focused culinary education to patients and healthcare organizations. Her unique perspective and experience bring new opportunities for AOMA to build bridges with Western medical systems, offering patients a more comprehensive and collaborative approach to their care. She is excited about the organization's position as a strong national leader in Oriental and integrative medicine study and research, and looks forward to her work with faculty, staff, and students committed to serving AOMA and its mission.

Resident Scholar and President Emeritus
William R. Morris, PhD, DAOM, LAc
PhD, California Institute of Integral Studies
MSEd, Medical Education, University of Southern California
DAOM, Traditional Oriental Medicine, Emperor's College
OMD, SAMRA University
William Morris is a transformative leader in education and the medical professions. He served as president of the American Association of Acupuncture and Oriental Medicine (AAAOM) from 2005 to 2007.

As president of AOMA, 2005–2015, he led the institution through regional accreditation with the Southern Association of Colleges and Schools, the acquisition of its own campus, and the creation of the DAOM program. Prior to beginning his tenure at AOMA, Dr. Morris developed and achieved accreditation for two doctoral programs in acupuncture and Oriental medicine (DAOM). While serving as consultant to the Children's Hospital of Los Angeles, he organized two Institutional Review Boards to support research in acupuncture and Chinese medicine, one at Emperors College and the other at AOMA.

Dr. Morris is a frequent contributor to the academic dialog, writing a column for Acupuncture Today and regular articles for the American Acupuncturist. He is the author of Neoclassical Pulse Diagnosis; Transformation: Treating Trauma with Acupuncture and Herbs; Li Shi-Zhen Pulse Studies, an Illustrated Guide; Reiki: Hands That Heal; and TCM Case Studies: Dermatology.

Dr. Morris's academic background includes an Oriental medical doctorate from SAMRA University, a doctorate of acupuncture and Oriental medicine from Emperor’s College, a PhD in transformative studies from the California Institute of Integral Studies, and a master of education in

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medical education from the University of Southern California. He has studied in three family lineages of Chinese medicine (Ding, Gu, and Yang) and considers the most important education of his career to be his eight-year mentorship with Drs. Shen and Hammer in the Menghe-Ding family lineage of internal medicine. With 30 years of focus on pulse diagnosis, his current work involves a synthesis of standard, family, and classical systems of pulse diagnosis. In addition to his work at AOMA, Morris periodically instructs special seminars in pulse diagnosis, acupuncture, Chinese herbs, personal transformation, and leadership. AOMA is pleased and privileged to have Dr. Morris continue at AOMA as resident scholar, teacher, and practitioner. As AOMA’s president emeritus, his knowledge and experience in graduate education in acupuncture and Oriental medicine will continue to influence and guide AOMA’s academic programs.

Vice-President of Faculty
Qianzhi (Jamie) Wu, PhD, MD (China), LAc
PhD, Nanjing University of Chinese Medicine
MMed, Chengdu University of TCM
BMed, Lu Zhou Medical College

Dr. Qianzhi Wu began his acupuncture studies as the apprentice of a veteran “barefoot doctor” in China, before going on to complete a master’s degree at Chengdu University of Traditional Chinese Medicine (TCM), one of the three oldest and most prestigious TCM universities in China. Following the completion of his degree, and spanning a ten-year period, he taught acupuncture, Chinese bodywork, foundations of Chinese medicine, and Chinese medical qigong as an associate professor at the Chengdu University of TCM. Noted for the quality of his teaching, Dr. Wu received a provincial award in 1992 as an excellent instructor during his tenure at Chengdu University, and also served as a chief acupuncturist at Chengdu University’s teaching hospital. From 1987 to 1992, he was a major contributor to the Depositary of Questions used by the Sichuan Province’s equivalent of the U.S. National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

In 1994, the China Ministry of Education advocated the “211 Project,” a project for national higher education reform. As chief contributor and leader for the design of the “211 Project” for Chengdu University of TCM, Dr. Wu was involved in redesigning TCM programs and curricula for the bachelor, master, and doctoral levels and was highly honored by the academic committee of the university. Dr. Wu has published eight Oriental medicine books (four of them as the primary author) and many papers in China, Germany, and the United States. Dr. Wu is a past commissioner of the NCCAOM, and served as the chairman of the Chinese Herbology and Asian Bodywork Examination Development Committees of the NCCAOM. In addition to leading the faculty, Dr. Wu also teaches foundational theory and advanced acupuncture and herbal courses. He has been an AOMA faculty member since 1996.

Vice-President of Academics and Accreditation
MAcOM/DAcOM Program Director, Academic Advisor
Lesley Hamilton, DAOM, MACM, LAc

DAOM, AOMA
MACM, University of Southern California
MSOM, AOMA
BS, University of Wisconsin

An integral part of the administrative leadership at AOMA, Dr. Hamilton oversees the academic curriculum and clinical education for the Master of Acupuncture and Oriental Medicine program. She completed both the master and doctor of acupuncture and Oriental medicine at AOMA, 2002 and 2016 respectively, as well as a master in academic medicine at the University of Southern California in 2011. She presented at the Innovations in Medical Education conference in Pasadena, California, in both 2011 and 2012. In her role as MAcOM program director, she chaired the taskforce that designed the DAOM, achieved AOMA’s level change with Southern Association of Colleges and Schools (SACS) to award the doctoral degree, and attained the affirmation of the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM) for AOMA to offer the DAOM (2011–2012). She also led the taskforce for the Quality Enhancement Plan (QEP), necessary for AOMA’s reaffirmation of regional accreditation with SACS in 2014.

In addition to her administrative roles, she is an accomplished instructor and scholar, serving as a faculty member within the graduate programs. Dr. Hamilton edited Ziyang Zhou’s text, Chinese Herbology – A Student Study Guide, and co-authored Chinese Herbal Treatment of Disease with Yuxin He, both in use at AOMA. Dr. Hamilton also maintains a part-time professional practice at AOMA’s south clinic.

DAOM Program Director, Director of Research
John S. Finnell, ND, MPH, LAc
ND, Bastyr University
MSAOM, Bastyr University
MPH, University of Washington
MS, Royal Institute of Technology, Sweden
BA, Austin College

Prior to beginning his career in integrative medicine, Dr. Finnell completed a master of science in environmental engineering at the Royal Institute of Technology in Sweden. His interest in lifestyle and environmental determinants of health then led him to earn a doctorate of naturopathic medicine and a master of science in acupuncture and Oriental medicine from Bastyr University, as well as a master of public health in epidemiology from the University of Washington.

In addition to maintaining a professional naturopathic and Chinese medicine practice, Dr. Finnell has also completed a post-doctoral fellowship with the National Center for Complementary and Integrative Health (NCCIH). He has led and participated in numerous research studies, including studies funded by the NCCIH and by the Diabetes Action Research and Education Foundation (2009–2011). A frequent presenter at professional conferences throughout the United States and internationally, his work has appeared in peer-reviewed journals such as the Journal of Alternative and Complementary Medicine. Dr. Finnell’s strong research background and clinical experience as a naturopath and Chinese medicine practitioner enable him to bring an evidence-based and integrative perspective to AOMA’s doctoral program.

In his role as DAOM program director, Dr. Finnell participated in the reaccreditation process to reaffirm AOMA’s level change with Southern Association of Colleges and Schools (SACS) to award the doctoral-level degree, and led the eligibility effort to achieve candidacy (pre-accreditation) status for the DAOM with the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM).

Senior Director of Finance
Kelly Doggett, CPA, LAc
MAcOM, AOMA
BBA, magna cum laude, Baylor University
Kelly Doggett is a certified public accountant in the State of Texas and has 20 years of accounting and finance experience, primarily in the insurance and education fields. Her interest in alternative medicine led her to study acupuncture at AOMA. In addition to working as the senior director of finance at AOMA, she is a co-owner of South Austin Community Acupuncture.

Administrative Staff
For an up-to-date list of administrative staff, please refer to https://aoma.edu/about/leadership/administrative-leadership.
Program Information

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AOMA was the first stand-alone, single-degree granting school of acupuncture and Oriental medicine in the nation to be regionally accredited, and the first school of its kind to be accredited by the Southern Association of Colleges and Schools.

AOMA has three degree programs in acupuncture and Oriental medicine, and an introduction to traditional Chinese medicine for those seeking enrichment but not a diploma. This catalog represents the curricula and admissions requirements of the 2017–2018 academic year and applies to all students who start a program in this time period. Full details of all other policies and procedures are contained in the various institutional manuals, including the Student and Clinic Manual, the General Policies Manual, the Financial Aid Manual, and the Safety and Security Manual.

The adjacent table is a comparison chart of the three degree programs in acupuncture and Oriental medicine at AOMA.

**THE MACOM PROGRAM**

**MACOM Purpose**
The purpose of the Master of Acupuncture and Oriental Medicine at AOMA is to educate and graduate competent Oriental medical practitioners who are eligible to practice.

### MACOM Educational Goals
Graduates of AOMA’s MACOM program will:
- Have the knowledge base necessary to enter the profession.
- Practice professional behaviors and values.
- Provide patient-centered care. Incorporate evidence- and experience-based practices.
- Participate in collaborative patient care.

### MACOM Program Learning Outcomes
MACOM graduates will demonstrate the ability to:
- Collect and analyze diagnostic data, determine disease diagnoses, and distinguish syndrome pattern differentiations.
- Construct acupuncture and Chinese herbal treatment plans according to the principles of Oriental medicine, safely and effectively perform Oriental medical treatments, prescribe herbal and dietary remedies, and provide patient instruction.
- Perform biomedical assessments, analyze laboratory reports, explain reports to patients, identify pathologies and red flags, and utilize biomedical knowledge in the context of Oriental medical practice.
- Communicate professionally, chart accurately and completely, seek guidance and evaluation, perform self-evaluations, and practice legally and ethically.
- Collaborate with patients on healthcare design, consider patients’ unique circumstances, provide lifestyle recommendations, and demonstrate motivating patients for treatment compliance through shared decision-making.
- Perform literature reviews, record and compare initial assessments and outcome measures, and utilize evidence and experience to inform clinical decision-making.
- Collaborate with colleagues for best possible patient care, communicate with other healthcare practitioners, and demonstrate commitment to the team and to patient outcomes.

### Comparison of AOMA Degree Programs for the 2017–2018 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>Master’s</th>
<th>Professional Doctorate</th>
<th>Clinical Specialty Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Degree</strong></td>
<td>General Practice</td>
<td>General Practice</td>
<td>Integrative Medical Specialty</td>
</tr>
<tr>
<td><strong>Degree Awarded</strong></td>
<td>Master of Acupuncture and Oriental Medicine (MACOM)</td>
<td>Doctorate of Acupuncture and Oriental Medicine (DAcOM)</td>
<td>Doctorate of Acupuncture and Oriental Medicine (DAOM)</td>
</tr>
<tr>
<td><strong>Licensure</strong></td>
<td>Current entry-level degree required for professional licensure</td>
<td>Expected to become the entry-level degree required for licensure in 5–20 years (on a state-by-state basis)</td>
<td>Advanced clinical degree for those already licensed or eligible for licensure</td>
</tr>
<tr>
<td><strong>Program Totals</strong></td>
<td>203.5 quarter credits</td>
<td>Master’s plus 39.5 quarter credits</td>
<td>74 quarter credits</td>
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<tr>
<td><strong>Program Duration</strong></td>
<td>3.25 years (year-round). Considered a 4-year program. Maximum 6 years for financial aid; maximum 8 years for completion of the program.</td>
<td>Master’s plus 1.5 years of classes and clinics, with potential for additional time to complete clinical training. Maximum 7.5 years for financial aid; maximum 8 years for completion of the program.</td>
<td>2 years of classes and internship, plus additional time to complete research and externship. Maximum 4 years for completion of the program.</td>
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<tr>
<td><strong>Curriculum</strong></td>
<td>Master’s Level Competencies in seven domains:</td>
<td>Master’s and Professional Doctoral Competencies</td>
<td>Clinical Specialty Doctoral Competencies</td>
</tr>
<tr>
<td></td>
<td>• Acupuncture studies</td>
<td>• Master’s level competencies plus additional doctoral-level core courses</td>
<td>• Chinese and integrative medical specialty</td>
</tr>
<tr>
<td></td>
<td>• Chinese herbal studies</td>
<td>• Portfolio and practice-based learning and quality improvement plan</td>
<td>• Inquiry and research</td>
</tr>
<tr>
<td></td>
<td>• Biomedical sciences</td>
<td>• Elective track choice (clinical specialty, research, or honors concentration)</td>
<td>• Professionalism and leadership</td>
</tr>
<tr>
<td></td>
<td>• Integral studies</td>
<td>• Doctoral clinical studies</td>
<td>• Doctoral clinical studies</td>
</tr>
<tr>
<td></td>
<td>• MACOM clinical internship</td>
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<tr>
<td></td>
<td>• Asian bodywork therapy</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Mind–Body studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Tuition</strong></td>
<td>$66,341.00</td>
<td>$83,444.50</td>
<td>$32,042.00</td>
</tr>
<tr>
<td>Without Fees</td>
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</tbody>
</table>
Overview of the MAcOM Program
The MAcOM program engages each learner in an individual process of transformation from student to professional. The program begins with foundational courses in Chinese medical theory, acupuncture point location, meridian theory, acupuncture techniques, biomedical sciences, Chinese herbal medicine, and clinical observation. By the end of the first five terms, a student has achieved the foundational knowledge necessary to begin his or her clinical internship. In the second year, learning progresses with advanced courses in acupuncture techniques and acupuncture treatment of disease, biomedical assessment courses, and the continuation of the herbal medicine sequence. During the second year, the clinical internship emerges as a platform for applied integration of classroom knowledge.

As students begin their third year, they complete the acupuncture sequence and move into advanced courses in Chinese herbal medicine and biomedical treatment of disease. They are increasingly called upon in clinic to apply their knowledge in support of their patients’ health. By graduation, students have provided care for more than 450 patients using the main modalities of Oriental medicine: acupuncture and associated methods, Chinese herbal medicine, mind–body exercise, Asian bodywork therapy, and nutrition.

Personal transformation is encouraged through courses that focus on a student’s professional development. For example, in the case management, ethics, and legal issues as well as the mindful somatic therapies courses, students explore the boundaries of the patient–practitioner relationship and learn to improve their clinical outcomes through listening and educating. In the practice management curriculum, advanced students develop the essential components of their business and marketing plans, explore accounting and insurance billing, and develop short- and long-term post-graduation plans. As Chinese medicine is a holistic medicine, this is also a holistic transformation.

As part of the program, students take courses in taiji and qigong, and these courses provide quiet opportunities to reflect on health and healing. Students learn to recognize the connection between mind–body exercises and healthful living and are able to share that understanding with their patients in clinic. Students also choose from one of two sequences in Asian bodywork therapy, and may apply for membership to the American Organization for Bodywork Therapies of Asia (AOBTA®) upon completion of their studies. Throughout the program, students create a professional portfolio and are thus empowered to observe their development as practitioners. Via the portfolio, students gather examples of their work in class and clinic; reflections from intern meetings, patient visits, advanced clinical opportunities, and self-assessments; as well as notes on professional development as it pertains to their post-graduate plans. Students participate in three formative portfolio reviews, each with the goal of cultivating professionalism, clinical effectiveness, and emotional intelligence. Upon completion of a final review, students keep their own portfolios, effectively providing them with a robust and thorough document of their development as skilled practitioners. Thus, a key component of the program is the development of students’ clinical and management skills through staged competencies, ensuring that graduates obtain the confidence and abilities necessary for a successful career in the healthcare professions.

MAcOM Graduation Requirements
The Master of Acupuncture and Oriental Medicine program must be completed within eight calendar years from the date of enrollment and within six years for students on federal financial aid. The following requirements must be met in order to graduate from the program:

1. Completion of all didactic and clinical instruction listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acupuncture</td>
<td>63.5</td>
<td>768</td>
</tr>
<tr>
<td>Herbal</td>
<td>44</td>
<td>546</td>
</tr>
<tr>
<td>Integral</td>
<td>14</td>
<td>168</td>
</tr>
<tr>
<td>Biomedicine</td>
<td>40</td>
<td>480</td>
</tr>
<tr>
<td>Clinical</td>
<td>42</td>
<td>1008</td>
</tr>
<tr>
<td>Grand total</td>
<td>203.5</td>
<td>2970</td>
</tr>
</tbody>
</table>

2. Satisfactory conduct and professional clinical performance.
3. Successful completion of comprehensive written and practical examinations.
4. Successful fulfillment of portfolio requirement.
5. Fulfillment of all financial obligations, including return of all library materials.
# MAcOM Program at a Glance – Fast Track 2017-2018

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
<th>Term 7</th>
<th>Term 8</th>
<th>Term 9</th>
<th>Term 10</th>
<th>Term 11</th>
<th>Term 12</th>
<th>Term 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 weeks</td>
<td>12 weeks</td>
<td>12 weeks</td>
<td>8 weeks</td>
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<td>8 weeks</td>
<td>12 weeks</td>
<td>8 weeks</td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

## Acupuncture Studies
- Credits: 36
- Hours: 432
- **ATO111**: Point Locations 1 3 credits/12 hours
- **ATO112**: Point Locations 2 3 credits/12 hours
- **ATO113**: Point Locations 3 3 credits/12 hours
- **ATO121**: Acupuncture Treatment of Disease 1 3 credits/36 hours
- **ATO122**: Acupuncture Treatment of Disease 2 3 credits/36 hours
- **ATO123**: Acupuncture Treatment of Disease 3 3 credits/36 hours

## Biomedical Sciences
- Credits: 43
- Hours: 516
- **WS0101**: Anatomy, Physiology & Histology 1 3 credits/36 hours
- **WS0102**: Anatomy & Physiology 2 3 credits/36 hours
- **WS0103**: Anatomy & Physiology 3 3 credits/36 hours
- **WS0104**: Biomedical Terminology 2 1.5 credits/24 hours
- **WS0105**: Microbiology & General Pathophysiology 3 credits/36 hours
- **WS0106**: Physical Assessment 1 3 credits/36 hours
- **WS0107**: Physical Assessment 2 3 credits/36 hours
- **WS0201**: Biomedical Pharmacology 3 credits/36 hours
- **WS0202**: Biomedical Diagnostics 1.5 credits/36 hours
- **WS0203**: Public Health & Biomedical Survey 1 credit/12 hours

## Clinical Internship
- Credits: 12.5
- Hours: 1008
- **CT111**: Clinic Theater 1 1.5 credits/12 hours
- **CT112**: Clinic Theater 2 1.5 credits/12 hours
- **CT113**: Clinic Theater 3 1.5 credits/12 hours

## Foundational Theories
- Credits: 15
- Hours: 156
- **ATO101**: Foundations of Chinese Medicine 1 3 credits/36 hours
- **ATO102**: Foundations of Chinese Medicine 2 3 credits/36 hours
- **ATO103**: Diagnostic Skills of Chinese Medicine 1 3 credits/36 hours
- **ATO200**: Diagnostic Skills of Chinese Medicine 2 3 credits/36 hours

## Mind-body & Asian Bodywork
- Credits: 15
- Hours: 180
- **MB0101**: Taiji 1 1 credit/12 hours
- **MB0102**: Taiji 2 1 credit/12 hours
- **MB0103**: Taiji 3 1 credit/12 hours

## Practice Development
- Credits: 11
- Hours: 132

| Credits per term: | 17 | 17.5 | 19.5 | 9 | 18.5 | 18.5 | 19.5 | 9 | 16 | 16 | 19 | 9 | 15 |

**Program Total**: 203.5 credits (2,970 hours), 161.5 didactic credits (1,962 hours), 42 clinical credits (1,008 hours)

Duration: Three years and one term (three months)
THE DACOM PROGRAM – PROFESSIONAL DOCTORATE

DAcOM Purpose
The purpose of AOMA’s Professional Doctor of Acupuncture and Oriental Medicine program (DAcOM) is to graduate doctoral-prepared practitioners to serve society in the field of acupuncture and Oriental medicine.

DAcOM Educational Goals
Graduates of AOMA’s DAcOM program will:
• Have the knowledge base necessary to enter the profession.
• Practice professional behaviors and values.
• Provide patient-centered care.
• Incorporate evidence- and experience-based practices.
• Participate in collaborative patient care.
• Demonstrate skills of practice-based learning and improvement.
• Demonstrate skills of systems-based practice.

DAcOM Program Learning Outcomes
DAcOM graduates will:
• Demonstrate all the competencies of the MAcOM.
• Be qualified to become a licensed practitioner of acupuncture and Oriental medicine.
• Create, implement, and assess outcomes of a problem-based learning and quality improvement project.
• Participate in integrative models of healthcare.

Overview of the Program
The Professional Doctor of Acupuncture and Oriental Medicine program is the qualification believed to become the future entry-level degree required for licensure in the profession (pending state-by-state legislation). Currently, the master’s degree leads to licensure, and the DAcOM contains all of the master’s competencies with additional doctoral-level work. This program builds on the MAcOM program with advanced skills in assessment and treatment techniques, nutritional knowledge with clinical application, systems-based practice, practice-based learning and improvement, and advanced clinical practice. Working individually or in small teams, students will conduct a needs analysis, develop and submit a quality improvement plan (QIP), and upon acceptance, implement the project. This, along with other doctoral-level work products, will be included in each student’s DAcOM portfolio.

A feature of this professional doctorate is the degree of flexibility learners have to customize a sizable portion of their learning experience: twelve credits are allocated to elective tracks:
• Specialty Track: In the specialty track, learners can choose from various courses in the Clinical Specialty Doctor of Acupuncture and Oriental Medicine program (DAOM). The DAOM program is an integrative medical specialty, which has courses in care and management of pain and associated psychosocial phenomena, leadership, and teaching and learning. Please see the doctoral classes in this catalog for details.
• Research Track: In the research track, the learners take coursework to prepare a research proposal, seek review and approval by the Scientific Review Committee, and, if applicable, gain Institutional Review Board approval. Once accepted, the research is conducted and a final formal manuscript is prepared and submitted for scholarly peer-review and final acceptance for degree completion.
• Honors Concentration Track: In the concentration with honors track, learners define their area of concentration, with SMART learning outcomes, a learning plan, and assessment of outcomes plan. Once approved by faculty, the learner implements the plan and provides the product(s) demonstrating achievement of the learning outcomes.

In addition to courses and independent work, the additional 18 clinical credits beyond the master’s program allows for customization for advanced clinical training opportunities. Students may allocate clinical credits between doctoral internship hours at AOMA sites with AOMA faculty, and externship hours at other sites with non-AOMA practitioners. Externship allows learners to immerse themselves in a field of interest and develop collaborative relationships with AOM and non-AOM practitioners in Austin and/or in their chosen community of practice. For externship credit, learners must follow the externship policy and procedures in place for the DAOM program. Practitioners who provide the learning experience must be at a doctoral level or have a terminal degree within their field. Sites may include, but are not limited to, pain management clinics, community clinics, private practices, hospitals, rehabilitation centers, assisted living or nursing homes, and cancer treatment centers.

DAcOM doctoral-level courses and internship clinics are completed in conjunction with the clinical specialty DAOM students during doctoral residency weeks that occur periodically seven times each year. The academic calendar at the end of this catalog shows the timing of these residency weeks.
Those who already have already obtained a master’s in acupuncture and Oriental medicine can earn the professional doctorate through AOMA’s master’s-to-professional doctorate bridge track. This track has course and clinic work which bridges the master’s competencies to the professional doctoral competencies.

The DAcOM program contains all of the current MAcOM requirements plus additional doctoral competencies. Although ACAOM has not specified how students can transition from a master’s program to the professional doctorate program, AOMA’s master’s-to-professional doctorate bridge track is customized to meet the needs of each student. Therefore, applicants who earned the MAcOM from AOMA from the 2004–2005 catalog through the current catalog will not have to complete any additional MAcOM-level courses or clinics if accepted into the DAcOM. AOMA graduates prior to the 2004–2005 catalog, and graduates of master of acupuncture and Oriental medicine programs from other schools, must submit their transcripts for evaluation of each applicant’s transcripts for master’s and doctoral level deficiencies, and to customize a plan to ensure all competencies are met. Applicants from master of acupuncture programs will need to complete the Chinese Herbal Medicine Certificate program, plus any additional MAcOM courses to be determined based upon a detailed analysis of their transcripts.

DAcOM Graduation Requirements
The entire DAcOM program must be completed within eight calendar years from the date of enrollment and within seven and a half years for students on federal financial aid. The DAcOM bridge track must be completed in four years. The following requirements must be met in order to graduate from the program:

1. Completion of requirements for the MAcOM degree listed above.
2. Completion of all DAcOM didactic and clinical instruction listed below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAcOM core courses, portfolio, QIP</td>
<td>13</td>
<td>156</td>
</tr>
<tr>
<td>DAcOM elective track**</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>Doctoral internship/externship**</td>
<td>14.5</td>
<td>348+</td>
</tr>
<tr>
<td>Total</td>
<td>39.5</td>
<td>648+</td>
</tr>
<tr>
<td>MAcOM</td>
<td>203.5</td>
<td>2970</td>
</tr>
<tr>
<td>DAcOM grand total</td>
<td>243</td>
<td>3618</td>
</tr>
</tbody>
</table>

3. Successful fulfillment of portfolio requirement, including QIP and case presentation.
4. Fulfillment of all financial obligations, including return of all library materials.

* The 14.5 DAcOM clinic credits may be done as internship (24 clock hours = 1 quarter credit) or externship (36 clock hours = 1 quarter credit). For illustrative purposes, the above requirements assume all 14.5 clinic credits are done as internship. If a student elects to complete the entire 14.5 clinic credits as externship, 522 clock hours would need to be completed. Students may combine internship and externship as their learning needs dictate.

** Up to five clinical credits may be used as didactic credits in the specialty track (e.g. 9.5 clinical credits and 17 specialty elective track).
## DAcOM Program at a Glance – Fast Track 2017-2018

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<th>Term 15</th>
<th>Term 16</th>
<th>Term 17</th>
<th>Term 18</th>
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<tbody>
<tr>
<td>Acupuncture &amp; Mind-body Studies</td>
<td>1 credit/12 hours</td>
<td>1.5 credits/36 hours</td>
<td>36 hours</td>
<td>1.5 credits/36 hours</td>
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<tr>
<td>Biomedical Sciences</td>
<td>3 credits/36 hours</td>
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<tr>
<td>Clinical Internship</td>
<td>3 credits/36 hours</td>
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<tr>
<td>Foundational Theories</td>
<td>2 credits / 24 hours</td>
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<tr>
<td>Miscellaneous</td>
<td>1 credit/12 hours</td>
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<tr>
<td>Practice Development</td>
<td>1 credit/12 hours</td>
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</tr>
<tr>
<td>Elective Track</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Credits per Term:
- Term 1: 17
- Term 2: 17.3
- Term 3: 19.5
- Term 4: 9
- Term 5: 18.5
- Term 6: 19.5
- Term 7: 9
- Term 8: 16
- Term 9: 16
- Term 10: 19
- Term 11: 9
- Term 12: 9
- Term 13: 9
- Term 14: 9
- Term 15: 3.5
- Term 16: 9
- Term 17: 9
- Term 18: 9

1 Based on internship hours: students may opt for externship which will increase total clinical hours
2 Variable based on choices made at doctoral level
3 Credits per term are only for illustrative purposes due to the variability of each student's elective and clinical choices.
# DAcOM Program at a Glance – Full Time 2017-2018

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Term 7 | Term 8 | Term 9 | Term 10 | Term 11 | Term 12 | Term 13 | Term 14 | Term 15 | Term 16 | Term 17 | Term 18 | Term 19 | Term 20 | Term 21 | Term 22 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 12 weeks | 12 weeks | 8 weeks | 12 weeks | 12 weeks | 8 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks |

### Acupuncture
- **Acupuncture (AOMA)**
  - Credits: 44
  - Hours: 180
  - Credits: 15
  - Hours: 12 weeks

### Bodywork
- **Bodywork**
  - Credits: 44
  - Hours: 156
  - Credits: 12.5
  - Hours: 12 weeks

### Foundational Development
- **Foundational Development**
  - Credits: 44
  - Hours: 132
  - Credits: 11
  - Hours: 12 weeks

### Practice Development
- **Practice Development**
  - Credits: 44
  - Hours: 168
  - Credits: 11.5
  - Hours: 12 weeks

### Elective Track
- **Elective Track**
  - Credits: 3.5
  - Hours: 12 weeks

### Program Total
- Duration: Four years and one term (three months)
- Credits: 203.5
- Hours: 2,970

### Program Highlights
- About 80% of didactic credits
- About 65% of clinical credits
- Internships
  - Term 11: Doctoral Internship
  - Term 12: Community Internship
  - Term 13: Clinical Internship
  - Term 14: Electives
  - Term 15: Clinical Internship
  - Term 16: Electives
  - Term 17: Clinical Internship

### Curriculum
- **Introduction to Medicine 1**: 3 credits/36 hrs
- **Foundations of Chinese Medicine 1**: 3 credits/36 hrs
- **Clinical Skills Assessment 1**: 3 credits/36 hrs
- **Clinical Skills Assessment 2**: 3 credits/36 hrs
- **Clinical Skills Assessment 3**: 3 credits/36 hrs
- **Advanced Clinical Skills**: 3 credits/36 hrs

### Credits per term:
- Term 1: 15.5
- Term 2: 14.5
- Term 3: 16.5
- Term 4: 6
- Term 5: 14.5
- Term 6: 15.5
- Term 7: 6
- Term 8: 14
- Term 9: 15.5
- Term 10: 6
- Term 11: 13
- Term 12: 10
- Term 13: 11.5
- Term 14: 6
- Term 15: 12
- Term 16: 12
- Term 17: 13.5
- Term 18: 12
- Term 19: 9
- Term 20: 9
- Term 21: 3.5
- Term 22: 9
### DAcOM Bridge Track at a Glance 2017-2018

<table>
<thead>
<tr>
<th>Core Curriculum 13 Credits</th>
<th>Elective Curriculum 12 Credits</th>
<th>Clinical Curriculum 18 Credits</th>
<th>Doctoral Internship 18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 6011 Advanced Clinical Assessment in Integrative TCM Practice 3 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 6012 Principles of Nutritional Medicine 2 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 6013 Applied Nutritional Medicine 2 credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ0145 DAcOM Portfolio and Practice-Based Learning and Improvement 3 credits</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits per term¹:</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.5</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

¹ Credits per term are only for illustrative purposes due to the variability of each student’s elective and clinical choices.

DAcOM Bridge Track Total for MAcOM graduates of AOMA 2017 and later catalogs: 39.5 credits (648 hours), 25 didactic credits (300 hours), 14.5 clinical credits (3482 hours)

DAcOM Bridge Track Total for MAcOM graduates of AOMA 2011-2016 catalogs: 43 credits (732 hours), 25 didactic credits (300 hours), 18 clinical credits (432² hours)

DAcOM Bridge Track Total for MAcOM graduates of AOMA 2004-2010 catalogs: 18.5 credits (288 hours), 13 didactic credits (156 hours), 5.5 clinical credits (132 hours). (These students only need to do the 13 credits of the core curriculum and 5.5 clinical credits.)

² Based on internship hours: students may opt for externship which will increase total clinical hours

Duration: One year and one term (variable based on choices made at doctoral level)
THE DAOM PROGRAM – CLINICAL SPECIALTY DOCTORATE

DAOM Purpose
The purpose of the Clinical Specialty Doctor in Acupuncture and Oriental Medicine program (DAOM) at AOMA is to prepare qualified practitioners and leaders in the integrative medical care and management of patients with pain and its associated psychosocial phenomena through advanced integrated approaches.

DAOM Educational Goals
The goals of the DAOM program are to:
• Produce advanced clinic practitioners in the clinical specialty of care and management of pain and associated psychosocial phenomena.
• Develop Oriental medical scholarship in the USA by creating advanced clinical specialists who are also researchers, educators, collaborators, and leaders.
• Advance the profession in the healthcare community by creating collaborative relationships.
• Add to the evidence base of the medicine through scholarly work.

DAOM Program Learning Outcomes
Upon completion of the DAOM program, graduates will be prepared to:
• Integrate Chinese and biomedical concepts in the provision of evidence-based care.
• Employ systems-based practice.
• Conduct research that contributes to the evidence base of the discipline.
• Demonstrate behaviors to fulfill professional, leadership, and teaching roles.
• Demonstrate a commitment to lifelong learning.

Overview of the Program
The DAOM program is a transformative educational experience – one that will prepare graduates not only to advance their own professional practices but also to engage directly in the national advancement of the field.

This integrative clinical education includes more than 400 hours of internship conducted within AOMA’s Austin-based clinic system and more than 250 hours of externship conducted in the learner’s home area. Externships are performed under the supervision of doctoral-level practitioners from different medical backgrounds.

By developing the skills necessary to pursue academic research, learners are able to participate in the broader dialog surrounding the efficacy of TCM and its integration with mainstream paradigms of healthcare. Coursework in quantitative and qualitative assessment, research methodology, and research design provide learners with the platform from which to conduct clinically directed research and explore the area of specialty. During the second year of the program, learners develop and implement an individual or group research project, culminating in the creation and presentation of a scientific manuscript.

Finally, the professional development and leadership curriculum provides the framework for the learner’s professional transformation. Coursework in curriculum design, teaching methods, and assessment prepare participants for teaching, an important expectation from expert practitioners. Leadership is cultivated through an in-depth examination of self, professionalism, ethics, and culture. Participants identify strategies for providing leadership roles within the TCM field and integrative healthcare environments.

DAOM Graduation Requirements
The DAOM program must be completed within four calendar years from date of enrollment. The following requirements must be met in order to graduate from the program:

1. Completion of all didactic and clinical instruction listed below:

<table>
<thead>
<tr>
<th>Specialty of practice</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialty of practice</td>
<td>34</td>
<td>408</td>
</tr>
<tr>
<td>Inquiry</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>Professionalism, leader, teaching, and learning</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>Doctoral internship</td>
<td>17</td>
<td>408</td>
</tr>
<tr>
<td>Doctoral externship</td>
<td>7</td>
<td>252</td>
</tr>
<tr>
<td>DAOM grand total</td>
<td>74</td>
<td>1,260</td>
</tr>
</tbody>
</table>

2. Satisfactory conduct and professional clinical performance.
3. Successful completion, presentation, and acceptance of research project.
4. Successful fulfillment of portfolio requirement.
5. Fulfillment of all financial obligations, including return of all library materials.

AOMA Program Catalog 2017–2018 20
### DAOM Program at a Glance

#### Odd-Even Years i.e. 2017-2018

<table>
<thead>
<tr>
<th>Specialty Track</th>
<th>Curriculum</th>
<th>Credits</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic</td>
<td></td>
<td>17</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral Internship</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Doctoral Externship</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

#### Specialty Track Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 6010</td>
<td>Biomedical Theories on Meridians and Qi</td>
<td>2</td>
</tr>
<tr>
<td>SP 6011</td>
<td>Advanced Clinical Assessment in Integrative TCM Practice</td>
<td>3</td>
</tr>
<tr>
<td>SP 6020</td>
<td>TCM Classics and Advanced TCM Theory</td>
<td>3</td>
</tr>
<tr>
<td>SP 6021</td>
<td>TCM Classics and Advanced TCM Theory</td>
<td>3</td>
</tr>
<tr>
<td>SP 6031</td>
<td>Case Management in Integrative Practice</td>
<td>2</td>
</tr>
<tr>
<td>SP 6035</td>
<td>Integrative Practice Management</td>
<td>2</td>
</tr>
<tr>
<td>SP 7010</td>
<td>Musculoskeletal Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SP 7012</td>
<td>Eco-Psycho-Social</td>
<td>3</td>
</tr>
<tr>
<td>SP 7013</td>
<td>Oncologic Disorders, and Palliative Care</td>
<td>2</td>
</tr>
<tr>
<td>SP 7014</td>
<td>Gynecologic and Pelvic Disorders</td>
<td>2</td>
</tr>
<tr>
<td>SP 7016</td>
<td>Vascular, Lymphatic, and Visceral Disorders</td>
<td>2</td>
</tr>
<tr>
<td>SP 7017</td>
<td>Women's Health</td>
<td>2</td>
</tr>
<tr>
<td>SP 7018</td>
<td>Men's Health</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Inquiry Track Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INQ 5011</td>
<td>Paradigms of Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>INQ 5013</td>
<td>Methods of Inquiry and Research Design</td>
<td>2</td>
</tr>
<tr>
<td>INQ 5012</td>
<td>Quantitative and Qualitative Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLD 7810</td>
<td>Professionalism, Ethics and Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Professionalism & Leadership Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLD 6810</td>
<td>Teaching and Learning</td>
<td>2</td>
</tr>
<tr>
<td>PLD 7811</td>
<td>Professionalism, Ethics and Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Credits per term

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
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<tr>
<td>10</td>
<td>10</td>
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<tr>
<td>9.5</td>
<td>9</td>
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<tr>
<td>7</td>
<td>0.75</td>
</tr>
<tr>
<td>1.5</td>
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</tr>
</tbody>
</table>
DAOM Program at a Glance

**Program Total:** 74 credits (1260 hours), 50 didactic credits (600 hours), 17 internship clinical credits (408 hours), 7 externship clinical credits (252 hours)

**Duration:** Classes and internship - 2 years; Externship and Research Project may extend longer based on each learners' choices

### Even-Odd Years i.e. 2018-2019

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>1 Residency Week</td>
<td>1 Residency Week</td>
</tr>
<tr>
<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
</tr>
</tbody>
</table>

#### Specialty Track Curriculum
- 34 credits didactic
- 17 credits Doctoral Internship
- 7 credits Doctoral Externship

#### Inquiry Track Curriculum
- 6 credits didactic
- 4 credits research project

#### Professionalism & Leadership Curriculum
- 6 credits didactic

#### Credits per term

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Credits</td>
<td>6.5</td>
</tr>
</tbody>
</table>

**Program Examples:***

- **SP 7011 Neurologic, Dermatologic, and Sensory Organs** 3 credits
- **SP 7010 Biomedical Theories on Meridians and Qi** 2 credits
- **SP 7010 Musculoskeletal Disorders** 3 credits
- **SP 6010 Biomedical Theories on Meridians and Qi** 2 credits
- **SP 6011 Advanced Clinical Assessment in Integrative TCM Practice** 3 credits
- **SP 6021 Advanced TCM and Modern Treatment Techniques** 3 credits
- **SP 6031 Case Management in Integrative Practice** 2 credits
- **SP 6035 Integrative Practice Management** 2 credits
- **SP 7012 Principles of Nutritional Medicine** 2 credits
- **SP 6013 Applied Nutritional Medicine** 2 credits
- **SP 7013 Oncologic Disorders and Palliative Care** 2 credits
- **SP 6012 Oncologic Disorders** 2 credits
- **SP 6013 Gynecologic and Pelvic Disorders** 2 credits
- **SP 7014 Gynecologic and Pelvic Disorders** 2 credits
- **SP 7011 Neurologic, Dermatologic, and Sensory Organs** 3 credits
- **SP 6010 Biomedical Theories on Meridians and Qi** 2 credits
- **SP 6011 Advanced Clinical Assessment in Integrative TCM Practice** 3 credits
- **SP 6021 Advanced TCM and Modern Treatment Techniques** 3 credits
- **SP 6031 Case Management in Integrative Practice** 2 credits
- **SP 6035 Integrative Practice Management** 2 credits
- **SP 7012 Principles of Nutritional Medicine** 2 credits
- **SP 6013 Applied Nutritional Medicine** 2 credits
- **SP 7013 Oncologic Disorders and Palliative Care** 2 credits
- **SP 6012 Oncologic Disorders** 2 credits
- **SP 6013 Gynecologic and Pelvic Disorders** 2 credits
- **SP 7014 Gynecologic and Pelvic Disorders** 2 credits
- **INQ 5011 Paradigms of Inquiry** 2 credits
- **INQ 5012 Quantitative and Qualitative Assessment** 2 credits
- **INQ 5013 Methods of Inquiry and Research Design** 2 credits
- **PLD 6810 Teaching and Learning** 2 credits
- **PLD 7811 Professionalism, Ethics and Leadership** 2 credits
- **PLD 7810 Professionalism, Ethics and Leadership** 2 credits
- **Research Project** 4 credits

AOMA Program Catalog 2017–2018 22
TRADITIONAL CHINESE HERBAL MEDICINE
CERTIFICATE PROGRAM

Purpose
The primary purpose of the Traditional Chinese Herbal Medicine Certificate (TCHM) program is to provide graduates of acupuncture programs the herbal competency necessary for licensure in many states, including Texas. Its secondary purpose is to provide non-AOM practitioners the opportunity to learn and apply Chinese herbal medicine in their healthcare practice.

Overview
Designed for individuals who have already completed a degree in acupuncture at an ACAOM-accredited school, but who need additional instruction in Chinese herbal medicine for professional licensure, the TCHM program offers access to AOMA’s renowned herbal studies curriculum and faculty. Students must adhere to all co-requisites and prerequisites detailed in the Graduate Program Catalog.

Students enrolled in the TCHM program take classes alongside traditional master’s students, and are eligible to take the NCCAOM board exam in Chinese herbal medicine upon completion of their studies. Eligibility for financial aid for this certificate program is dependent on each individual’s personal status. Please contact the director of financial aid.

This certificate program is also available to other non-AOM healthcare providers. The additional courses required for non-AOM healthcare practitioners include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT0101</td>
<td>Foundations of Chinese Medicine 1</td>
</tr>
<tr>
<td>AT0102</td>
<td>Foundations of Chinese Medicine 2</td>
</tr>
<tr>
<td>AT0103</td>
<td>Diagnostic Skills of Chinese Medicine 1</td>
</tr>
<tr>
<td>AT0200</td>
<td>Diagnostic Skills of Chinese Medicine 2</td>
</tr>
</tbody>
</table>

The prerequisites for HT0322 Chinese Herbal Safety and Herb–Drug Interactions include human anatomy and physiology, microbiology, pathophysiology, pharmacology, and physical assessments. As a required course of the certificate program, if the non-AOM healthcare student is lacking any of these, AOMA does offer these classes on a regular basis in the master’s degree program.

Application Requirements
In order to enroll in the TCHM program, students must meet all of AOMA’s admissions requirements and must submit the following materials when applying for admission: a completed application form, official undergraduate and graduate transcripts, a personal statement describing the applicant’s interest in and aptitude for Oriental medical studies, a professional resume, two letters of recommendation, copies of any professional licenses or certificates, a copy of a valid driver’s license or passport, and a nonrefundable application fee of $75. All applicants for the TCHM program are required to conduct an admissions interview and are subject to the approval of the Admissions Committee.

Course Sequence
Course offerings and class times vary from term to term. Students must adhere to all co-requisites and prerequisites detailed in the Graduate Program Catalog, and therefore starting in a summer term is not advisable. All students in the herbal certificate program are required to meet with the transfer advisor to review prior coursework and determine placement within the herbal certificate program. The following is a list of courses available to students in the herbal certificate program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT0103</td>
<td>Chinese Herbology I</td>
</tr>
<tr>
<td>HL01</td>
<td>Chinese Herbal Studies Lab I</td>
</tr>
<tr>
<td>HT0201</td>
<td>Chinese Herbology II</td>
</tr>
<tr>
<td>HL02</td>
<td>Chinese Herbal Studies Lab II</td>
</tr>
<tr>
<td>HT0202</td>
<td>Chinese Herbology III</td>
</tr>
<tr>
<td>HL03</td>
<td>Chinese Herbal Studies Lab III</td>
</tr>
<tr>
<td>HT0200</td>
<td>Nutrition and Dietary Therapy</td>
</tr>
<tr>
<td>HT0300</td>
<td>Chinese Patent Herbal Medicine</td>
</tr>
<tr>
<td>HT0322</td>
<td>Chinese Herbal Safety and Herb-Drug Interaction</td>
</tr>
<tr>
<td>HT0203</td>
<td>Chinese Herbal Formulations I</td>
</tr>
<tr>
<td>HT0301</td>
<td>Chinese Herbal Formulations II</td>
</tr>
<tr>
<td>HT0311</td>
<td>Syndrome-based Herbs and Formulas</td>
</tr>
<tr>
<td>CL1xxH</td>
<td>Herb Clinic 1</td>
</tr>
<tr>
<td>CL1xxH</td>
<td>Herb Clinic 2</td>
</tr>
<tr>
<td>HT0302</td>
<td>Chinese Herbal Formulations III</td>
</tr>
<tr>
<td>HT0332</td>
<td>Chinese Herbal Treatment of Disease I</td>
</tr>
<tr>
<td>HT0333</td>
<td>Chinese Herbal Treatment of Disease II</td>
</tr>
<tr>
<td>CL1xxH</td>
<td>Herb Clinic 3</td>
</tr>
<tr>
<td>CL1xxH</td>
<td>Herb Clinic 4</td>
</tr>
<tr>
<td>HT0431</td>
<td>Chinese Herbal Treatment of Disease III</td>
</tr>
<tr>
<td>CL1xxH</td>
<td>Herb Clinic 5</td>
</tr>
<tr>
<td>CL1xxHD</td>
<td>Herbal Dispensary</td>
</tr>
</tbody>
</table>

Total Credits/Hours:
Didactic 39 credits/486 hours
Clinical 9 credits/216 hours
Track Total 48 credits/702 hours

TCHM Program Cost
Certificate-seeking students pay the same amount for courses as students enrolled in AOMA’s graduate program. Please see the section Tuition and Fees in the Graduate Program Catalog for more details. Eligibility for financial aid for this certificate program is dependent on each individual’s personal status. Please contact the director of financial aid.

TCHM Program Graduation Requirements
1. Completion of all didactic and clinical instruction listed below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese herbal studies</td>
<td>39</td>
<td>468</td>
</tr>
<tr>
<td>Herbal clinical internship</td>
<td>9</td>
<td>216</td>
</tr>
<tr>
<td>Grand total</td>
<td>48</td>
<td>684</td>
</tr>
</tbody>
</table>

2. Satisfactory conduct and professional clinical performance.
3. Fulfillment of all financial obligations, including return of all library materials.
INTRODUCTION TO CHINESE MEDICINE SERIES – NON-DEGREE OPTION

Purpose
The purpose of the Introduction to Chinese Medicine series is to provide the opportunity for students to learn about the fundamental aspects of traditional Chinese medicine.

Overview
Designed for people who are interested in learning the fundamentals of Chinese medicine without committing to a four-year graduate program, this series introduces the basic concepts, theories, and methods that underlie the practices of acupuncture and Chinese herbal medicine. While not enrolled in the degree program, students in the introductory series take courses alongside our master’s degree students, have access to the same high-quality education, and are held to the same classroom standards.

Students in the introductory series can receive credit for the courses they complete and, if they wish to do so at a future date, may apply for conversion to the full master’s degree program. Though the introductory series for non-degree-seeking students does provide a more in-depth understanding of Chinese medicine, it does not prepare students to be eligible for licensure as professional practitioners.

Application Requirements
To enroll in the introductory series, students must meet all of AOMA’s admissions requirements for traditional students and must submit the following application materials when applying for admission:

- Completed application form;
- Official transcript(s) sufficient to demonstrate meeting admissions requirements, sent directly from the original institution(s);
- Copy of a valid driver’s license or passport;
- Nonrefundable application fee of $25.

Matriculation from the introductory series into the graduate program is possible; however, students must submit to the admissions office an additional application fee of $50 and the remaining application materials required for the graduate program, including a personal statement describing the applicant’s interest in and aptitude for Oriental medical studies, a professional resume, two letters of recommendation, and copies of any professional licenses or certificates. All applicants for conversion must conduct an admissions interview before a final decision is released by the Admissions Committee.

Course Sequences
Students are able to take up to two courses simultaneously and must follow all co-requisites and prerequisites detailed in the Graduate Program Catalog. Course offerings and class times vary from term to term.

The following courses are available to non-degree-seeking students with previous, qualified coursework in anatomy and physiology. Students may take anatomy and physiology at AOMA as a pre- or co-requisite for any of the courses below as defined in the course information section of this catalog:

- AT0101 Foundations of Chinese Medicine 1
- AT0102 Foundations of Chinese Medicine 2
- CT111 Clinic Theater 1
- AT0111 Point Location and Meridian Theory 1
- AT0112 Point Location and Meridian Theory 2
- AT0113 Point Location and Meridian Theory 3
- AT0191 Meridian and Point Energetics 1
- AT0192 Meridian and Point Energetics 2
- AT0103 Diagnostic Skills of Chinese Medicine 1
- AT0200 Diagnostic Skills of Chinese Medicine 2
- WS0110 Biomedical Terminology

The following courses are available to non-degree seeking students who do not have previous coursework in anatomy and physiology.

- AT0101 Foundations of Chinese Medicine 1
- AT0102 Foundations of Chinese Medicine 2
- CT111 Clinic Theater 1
- AT0103 Diagnostic Skills of Chinese Medicine 1
- AT0200 Diagnostic Skills of Chinese Medicine 2
- ABQ01 Chinese Medical Qigong 1
- ABQ02 Chinese Medical Qigong 2
- ABQ03 Chinese Medical Qigong 3
- WS0110 Biomedical Terminology

Series Cost
Non-degree-seeking students pay the same tuition for courses as students enrolled in AOMA’s degree programs. Students in the Introduction to Chinese Medicine series are not eligible for federal financial aid.
ADMISSIONS
AOMA considers applicants who show a high level of personal integrity, clear intention, and an aptitude for Chinese medical education at the professional level. The MAcOM admissions criteria for traditional students are as follows:
• A bachelor’s degree or higher, or the equivalent, from a regionally accredited institution;
• Demonstrated scholastic achievement at the undergraduate level evidenced by a minimum grade point average of 2.5 in the last 60 hours of study;
• The capacity to model professional behaviors and provide patient-centered care.
The table below shows admissions requirements for consideration, as well as the application and items to submit for each of the programs.

INTERNATIONAL APPLICANTS
AOMA is certified with the Student Exchange Visitor Program (SEVP) and is authorized under federal law to enroll nonimmigrant students. In addition to meeting all admissions requirements for U.S. applicants, international applicants are required to submit additional documents. Applicants will be considered for admission upon submission of:
• All application materials required of U.S. applicants (see Admissions Criteria – Traditional Students)
• Official transcript(s), in English, for all previous academic work sent directly from the college(s) previously attended to AOMA’s admissions office
• Official transcript evaluation by a recognized provider of foreign academic credentialing services, mailed directly to the AOMA admissions office. A list of recognized credentialing service providers is available through the admissions office.
• Documentation of English language proficiency.
• Documentation of financial resources sufficient to demonstrate the ability to live and attend school in the United States for the first 12 months of study. Information about financial documentation is available through the admissions office.

English Language Proficiency
Applicants to AOMA who are international (non-immigrant) students from a non-English speaking foreign country, or who are U.S. permanent residents whose previous education was completed in a non-English speaking foreign country, are required to demonstrate English language proficiency. If the applicant does not meet the English proficiency requirements below, but is academically admissible, he or she may be considered for admission to AOMA.

TOEFL
Master’s and professional doctoral applicants must demonstrate proficiency with the English language through the submission of an original Test of English as a Foreign Language (TOEFL®) score report from Educational Testing Service (ETS®), documenting a score of at least 61 and 80, respectively, on the Internet-based test (iBT). Master’s and professional doctoral applicants taking the paper-based test must submit an original TOEFL score report documenting a score of at least 500 or 550 respectively. Master’s and clinical specialty doctoral (DOAOM) applicants must have a minimum iBT score of 26 for speaking and 22 for listening.

IELTS
As an alternative to submitting an official TOEFL score report, international applicants may instead demonstrate English language proficiency by submitting an official score report from IELTS, demonstrating a minimum score of 6.0.

Exemption from Examinations
Alternately, applicants may be exempt from the requirement to submit a TOEFL or IELTS score report if they have demonstrated English language proficiency through the completion of at least two years (60 semester credits/ 90 quarter credits) of baccalaureate-level education at an institution accredited by an agency recognized by the United States DOE, or from an equivalent English-language institution in another country.

MACOM TRANSFER STUDENTS FROM SCHOOLS OF ACUPUNCTURE AND ORIENTAL MEDICINE
Students attending an ACAOM-accredited or candidate school of acupuncture and Oriental medicine (or ACAOM-equivalent) at the master’s level and who meet AOMA’s admissions requirements for traditional students may apply for a transfer. Transfer students are subject to all of AOMA’s admission requirements in effect for traditional students at the time of admission. In addition, transfer students must have a minimum GPA of 2.75 in their previous acupuncture and Oriental medical studies to be considered for admission. A minimum of 35% of didactic credits and a minimum of 50% of clinical credits must be completed at AOMA. In order to graduate from AOMA, transfer students must successfully pass, with a score of 70% or better, all practical and written benchmark and exit exams.

Prior to beginning classes at AOMA, admitted transfer students may be required to sit for a proficiency exam. This exam is intended only to assess a student’s prior knowledge and to ensure proper placement within the AOMA curriculum. The results of this exam will have no bearing on a student’s admission.

Exception to Admissions Criteria for Transfer Master’s-Level Students from Schools of Acupuncture and Oriental Medicine
Transfer students may be admitted to AOMA under the following criteria, provided they have demonstrated an aptitude for professional study of acupuncture and Oriental medicine. All students admitted under this exception may be required to complete additional coursework in order to gain the necessary proficiencies to advance in the program.
• For MAcOM applicants, completion of a minimum of 60 baccalaureate-level semester credits (90 quarter credits) from a regionally accredited institution with a minimum overall GPA of 2.5. The 60 credits must include at least 30 credits of general education courses drawn from the areas described above (please see Exception to Admissions Criteria for Traditional Students). DAcOM applicants must have a minimum of 90 baccalaureate-level semester credits.
• Completion of at least one academic year (minimum 30 semester credits/45 quarter credits) of acupuncture and Oriental medicine studies at an ACAOM-accredited or candidate institution with a minimum GPA of 2.75.
Transfer Credits
Transfer credits for acupuncture and Oriental medicine courses and clinic credits are accepted only from ACAOM-accredited or candidate schools. Other coursework, such as biomedical courses, may come from ACAOM-accredited or candidate schools, or regionally accredited institutions. Official transcripts of all previously completed work must be submitted to the admissions office as part of the application. Transcripts will be reviewed and credits will be awarded at AOMA’s discretion. Many factors are taken into consideration when granting transfer credits, including, but not limited to: the school where credit was originally earned, length and content of the original course, original course requirements, the length of time since work was completed, and grade received. After thorough transcript evaluation, AOMA will determine whether the subject matter of the course(s) previously taken is substantially the same as the subject matter of any course(s) contained in the student’s eligible program of study at AOMA. For all such courses, AOMA will grant the student transfer credit.

Master’s-level courses and internship are applied towards the DAOM. Graduates of master of acupuncture and Oriental medicine programs from AOMA prior to the 2011–2012 catalog or from other institutions who seek admission into the DAOM will not need to complete the following MAcOM items: 1) master’s-level portfolio, 2) exit exam, 3) clinical practical exams, and 4) the four competency exams. Master’s-level competency credits applied toward the DAOM cannot exceed the total credits of AOMA’s current MAcOM degree. Transfer credit may only be awarded for coursework at the doctoral level that supports the program’s objectives and meets the standards for completion of the program, and these credits must come from an accredited institution or its international equivalent. The DAOM program may accept transfer credit for prior coursework that AOMA judges to be equivalent to its requirements for graduation from the DAOM. Transfer credit awarded by AOMA shall be no more than one-third (33%) of the credits of the DAOM program or the DAOM bridge track.

DAOM TO DACOM CONVERSION
Clinical specialty doctoral students who wish to change to the professional doctorate (DAOM to DACOM) may apply to convert provided they have demonstrated scholastic achievement at the graduate level, evidenced by a minimum cumulative grade point average of 3.0 in the DAOM program. To apply, such students need to complete an application form, request the registrar provide admissions with an AOMA transcript, and submit an updated resume or CV, updated acupuncture license or diplomate status, and a copy of the student’s current driver’s license or passport.

ADMISSIONS DEADLINES: 2017–2018 COHORTS

Summer 2017 – Master’s and Doctoral Programs
- June 1, 2017: International application deadline
- June 26, 2017: Priority application deadline
- July 19, 2017: First doctoral day of classes
- July 21 & 24: MAcOM new student orientation
- July 24: First master’s day of classes

Fall 2017 – Master’s and Professional Doctorate* Programs
- June 26, 2017: International application deadline
- August 28, 2017: Priority application deadline
- September 20, 2017: First doctoral day of classes
- September 22 & 25: MAcOM new student orientation
- September 25: First master’s day of classes

Winter 2018 – Master’s and Doctoral Programs
- October 16, 2017: International application deadline
- November 11, 2017: Priority application deadline
- January 3, 2018: First doctoral day of classes
- January 5 & 8: MAcOM new student orientation
- January 8: First master’s day of classes

Spring 2018 – Transfers and Professional Doctorate* Programs
- March 19, 2018: Priority application deadline
- April 11, 2018: First doctoral day of classes
- April 13 & 16: MAcOM new student orientation
- April 16: First master’s day of classes

Summer 2018 – Master’s and Doctoral Programs
- April 30, 2018: International application deadline
- June 25, 2018: Priority application deadline
- July 18, 2018: First doctoral day of classes
- July 20 & 23: MAcOM new student orientation
- July 23: First master’s day of classes

Fall 2018 – Master’s and Professional Doctorate* Programs
- June 25, 2018: International application deadline
- August 27, 2018: Priority application deadline
- September 19, 2018: First doctoral day of classes
- September 21 & 24: MAcOM new student orientation
- September 24: First master’s day of classes

Winter 2019 – Master’s and Doctoral Programs – Tentative Dates
- October 8, 2018: International application deadline
- December 10, 2018: Priority application deadline
- January 2, 2019: First doctoral day of classes
- January 4 & 7: MAcOM new student orientation
- January 7, 2019: First master’s day of classes

* A soft start for the professional doctorate is available for transfer students, students in AOMA’s master’s program, and bridge track students. A soft start is a reduced load in the first term and is dependent on offerings and student choices. Academic advising is required prior to a soft-start enrollment.

ACCEPTANCE
Completed applications will be evaluated by the admissions department. After this initial evaluation, applicants may be granted an admissions interview. A final evaluation will be carried out by the Admissions Committee. Acceptance or rejection is typically communicated within two weeks of completion of the admissions interview. Applicants are encouraged to apply well in advance of their preferred entry date.
### Admissions Requirements and Materials

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Master’s (MAcOM)</th>
<th>Professional Doctorate (DAcOM)</th>
<th>Clinical Specialty Doctorate (DAOM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A bachelor’s degree or higher, or the equivalent, from a regionally accredited or candidate institution. (Please also see the Exception for Traditional students).</td>
<td>• Demonstrated scholastic achievement at the undergraduate level, evidenced by a minimum grade point average of 3.0 in the last 60 hours of study.</td>
<td>• A master’s degree from an ACAOM-accredited program in acupuncture and Oriental medicine or foreign equivalent.</td>
<td>• Demonstrated scholastic achievement at the graduate level, evidenced by a minimum cumulative GPA of 3.0 in the master’s program.</td>
</tr>
<tr>
<td>• Demonstrated scholastic achievement at the undergraduate level, evidenced by a minimum grade point average of 2.5 in the last 60 hours of study.</td>
<td>• Graduates or students already enrolled in the master’s program must demonstrate capacity for graduate-level work by maintaining a 3.0 GPA or better in the master’s program.</td>
<td>• The capacity to practice professional behaviors and provide patient-centered care.</td>
<td>• The capacity to practice professional behaviors and provide patient-centered care.</td>
</tr>
<tr>
<td>• The capacity to practice professional behaviors and provide patient-centered care.</td>
<td>• Complete a course each in chemistry, biology, and psychology from a regionally accredited or ACAOM-accredited institution and provide proof on an official transcript.</td>
<td>• AOMA may consider DAOM applicants who do not meet the above criteria but otherwise possess an ACAOM-accredited or candidate degree, or its equivalent, and are either an experienced practitioner or a candidate with particular educational deficiencies. Special admissions will be evaluated on a case-by-case basis.</td>
<td>• AOMA may consider DAOM applicants who do not meet the above criteria but otherwise possess an ACAOM-accredited or candidate degree, or its equivalent, and are either an experienced practitioner or a candidate with particular educational deficiencies. Special admissions will be evaluated on a case-by-case basis.</td>
</tr>
</tbody>
</table>

### Application Items to Submit

All applicants who meet the admissions requirements will be considered for admission upon submission of:

- Completed application form (online).
- Official college transcript(s) sent directly from all of the college(s) previously attended to AOMA’s admissions office.
- Current resume or CV outlining educational and professional development.
- Two letters of reference sent directly to AOMA from professionals, instructors, and/or employers who know the applicant and the applicant’s skills and ability to perform doctoral-level studies.
- Copies of any professional licenses or certificates.
- Copy of driver’s license or passport.
- Nonrefundable application fee of $75.*
- For the DAcOM bridge track and the DAOM, applicants must demonstrate ability to write professionally and scholarly by submitting an academic paper. Guidelines and grading rubric are available upon request.

* Current AOMA students and alumni receive a discounted application fee of $35.

### Additional Items

<table>
<thead>
<tr>
<th>Personal Statement</th>
<th>Master’s (MAcOM)</th>
<th>Professional Doctorate (DAcOM)</th>
<th>Clinical Specialty Doctorate (DAOM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal statement of no fewer than 350 words to include:</td>
<td>A. Master’s and professional doctorate: Personal statement of no fewer than 500 words to include:</td>
<td>A. Master’s and professional doctorate: Personal statement of no fewer than 500 words to include:</td>
<td>A. Master’s and professional doctorate: Personal statement addressing the following criteria:</td>
</tr>
<tr>
<td>Reasons for embarking on this course of study at this school, and demonstration of a keen desire to study Chinese medicine.</td>
<td>Reasons for embarking on this course of study at this school, and demonstration of a keen desire to study Chinese medicine.</td>
<td>Reasons for embarking on this course of study at this school, and demonstration of a keen desire to study Chinese medicine.</td>
<td>A. No fewer than 250 words to include:</td>
</tr>
<tr>
<td>Your understanding of the meaning of integrative medicine.</td>
<td>Your understanding of the meaning of integrative medicine.</td>
<td>Your understanding of the meaning of integrative medicine.</td>
<td>• Description of the most difficult interaction or communication in your professional career.</td>
</tr>
<tr>
<td>Proof of an understanding of the major commitment of time, finances, and personal dedication necessary for a successful academic career.</td>
<td>Proof of an understanding of the major commitment of time, finances, and personal dedication necessary for a successful academic career.</td>
<td>Proof of an understanding of the major commitment of time, finances, and personal dedication necessary for a successful academic career.</td>
<td>• Explanation of how you approached this difficult interaction and how the situation was resolved.</td>
</tr>
<tr>
<td>Preparation for transition to graduate school and/or relocation to Austin.</td>
<td>Preparation for transition to graduate school and/or relocation to Austin.</td>
<td>Preparation for transition to graduate school and/or relocation to Austin.</td>
<td>• Description of how the interaction influenced your approach to difficult situations.</td>
</tr>
<tr>
<td>Career plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b. Bridge Track: Personal statement of no fewer than 500 words to include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons for pursuing doctoral-level work at this school.</td>
<td>Reasons for pursuing doctoral-level work at this school.</td>
<td>Reasons for pursuing doctoral-level work at this school.</td>
<td>B. No fewer than 250 words to include:</td>
</tr>
<tr>
<td>Your understanding of the meaning of integrative medicine.</td>
<td>Your understanding of the meaning of integrative medicine.</td>
<td>Your understanding of the meaning of integrative medicine.</td>
<td>• Your understanding of the meaning of integrative medicine.</td>
</tr>
<tr>
<td>Your interest in collaborative patient care and how you envision achieving it.</td>
<td>Your interest in collaborative patient care and how you envision achieving it.</td>
<td>Your interest in collaborative patient care and how you envision achieving it.</td>
<td>• Evidence of interest in the clinical specialty area.</td>
</tr>
<tr>
<td>Description of your plans for future scholarly work, professional development, and leadership in the field of Chinese medicine.</td>
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<td>• Description of plans for future scholarly work, professional development, and leadership in the field of Chinese medicine.</td>
</tr>
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</table>

### Enrollment Deposit

<table>
<thead>
<tr>
<th>Additional Items</th>
<th>Master’s (MAcOM)</th>
<th>Professional Doctorate (DAcOM)</th>
<th>Clinical Specialty Doctorate (DAOM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>After acceptance, for master’s and certificate programs there is a non-refundable $250 new student enrollment deposit that is applied to the first term’s tuition upon commencing classes.</td>
<td>After acceptance, for doctoral programs there is a non-refundable $500 new student enrollment deposit that is applied to the first term’s tuition upon commencing classes.</td>
<td>After acceptance, for doctoral programs there is a non-refundable $500 new student enrollment deposit that is applied to the first term’s tuition upon commencing classes.</td>
<td>* Current AOMA students and alumni receive a discounted deposit fee – contact the admissions office for details</td>
</tr>
</tbody>
</table>

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27
AOMA maintains several manuals that detail the institution’s policies and procedures as they relate to students: Student & Clinic Manual, Financial Aid Manual, Externship Manual, Safety & Security Manual, and General Policies Manual. These manuals may be downloaded from AOMA’s website. Students are expected to be familiar with and abide by the policies and procedures outlined in the Manuals. The most current versions apply to all students. The following policies, described here in brief, are fully outlined in the Manuals.

**GRADING**
AOMA’s grading structure utilizes both a letter grade and a pass/fail system to record a student’s competency. In the pass/fail grading system, a passing grade indicates that the student has achieved at least the minimum requirements and 70% competency of the course material. While 70% is passing in any single course, doctoral students are expected to maintain an overall grade point average (GPA) of 3.0 in doctoral course material. A failing grade indicates that the student has not met the minimum requirements and has not achieved at least 70% (master’s) or 80% (doctoral) competency of the course material. Although a doctoral student can pass a class with a 70%, the student’s overall GPA must be a 3.0 or higher.

AOMA’s grading system is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Grade</th>
<th>Grade Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90–100%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80–89%</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>70–79%</td>
</tr>
<tr>
<td>(unsatisfactory GPA for doctoral-level work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>69% and below</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal with passing grade</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with failing grade</td>
<td>0.0</td>
</tr>
<tr>
<td>T</td>
<td>Credit by transfer</td>
<td></td>
</tr>
<tr>
<td>CBE</td>
<td>Credit by examination</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit (no credit for course)</td>
<td></td>
</tr>
</tbody>
</table>

All students must receive a grade of at least 70% to receive credit for a course and to continue to the subsequent course in a series. Official transcripts of the student’s completed coursework are maintained in the office of the registrar.

**Academic Standing, Probation, and Suspension**
A MACOM student must maintain a grade point average (GPA) of at least 2.0 in all classes to be considered in good academic standing and to be eligible for graduation. Any class in which a grade lower than a C is earned must be repeated for credit when the course is next offered. Please refer to the Financial Aid Manual for regulations regarding how course repeats affect financial aid.

A master’s student who seeks admission into the DAcOM program must maintain a cumulative GPA of at least 3.0 to be considered in good academic standing and to be eligible for full admission to the DAcOM. Doctoral students must maintain a cumulative GPA of 3.0 to be considered in good academic standing and eligible for graduation. Any failed class (below 70%) must be remediated or repeated for credit. Please refer to the General Policies Manual for full policy details on academic standing, probation, and suspension, and to the Financial Aid Manual for requirements regarding satisfactory academic progress and federal financial aid.

**Satisfactory Academic Progress**
In order to receive federal financial aid, all students must maintain satisfactory academic progress (SAP) (both qualitatively and quantitatively) in addition to meeting all GPA requirements for good academic standing. The full Satisfactory Academic Progress policy, including information for appealing a decision, is included in the Financial Aid Manual.

**CONTINUOUS ENROLLMENT AND ATTENDANCE**
Students are expected to register and attend classes continuously each term until they complete the program, unless they have withdrawn for the term in accordance with procedures as outlined in the Student & Clinic Manual. Failure to complete appropriate withdrawal paperwork will result in the student being placed in administrative withdrawn status. For the complete Attendance policy, please refer to the current version of the General Policies Manual.

**STUDENT CONDUCT**
AOMA has a clear responsibility in the area of student professional conduct to protect and promote the pursuit of its mission. Information regarding the student code of conduct, professionalism policy, student rights to due process, and student freedom from discrimination and harassment can be found in the Student & Clinic Manual and General Policies Manual.

**STUDENT IMMUNIZATION REQUIREMENT**
AOMA complies with Texas Senate Bill 1107 and the subsequent Senate Bill 62, establishing the requirement for entering students to receive a vaccination for bacterial meningitis or to meet certain criteria for declining said vaccination. All entering students who are age 21 years or younger, including those who have taken a semester or more away from school, must submit proof of current vaccination for bacterial meningitis ten days before the first day of classes. Please see the Student & Clinic Manual for further details, including specific exemptions permitted by the laws and regulations of the State of Texas. Certain off-campus non-AOMA clinical rotations may require other immunizations as specified by those sites.

**ADA COMPLIANCE**
It is the policy of AOMA to provide equal access and opportunity to employees, applicants, students, and otherwise qualified persons with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008. AOMA prohibits discrimination on the basis of disability in all aspects of the application process and the employment relationship.

**CAMPUS COMMUNICATIONS**
Administrative staff communicates with students via email, campus bulletin boards, and CAMS Enterprise, a campus-wide software system. Through CAMS, students have access to grades, transcripts, class notes, and course syllabi, and may communicate with faculty through a secure portal. Students must maintain an email address for official campus communications. An emergency alert system maintained by the institution also requires contact information to be kept current.
CONTINUING EDUCATION (CE)

Doctoral courses may be accepted as continuing education units (CEUs) for NCCAOM. Periodically, AOMA will submit doctoral coursework to the Texas Acupuncture Board (TAB) and the California Acupuncture Board (CAB) in order that content be approved for CE hours. While the continuing education department at AOMA will make every effort to ensure that doctoral students are offered the opportunity to gain CE credit with TAB and CAB as a part of the doctoral coursework, students are responsible for the completion of their continuing education requirements. Students holding licenses in other states are encouraged to contact the continuing education department for information on how to meet their particular licensing requirements.

DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM

AOMA has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Full details of this policy are included in the Safety & Security Manual.

COPYRIGHTED MATERIAL

In accordance with the Higher Education Opportunity Act (signed into law August 2008), AOMA has adopted a policy regarding use of copyrighted material, which applies to faculty, staff, and students. Full details of this policy are included in the General Policies Manual.

FAIRNESS PROCESS

AOMA encourages honest communication among all members of the community. When difficulties arise, the normal, first-line process is to go directly to the individual who is responsible for the concern. Should the difficulty persist, a student may arrange a meeting with the dean of students, the vice president of academics, or the director of student services and professional growth. Please refer to the grievance policies in the General Policies Manual.

WRITTEN STUDENT COMPLAINTS

Formal written complaints should use the process outlined in the General Policies Manual.

PRIVACY OF RECORDS

AOMA complies with the rules set forth by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This law protects the privacy of student educational records. The privacy of student health records is protected in accordance with the Health Insurance Portability and Accountability Act (HIPAA). AOMA also complies with the Gramm-Leach-Bliley Act (GLBA) Safeguards Rule. This law protects the security and confidentiality of consumers’ personal financial information. Complete information regarding AOMA’s privacy policies can be found in the General Policies Manual.

WITHDRAWAL FROM THE PROGRAM

If a situation occurs wherein a student must take a leave from his or her studies, a student may withdraw from his or her registered courses for the term by submitting a withdrawal request form to the registrar. It is recommended that a MAcOM student meet with an academic advisor, and a doctoral student meet with the doctoral program director of the student’s program, prior to submitting this form in order to anticipate how the leave will impact the remainder of the coursework.

A student that withdraws must be registered and completing required coursework in the same term that he or she was last enrolled in the subsequent year. Example: a student that withdraws in the middle of the winter term must be enrolled and actively completing programmatic requirements in the next winter academic term. If a student does not register for courses within this time, he or she will be administratively withdrawn from the program. Any student in withdrawn status wishing to re-enroll must complete the formal application process and meet all requirements for admission and graduation that are in place at the time of the readmission. Please see Tuition and Fees for withdrawal refunds.

TUITION AND FEES

AOMA intends to provide a high-quality education at a reasonable cost to students.

Tuition

$326 per credit for master’s clinical and didactic coursework
$433 per credit for doctoral clinical and didactic coursework

Program Costs

The total cost of tuition for the complete MAcOM program is approximately $66,341. The additional amount of tuition and fees for the DAcOM 39.5 credits is approximately $17,104. Additional costs will be incurred if a student takes more than four terms to complete the required work. The total cost for tuition for the complete DAOM program is approximately $32,042. AOMA reserves the right to make tuition adjustments of 4–8% per year that reflect changes in the cost of living and cost of education, subject to governing board approval.

Program Related Fees

Application fee, nonrefundable* $75
Deposit* (MAcOM) $250
Deposit* (international student) $500
Deposit* (DAcOM, DAcOM) $500
Facility fee (per term) $85
Part-time surcharge (fewer than 12 credits per term, excluding summer term) $20
Practicum insurance (per term)** $95
Clinic practical examination $40
MAcOM graduation $125
Doctoral graduation $175

Other Fees

Add/drop – Didactic courses, clinic observation, and clinic theater (after no-charge period) $30
Add/drop – Intern clinics (after no-charge period) $60
Make-up exam $40
Audit $25/credit
Returned check $25
Additional diploma $40
Official transcript $15
Tuition payment plan fee*** $50/term
Late monthly payment fee*** $25
Late tuition payment fee 1% of unpaid balance, added monthly
Student ID and badge replacement $5
Student ID and badge rush replacement $10

* Discounts for application fee and/or deposit may be available for current students and alumni.
** Practicums insurance covers the student throughout his or her clinical and techniques education at AOMA. This is an estimated cost and may vary slightly from year to year.
*** The tuition payment plan and late monthly payment fees are for those students paying tuition on a monthly payment plan only. The late monthly payment fee is assessed if monthly payments are more than five days late.
Tuition Payment Plan
A per-term payment plan for tuition is available upon approval of the senior director of finance at a fee of $50 per term. The following lists the fees associated with paying tuition via a scheduled payment plan.

Tuition payment plan fee $50
Payments made within five business days of due date No fee
Payments made after five days past due date $25

Miscellaneous Costs
In addition to tuition, there are a number of other expenses that students should anticipate, including textbooks, an herbal sample kit, and clinical tools such as stethoscopes and needles. The cost of books and clinical supplies varies per term. Estimated costs for books and supplies are approximately $1,000 per year.

Add/Drop Fees
The free period for adding/dropping begins with online registration each term and extends two weeks after clinical internship registration. Please refer to the official dates, as posted in the academic calendar. After this period, the following fees will be applied:

Add/drop didactic, clinic observation, and clinic theater $30
Add/drop all intern clinics $60

Students must see an academic advisor or program director to drop classes or clinics after the free add/drop period. For additional information about adding and dropping, see the Student & Clinic Manual.

Refunds for Dropping Classes and Clinics
The following is the tuition refund schedule for students who wish to make changes to their term schedule after the conclusion of the free add/drop period.

Master's Program, Traditional Chinese Herbal Certificate Program, or the Introduction to Chinese Medicine Series Refund Schedule
Through the end of the first week of the term: 100% tuition refund*
Through the end of the second week of the term: 75% tuition refund*
Through the end of the third week of the term: 25% tuition refund*
Through the end of the fourth week of the term: No refund

Doctoral Programs Refund Schedule
Before the beginning of term (first residency week): 100% tuition refund*
Within first three days of the first residency week: 75% tuition refund*
During day four and five of the first residency week: 50% tuition refund*
After day five of the first residency week: No refund

* The applicable drop fee will be charged.

For the full refund policy, see the General Policies Manual.

Refunds for Withdrawing from a Program
The following is the tuition refund schedule for students who wish to withdraw from the program. If the student is on a payment plan, the student will be held responsible for money owed at the time of withdrawal. If any unearned financial aid funds need to be returned, the withdrawal may result in an outstanding balance due. There is no refund of the new student enrollment deposit.

Tuition Payment Plan Fee
The applicable drop fee will be charged.

After this period, the following fees will be applied:

After day five of the first residency week:
Add/drop didactic, clinic observation, and clinic theater $30
Add/drop all intern clinics $60

Students must see an academic advisor or program director to drop classes or clinics after the free add/drop period. For additional information about adding and dropping, see the Student & Clinic Manual.

Refunds for Dropping Classes and Clinics
The following is the tuition refund schedule for students who wish to make changes to their term schedule after the conclusion of the free add/drop period.

Master's Program, Traditional Chinese Herbal Certificate Program, or the Introduction to Chinese Medicine Series Refund Schedule
Through the end of the first week of the term: 100% tuition refund, less $100 fee
Through the end of the second week of the term: 75% tuition refund
Through the end of the third week of the term: 50% tuition refund
Through the end of the fourth week of the term: No refund

Doctoral Programs Refund Schedule
Withdrawal before the beginning of the term (first residency week): 100% tuition refund, less $100 fee
Withdrawal within first three days of the first residency week: 75% refund
Withdrawal during day four and five of the first residency week: 50% refund
Withdrawal after day five of the first residency week: No refund

FINANCIAL AID
Federal Student Loans
AOMA’s Master of Acupuncture and Oriental Medicine program, professional Doctor of Acupuncture and Oriental Medicine, clinical specialty Doctor of Acupuncture and Oriental Medicine, and Traditional Chinese Herbal Medicine certificate programs are approved by the U.S. Department of Education to participate in the Title IV Federal Student Aid Program. Students may be eligible for Federal Direct Unsubsidized Loans, Federal Work Study, and Direct Graduate PLUS loans. Students may contact the financial aid office for information.

Veterans’ Administration Educational Benefits
AOMA is an institution of higher learning for veterans with approved educational benefits through the Veteran’s Administration. Students may contact the financial aid office for more information.

TWC Vocational Rehabilitation Services
AOMA is an active vendor with the Texas Workforce Commission Vocational Rehabilitation Services, formerly known as the Texas DARS program. This allows students with disabilities to advance their postsecondary education through funding by this program. Students may contact the financial aid office for more information.

Scholarships
AOMA awards scholarships annually. In addition to the annual scholarships described below, there are a few outside national scholarships available each year to all students of Oriental medicine. AOMA maintains a list of available scholarships on its website. Scholarships awarded by AOMA are listed below.

President’s Award
This scholarship is awarded by AOMA’s president to a currently enrolled AOMA student in good academic standing. The president seeks to support AOMA students who contribute to the professional community of Chinese medicine through leadership and/or publication.

AOMA Scholarship
The AOMA Scholarship was created from the Alumni Association scholarship fund for students who demonstrate academic excellence and exceptional promise in the field and show evidence of financial need.

Golden Flower Chinese Herbs Scholarship
Golden Flower has traditionally provided AOMA with a generous scholarship fund for students who demonstrate academic excellence and financial need. AOMA reserves the right to withhold the transcripts or diploma for any student or graduate with an outstanding balance or unreturned library books and/or other AOMA property.

All tuition is due by the end of the first week of the term unless arrangements for payment are made with the finance office prior to the end of week one.
PROGRAM DISCLOSURES

Normal-Time Completion Rate

Master of Acupuncture and Oriental Medicine (MAcOM)

Of the AOMA students who graduated between July 1, 2015, and June 30, 2016, 77% completed the MAcOM program within four years and three months. The program can be completed at an accelerated pace of three years and three months, or a full-time pace of four years and three months. A small percentage of AOMA students complete the program at a part-time pace, graduating in six years.

Professional Doctor of Acupuncture and Oriental Medicine (DAcOM)

The DAcOM program commenced in July 2016. The expected normal completion time of the entire professional doctorate is five years and nine months, and 18 months for the bridge track. Information about the normal-time of completion will become available upon completion of the initial cohort of students in this program.

Clinical-Specialty Doctor of Acupuncture and Oriental Medicine (DAOM)

The normal completion time of the DAOM is approximately three years, with the first two years dedicated to classes and internship in-residence, and up to two more years dedicated to research and externship. From July 1, 2015 and June 30, 2016, 17% of students completed the Doctor of Acupuncture and Oriental Medicine program within three years.

Traditional Chinese Herbal Medicine Certificate (TCHM)

The TCHM was approved for Title IV in early 2016. Information about normal completion time, median loan debt, and placement rate will become available upon completion of the first cohort of students.

Median Loan Debt

The debt information per program includes the median Title IV loan debt over the course of enrollment in the program. AOMA encourages students to work while enrolled. AOMA also encourages students to become knowledgeable of their Title IV loan debt obligation and repayment options upon graduating or ceasing their enrollment. Financial literacy is available at the financial aid department before, throughout, and at the end of a student’s enrollment in a program.

Master of Acupuncture and Oriental Medicine (MAcOM)

For AOMA students who graduated between July 1, 2015, and June 30, 2016, the median Title IV loan debt was $77,401.

Professional Doctor of Acupuncture and Oriental Medicine (DAcOM)

The DAcOM commenced in July 2016. Information about the median loan debt will become available upon completion of the initial cohort of students in this program.

Clinical-Specialty Doctor of Acupuncture and Oriental Medicine (DAOM)

For AOMA students who graduated between July 1, 2015 and June 30, 2016, the median Title IV loan debt was $30,750.

Traditional Chinese Herbal Medicine Certificate (THCM)

The TCHM program was approved for Title IV in early 2016. Information about median loan debt will become available upon completion of the corresponding cohort of students.

Occupation

The U.S. Department of Labor maintains a Standard Occupational Classification (SOC) system. According to its Bureau of Labor Statistics, AOMA prepares students to work in the field as acupuncturists, Standard Occupational Classification #29-1199.01.
Course Descriptions

THIS SECTION

MAcOM Acupuncture Studies and Chinese Medicine Fundamentals 34
Asian Bodywork Therapy 36
Mind–Body Studies 36
Herbal Studies 37
Biomedical Sciences 39
MAcOM Integral Studies 40
MAcOM Clinical Internship 41
Doctoral Core Courses 42
Specialty of Practice Curriculum 42
Inquiry Curriculum 44
Professionalism & Leadership Curriculum 44
DAcOM-Specific Coursework 45
Doctoral Advanced Clinical Practice 45
The following pages contain comprehensive listings of the master’s and doctoral courses offered within the AOMA curriculum. Within the five academic departments, the MAcOM courses have been organized from basic to advanced. The doctoral courses are listed according to the divisions of specialty of practice, inquiry, professionalism and leadership, and clinical practice. For each course, the course number and name are listed, along with all co- and prerequisite courses. A key to the number of didactic, practical and clinical hours, and quarter credits for each course is listed below the course number.

Keys can be read in the following manner:
Didactic hours/practical hours/clinical hours/quarter credits.

Credit Hours
Each didactic quarter credit is equivalent to 12 hours of in-class instruction. Each clinical internship quarter credit is equivalent to 24 hours of instruction. Each clinical externship quarter credit is equivalent to 36 hours of instruction. Certain didactic courses may be taken by directed study, provided all the criteria outlined in the Student & Clinic Manual have been met. No more than nine quarter credits may be earned by directed study in the MAcOM program. In the DAcOM program, 12 credits may be earned by directed study under the honors concentration elective track.

Terms Offered
The terms in which a course is typically offered are listed in each course description. It is important to note that course offerings may vary from term to term and may not necessarily adhere to the schedules listed below. Students are encouraged to meet with an academic advisor each term, prior to registration.

MAcOM students and graduates of master of acupuncture and Oriental medicine programs applying for the DAcOM program must have official undergraduate transcripts detailing credit for biology, chemistry, and psychology. These three courses may be completed at AOMA while doing degree coursework, provided the course prerequisite and co-requisite structure is adhered to. Alternatively, equivalent courses may be taken for credit at regionally accredited or ACAOM-accredited institutions and proof provided on official transcripts. The following courses at AOMA fulfill this requirement: WS0104 Medical Biology, WS0105 Medical Biochemistry, and PT0101 Psychology and Clinical Communications.

### MACOM ACUPUNCTURE STUDIES AND CHINESE MEDICINE FUNDAMENTALS

The foundations and diagnostic skills of traditional Chinese medicine are the cornerstone of Chinese medical science. This theoretical system forms the basis for clinical practice. The well rounded and comprehensive acupuncture curriculum builds on these fundamentals, creating a strong foundation for other didactic instruction and for clinical internship.

#### AT0100 Introduction to Palpation

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<th>Code</th>
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<th>Terms Offered</th>
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<tbody>
<tr>
<td>AT0100</td>
<td>Introduction to Palpation</td>
<td>None</td>
<td>Fall, Winter</td>
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The principle focus of this course is to introduce and develop palpation skills necessary for anatomical location, point location, assessment, and ultimately clinical practice. In addition, this course develops the novice’s ability to feel qi sensations through basic awareness and qigong exercises, to cultivate awareness of self and others, to attune to psychosocial cultures around touch, and to gain permission to touch through verbal and non-verbal cues. These skills will continue to develop throughout the program in courses on point location, needling techniques, Asian bodywork, anatomy, and physical assessment, and throughout clinical practice.

#### AT0101 Foundations of Chinese Medicine I

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<th>Title</th>
<th>Prereq.</th>
<th>Terms Offered</th>
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</thead>
<tbody>
<tr>
<td>AT0101</td>
<td>Foundations of Chinese Medicine I</td>
<td>None</td>
<td>Summer, Fall, Winter</td>
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</table>

An introductory course providing in-depth study of the philosophy and theories fundamental to traditional Chinese medicine (TCM), including the essential principles of yin and yang, Dao, five elements, and zangfu organ systems. Chinese medical history as it relates to the various traditions in acupuncture and Oriental medicine will be covered, as well as historical and professional trends in acupuncture and Oriental medicine.

#### AT0102 Foundations of Chinese Medicine II

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<th>Title</th>
<th>Prereq.</th>
<th>Terms Offered</th>
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<tbody>
<tr>
<td>AT0102</td>
<td>Foundations of Chinese Medicine II</td>
<td>AT0101</td>
<td>Fall, Winter, Spring</td>
</tr>
</tbody>
</table>

This course builds upon AT0101 with an emphasis on the production and function of body substances (energy, blood, body fluid, essence, spirit) and the related internal organ systems, as well as etiology and pathology, sources of pathogens, and mechanisms of illness, with an introduction to the channel system.

#### AT0103 Diagnostic Skills of Chinese Medicine I

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<th>Prereq.</th>
<th>Terms Offered</th>
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<tbody>
<tr>
<td>AT0103</td>
<td>Diagnostic Skills of Chinese Medicine I</td>
<td>AT0102</td>
<td>Winter, Spring, Summer</td>
</tr>
</tbody>
</table>

This is the first of two courses providing in-depth study and practical application of the four diagnoses with an emphasis on tongue and pulse evaluation, diagnosis, and basic pattern differentiation.

#### AT0200 Diagnostic Skills of Chinese Medicine II

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<th>Code</th>
<th>Title</th>
<th>Prereq.</th>
<th>Terms Offered</th>
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</thead>
<tbody>
<tr>
<td>AT0200</td>
<td>Diagnostic Skills of Chinese Medicine II</td>
<td>AT0103</td>
<td>Spring, Summer, Fall</td>
</tr>
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</table>

Second course emphasizing full differential diagnosis of syndromes, including zangfu, eight principles, six stages, four levels, san jiao, and microsystems, with a focus on case studies.

#### AT0111 Point Location and Meridian Theory I

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Co-req.</th>
<th>Terms Offered</th>
</tr>
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<tbody>
<tr>
<td>AT0111</td>
<td>Point Location and Meridian Theory I</td>
<td>AT0100, AT0101, WS0101</td>
<td>Fall, Winter</td>
</tr>
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</table>

First of three courses on the distribution and functions of the network of channels and collaterals, categories of special points, body landmarks, point locating methods, and basic needling methods. Includes practice of physical point location. First course covers points on the lung, large intestine, stomach, spleen, and heart channels.
AT0112  Point Location and Meridian Theory 2  
24/12/0/3  Prereq.: AT0111  
Co-req.: AT0102  
Terms Offered: Winter, Spring  
Second course in the series covering the points and channels of small intestine, urinary bladder, kidney, pericardium, sanjiao, and gall bladder.  

AT0113  Point Location and Meridian Theory 3  
24/12/0/3  Prereq.: AT0111  
Terms Offered: Spring, Fall  
Final course in the series covering the points and channels of gall bladder (continued), liver, du/governing, ren/conception, and the other extraordinary channels, commonly used extra points, and point location comparisons.  

AT0131  Acupuncture Techniques 1  
24/12/0/3  Co-req.: AT0100, AT0101, AT0111, WS0101  
Terms Offered: Fall, Winter  
First of two introductory practical courses providing basic techniques of needling, including the angle, depth, manipulation, and withdrawal of needles, and bu/tonification and xie/sedation. Covers the treatment of acute and chronic conditions, first aid, management of adverse reactions, prevention and treatment of acupuncture accidents, infection control, safety issues, sterilization procedures, CNT, OSHA, and HIPAA protocols.  

AT0132  Acupuncture Techniques 2  
24/12/0/3  Prereq.: AT0131  
Co-req.: AT0211, WS0103, WS0311  
Terms Offered: Fall, Winter  
The second of two introductory practical courses providing basic techniques of needling, moxibustion, cupping, and other special acupuncture techniques, such as cutaneous needling, three-edge needling, electric needling, and guasha. Students are advised to take this course in the term prior to beginning internship.  

AT0191  Meridian and Point Energetics 1  
36/0/0/3  Prereq.: AT0101, AT0111  
Co-req.: AT0102  
Terms Offered: Winter, Spring  
First of two courses introducing fundamental theories and usage of acupuncture therapy, including meridian theory, special energetics, and individual acupuncture point energetics. First course covers the lung, large intestine, stomach, spleen, heart, and small intestine meridians, including the shu points, five element points, luö connecting points, yuan source points, and xi-cleft points.  

AT0192  Meridian and Point Energetics 2  
36/0/0/3  Prereq.: AT0191  
Terms Offered: Spring, Fall  
Second course in the series of two courses, covering urinary bladder, pericardium, sanjiao, gall bladder, liver, ren, and du meridians, and how to select basic acupuncture points in order to therapeutically affect corresponding patterns of disease.  

AT0202  Advanced Needling Techniques and Theory 1  
24/12/0/3  Prereq.: AT0112, AT0113, AT0191, AT0192, AT0132  
Terms Offered: Winter, Spring  
The first of two advanced practical courses providing an overview of acupuncture techniques and the indication and functions of various acupuncture techniques for clinical application. This course includes scalp acupuncture, auricular acupuncture, and various classical techniques from the Neijing and Nanjing classics.  

AT0203  Advanced Needling Techniques and Theory 2  
24/12/0/3  Prereq.: AT0112, AT0113, AT0191, AT1092, AT0132, AT0202  
Terms Offered: Spring, Fall  
The second of two advanced practical courses providing an overview of acupuncture techniques and the indication and functions of various acupuncture techniques for clinical application. This course introduces students to a variety of other styles and systems of acupuncture practice. See course schedules for instructor and styles/systems available.  

AT0211  Acupuncture Treatment of Disease I  
24/12/0/3  Prereq.: AT0112, AT0113, AT0191, AT1092  
Terms Offered: Fall, Winter  
This is the first of three courses focusing on the etiology, mechanism, differentiation, and treatment of certain diseases, including TCM framework, strategies, and principles of treatment. Attention is given to clinical skills regarding treatment plans, prognosis, contraindications, appropriate referrals, risk factors, modification to standard therapeutic approaches in certain conditions, and seemingly benign presentations that may have a more serious cause. The first course covers respiratory, cardiovascular, endocrine, and reproductive systems.  

AT0212  Acupuncture Treatment of Disease 2  
36/0/0/3  Prereq.: AT0211, AT0132  
Terms Offered: Winter, Spring  
The second course on the treatment of specific diseases, covering reproductive (continued), urinary, nervous, and alimentary systems, as well as liver and gall bladder disorders, and case-study discussions.  

AT0213  Acupuncture Treatment of Disease 3  
36/0/0/3  Prereq.: AT0211  
Terms Offered: Spring, Fall  
The final course in the series of three courses focusing on the etiology, mechanism, differentiation, and treatment of certain diseases, including TCM framework, strategies, and principles of treatment. Attention is given to clinical skills regarding treatment plans, prognosis, contraindications, appropriate referrals, risk factors, modification to standard therapeutic approaches in certain conditions, and seemingly benign presentations that may have a more serious cause. The second course covers respiratory, cardiovascular, endocrine, and reproductive systems.  

RQ0125  Acupuncture Competencies  
36/0/0/3  Prereq.: AT0202, AT0212, AT221, HT0200, MB0101, MB0301, WS0201, WS0311  
Co-req.: PT0400, PT0440  
Terms Offered: All Terms  
This is an online guided study to prepare students for the NCCAOM Acupuncture Board Exam. After using the documents and voice-over power points, the student takes AOMA’s Acupuncture Competency Exam. Passing the competency exams for foundations, acupuncture, and biomedicine is required before AOMA will release the student’s transcript to NCCAOM. There is no cost for this course, and the competency exam may be retaken until passed.  

RQ0126  Foundations Competencies  
36/0/0/3  Prereq.: AT0202, AT0212, AT221, HT0200, MB0101, MB0301, WS0201, WS0311  
Co-req.: PT0400, PT0440  
Terms Offered: All Terms  
This is an online guided study to prepare students for the NCCAOM Foundations of Oriental Medicine Board Exam. After using the documents and voice-over power points, the student takes AOMA’s Foundations Competency Exam. Passing the competency exams for foundations, acupuncture, and biomedicine is required before AOMA will release the student’s transcript to NCCAOM. There is no cost for this course, and the competency exam may be retaken until passed.
ASIAN BODYWORK THERAPY

AOMA believes that touch is an integral part of healing and has incorporated a strong Asian bodywork therapy component into the program. The Asian bodywork therapy curriculum is based in the philosophy and application of Chinese medicine and the harmonization of qi. Students have two forms of Asian bodywork therapy from which to choose: tuina and Chinese medical qigong. Students may also elect optional courses in Asian bodywork therapy, which, upon completion, qualify the student to apply for membership to the American Organization for Bodywork Therapies of Asia (AOBTA®).

Tuina, the Ancient Healing Bodywork of China
Tuina originates in China. It is a traditional meridian and acupoint bodywork therapy that is more than 2,000 years old. It involves a variety of techniques including rolling, tapping, and pressure for treating a broad range of disorders. Students may choose to take either ABT03 Tuina 3 or ABT03A Chinese Pediatric Tuina to fulfill the Asian bodywork requirement for graduation.

ABT01 Tuina 1
18/18/0/3 Prereq.: None
Terms Offered: Varies
This course provides a working knowledge of basic tuina techniques and tuina exercises, yijinjing (sinew exercise), to strengthen the body's constitution. The course is designed to strengthen the connection between tuina and other methods and techniques of Oriental medicine.

ABT02 Tuina 2
18/18/0/3 Prereq.: ABT01
Terms Offered: Varies
This course continues the practice of tuina techniques and the general body routine of tuina. It focuses on the etiology, pathology, and symptomology of disorders of the neck and upper limbs, as well as the integration of tuina with both Oriental and biomedical evaluation and treatment methods of common disorders.

ABT03 Tuina 3
18/18/0/3 Prereq.: ABT01
Terms Offered: Varies
This course continues the practice of specific tuina techniques as well as general body routine of tuina. It focuses on the etiology, pathology, and symptomology of disorders of the back and lower limbs. Further, it addresses the integration of tuina with both Oriental and biomedical evaluation and treatment methods of common disorders.

ABT03A Chinese Pediatric Tuina
18/18/0/3 Co-req.: ABT01
Terms Offered: Varies
This course is designed to provide students with basic methods used in pediatric tuina, frequently used pediatric points, and pediatric tuina for common infantile diseases. Commonly used techniques, special classic techniques, and basic pediatric points will be introduced, demonstrated, and practiced in class.

Chinese Medical Qigong
Chinese medical qigong is one of the oldest branches of Chinese medicine, predating acupuncture by thousands of years. It is a therapeutic method for improving health and wellbeing, regaining and maintaining mind-body balance, preserving health, and enhancing longevity through the training of the mind, the breath, and the physiological processes of the body.

ABQ01 Chinese Medical Qigong 1
18/18/0/3 Prereq.: None
Co-req.: AT0101
Terms Offered: Varies
The three courses of this series present a comprehensive study of Chinese medical qigong and include the philosophy of qigong as well as exercises and movements which focus on cultivating internal energy. A series of traditional and modern qigong exercises is taught throughout these courses, including meditation (static qigong) and daoyin (dynamic qigong), for the purpose of training and refining inner energy. Focus of this first course is on the mechanisms of qigong and the relationship between the three treasures of the human being: essence, energy, and spirit. The course also focuses on commonly used points and qigong safety, theory, and methods. Attention will be paid to the areas of combining Chinese medical qigong with zangfu, yin-yang, and meridian theories to improve students' understanding of Oriental medicine and to integrate qigong methods with Oriental medical therapies.

ABQ02 Chinese Medical Qigong 2
18/18/0/3 Prereq.: ABQ01
Terms Offered: Varies
This course covers the sensation of qi, a foundation of internal qi, and guidance of qi throughout the body. Additionally, the origin and distribution of the twelve regular meridians and location of major acupuncture points will be studied. The course focuses on the proper recommendation of exercises for improving wellbeing and relieving symptoms of chronic disorders, particularly tendinomuscular problems. The selection of different qigong exercises according to body constitutions and various syndromes will also be presented.

ABQ03 Chinese Medical Qigong 3
18/18/0/3 Prereq.: ABQ01
Terms Offered: Varies
The third course of the Chinese medical qigong series focuses on the directing and renewing of qi. This is achieved by exploring the major principles that govern the universal and environmental energetic structures, as well as their influence on the human body, mind, spirit, and emotions. A series of qigong exercises and techniques, tongue inspection and pulse evaluation, touching and non-touching techniques, color and temperature observation, and healing sounds are practiced for a better understanding of this specialized system.

MIND–BODY STUDIES

AOMA believes that the internal development of qi facilitates focus and concentration and therefore enhances students' educational experience. Additionally, students learn corrective and therapeutic exercises for self-care and as an additive to the treatment plans of their patients.

MB0101 Taiji 1
0/12/0/1 Prereq.: None
Terms Offered: Varies
This is the first of three courses providing a basic understanding of and practical experience in a taiji form and the philosophical principles of circular movements. This first course covers the first section of a taiji form and assists students with achieving greater flexibility and concentration, along with an ability to sense the flow of energy. Students will explore the benefits of taiji and its application to healthcare and disease prevention, as well as its indications for the respiratory, cardiovascular, digestive, metabolic, motor, tendinomuscular, nervous, and immune systems. Attention is paid to integrating taiji with acupuncture and Oriental medicine for healthcare, balance of the body, and disease prevention.
This course covers the second section of a taiji form with a deeper study of the philosophical principles and a review of the first section.

This is the third course of the taiji series, covering the third section of a taiji form. Special consideration will be given to the relationship between taiji exercise, healthcare, and disease prevention. Through the advanced study of a taiji form, students will strengthen their understanding of the harmonized relationship between the external and internal environments, between the functions of internal organs and body substances, and between the physical body and the spirit. Attention is paid to integrating taiji with acupuncture and Oriental medicine for balance and disease prevention.

This course covers the second section of a taiji form with a deeper study of the philosophical principles and a review of the first section.

This three-course series focuses on basic qigong exercises that generate and increase the cultivation of qi to develop strength, grace, concentration, flexibility, balance, and an abundance of genuine energy. Study includes qigong practice guidelines and safety precautions. Students will explore the therapeutic application of qigong for the management and prevention of diseases of the internal organs and musculoskeletal systems. Students will explore channel distribution, point energetics, and internal organ functions to integrate qigong exercise with the theory and practice of acupuncture and Oriental medicine.

This is the second course of the qigong series, focusing on sensing the flow of energy and balancing the body with the mind. These qigong exercises strengthen awareness of acupuncture meridians and point locations along with their organ connections, regulate various systems of the human body, and enrich mind–body therapy. Students will gain a comprehensive understanding of the philosophy of qi through integrating Oriental medicine and daily practice of qigong, recognizing that qi theory is the basis of acupuncture and Oriental medicine.

The third course of the series focuses on additional qigong exercises to cultivate inner energy, balance the body with the mind, and improve flexibility and psychosomatic relaxation. Qigong exercises guide students toward understanding the mechanisms of lifestyle-related and psychosomatic diseases as students explore the prevention and management of modern diseases through the practice of qigong, acupuncture, and Oriental medicine. Through the qigong series, students develop their experiential practice, begin to sense qi, its movement, and its cultivation.

**HERBAL STUDIES**

AOMA's herbal program is one of the most comprehensive in the nation, with education in the theory, identification, and function of more than 350 herbs and the combination of those herbs in formulas to restore states of health. Resources include an herbal lab, an herbal medicine center, which stocks more than 350 herbs in bulk and powdered form, patent formulas, tablets, capsules, and extracts, and a learning garden where herbs are grown in conjunction with the American Botanical Council.

This in-depth study of the Chinese materia medica is composed of three courses with an emphasis on properties, channels entered, actions, indications, and contraindications, dosages, and major combinations of plant, animal, and mineral substances, as well as preparation and herbal safety. This first course of the series covers theories of siqi, wuwu, guijin, and paozhi, along with substances that release the exterior, clear heat, downward drain, and drain dampness.

This practical series is taken concurrently with the Chinese Herbology series and focuses on herbal botanical knowledge, recognition of a variety of raw herbs, familiarity of categories and their functions, and an understanding of the four flavors and five tastes of Chinese substances. The course includes an introduction to basic herbal safety and herb–drug interaction theories. The first lab is a practical study of substances that release to the exterior, clear heat, downward drain, and drain dampness.

This course is an introduction to theoretical principles and the practical application of traditional Chinese dietetics. Topics include the history of nutrition, the five elements, the flavors of foods, the directional movements of foods, the energetic profiles of foods, and treatment of TCM disease patterns with dietary therapy.

Continuation of the in-depth study of Chinese materia medica substances, including those that expel wind-dampness and resolve phlegm, as well as aromatics that transform dampness, relieve food stagnation, regulate qi, regulate blood, and warm the interior.

Practical study of Chinese materia medica substances that expel wind-dampness and resolve phlegm, as well as aromatics that transform dampness, relieve food stagnation, regulate qi, regulate blood, and warm the interior.

Final course on the in-depth study of Chinese materia medica substances, including those that tonify, stabilize and bind, calm spirit, subdue liver yang, extinguish liver wind, open orifices, and expel parasites, as well as external applications.
This course concerns the study of Chinese patent herbal products including compositions, functions, and indications of commonly used patents. Knowledge of diagnostics and Chinese materia medica is important to the study of the material covered in this course. The first course is an in-depth study of formulas that release the exterior, drain down, harmonize, and clear heat.

The first of a three-course series on the Chinese herbal formulas, including compositions, functions, and indications of commonly used formulas. Knowledge of diagnostics and Chinese materia medica is important to the study of the material covered in this course. The first course is an in-depth study of formulas that release the exterior, drain down, harmonize, and clear heat.

Continuation of an in-depth study of Chinese herbal formulas, including those that treat summer heat, warm the interior, treat both the interior and exterior, tonify deficiency, calm the shen, astringe, regulate qi, and regulate blood.

Final course on the in-depth study of Chinese herbal formulas, including those that regulate blood (continued), release wind, treat dryness, clear damp, treat phlegm, reduce food stagnation, treat parasites, and treat sores and carbuncles. In addition, students will learn preparations, basic pinyin spelling, pronunciation and meaning of herbal names, and the various categories of single herbs.

This course focuses on advanced herbal application of differentiation methods: eight treatment principles, zangfu organs, six stages and four levels, and their representative herbal formulas. Focus is on clinical herbal application of common syndromes.

Safe application of Chinese materia medica substances and herbal patent medicines, including safe dosages, combinations of toxic and specialty herbs, safety issues of integrating Chinese and modern medicines, contraindications and herbal management for pregnant women and patients with various illnesses, and public safety. This also covers an overview of known interactions between biomedical pharmaceuticals and herbal therapies, with up-to-date information on the consequences and/or benefits of specific drug and herb combinations, herb and nutritional supplement interactions, accessing this information, and the role of practitioners in educating patients and promoting public health and safety. Course will also cover inherent herbal safety separate from drug interactions, regulatory issues, and FDA restrictions.

First of a three-course series of the Chinese herbal treatment of disease. Covers the TCM theories of zangfu organs and the theory of qi, blood, and body fluids as applied to patients with a biomedical diagnosis. The course includes basic disorder patterns of individual zangfu systems and their corresponding treatment strategies, with herbal treatment of diseases of the lung system, heart and cerebral systems, and spleen and stomach systems.

Second course on the Chinese herbal treatment of disease, including diseases of the liver and gallbladder systems, kidney and bladder systems, qi, blood, and body fluid systems, and musculoskeletal and neurological systems.

Study of the Chinese herbal classics for advanced students, composed of four courses. Fundamental theories and formulas recorded in these books will be analyzed and discussed, with indications and applications to difficult cases and a review of clinical experiences. This first course covers the Huang Di Nei Jing (Yellow Emperor’s Internal Classics).

Study of the Chinese herbal classics for advanced students, composed of four courses. Fundamental theories and formulas recorded in these books will be analyzed and discussed, with indications and applications to difficult cases and a review of clinical experiences. This second course covers the theory of syndrome differentiation according to the Six Channel Stages of the Shang Han Lun (Treatise on Cold Induced Diseases) by Zhang Zhongjing. Attention is given to differences between various related formulas and modifications according to the patient’s changing condition.

Third course on Chinese herbal classics covers Jin Gui Yao Lue (Golden Chamber) by Zhang Zhongjing.
This is an online guided study to prepare students for the NCCAOM.

Terms Offered: All Terms

This is an introduction to concepts of biology important in the

Terms Offered: Fall, Winter

The second course in this series covers the anatomy and function of

Terms Offered: Fall, Winter, Spring

This three-course series provides a foundation in gross anatomy,

Terms Offered: Summer, Fall, Winter

The fourth course on Chinese herbal classics covers syndrome
differentiation according to the four levels theory recorded in Wen
Re Lun (Treatise on Warm Disease) by Ye Tianshi and syndrome
differentiation according to the sanjiao theory recorded in Wen Bing
Tiao Bian (Differentiation on Febrile Diseases) by Wu Jutong.

RQ0127 Herbal Competencies

0/0/0/0 Prereq.: HL01-03, HT0103, HT0201-0203, HT0300-
0302, HT0311, HT0322, HT0332

Terms Offered: All Terms

This is an online guided study to prepare students for the NCCAOM
Chinese Herbolgy Board Exam. After using the documents and
voice-over power points, the student takes AOMA's Herbal
Competency Exam. Passing the competency exam for Chinese
herbal medicine is required before AOMA will release the student's
transcript to NCCAO. There is no cost for this course, and the
competency exam may be retaken until passed.

**BIOMEDICAL SCIENCES**

AOMA's biomedical sciences curriculum provides students with a
practical foundation of the concepts and diagnostic techniques of
biomedicine, enabling them to interface successfully with allopathic
practitioners. It is intended to provide students with information
applicable to their Chinese medical practice upon becoming licensed
practitioners and to enhance their ability to communicate with
patients and other practitioners regarding biomedical diagnoses and
treatment plans.

WS0101 Anatomy, Physiology, and Histology 1

36/0/0/3 Prereq.: None

Terms Offered: Summer, Fall, Winter

This three-course series provides a foundation in gross anatomy,
physiology, and histology. The first course covers terminology,
anatomical orientation, tissue types and composition, integumentary
system, skeletal and muscular systems, and structure and function of
joints, head, and neck, with special emphasis on surface anatomy.

WS0102 Anatomy and Physiology 2

36/0/0/3 Prereq.: WS0101

Terms Offered: Fall, Winter, Spring

The second course in this series covers the anatomy and function of
upper and lower limb girdles, with an emphasis on shoulder, elbow,
wrist, hip, knee, and ankle joints, the structural and functional anatomy
of the nervous system, the concept of neural synapse, synaptic
transmission, neural plexuses, autonomic nervous system, anatomy and
function of the respiratory tract, and the mechanics of respiration.

WS0103 Anatomy and Physiology 3

36/0/0/3 Prereq.: WS0102

Terms Offered: Winter, Spring, Summer

The third course in this series covers the anatomy and function of
cardiovascular, lymphatic, hematopoietic, gastrointestinal, urinary,
reproductive, and endocrinial systems.

WS0104 Medical Biology

36/0/0/3 Co-req.: WS0101, WS0110

Terms Offered: Fall, Winter

This is an introduction to concepts of biology important in the
medical sciences. The course considers the chemical basis for
life, cell structure and function, metabolism, mitosis and meiosis,
inheritance patterns, molecular biology, anatomy and physiology,
organization of the plant and animal kingdoms, and evolution within
ecosystems. This course is designed to prepare students for medical
biochemistry, the anatomy and physiology series, introduction to
microbiology, and the pathophysiology series.

WS0105 Medical Biochemistry

36/0/0/3 Co-req.: WS0102

Terms Offered: Fall, Winter

This is an introduction to concepts of biochemistry important in the
medical sciences. The course considers basic biochemistry, the
periodic table, nomenclature, atomic structure and bonding,
biochemical compounds and reactions, enzymology, cellular
communication, DNA structure and synthesis, transcription and
translation, gene regulation, energy and metabolism, hormonal
regulatory systems. The course is designed to prepare students for
the study of human physiology, nutrition and functional medicine,
pharmacognosy, and treatment strategies.

WS0110 Biomedical Terminology

24/0/0/2 Prereq.: None

Terms Offered: Summer, Fall, Winter

Introduction to basic medical terminology used in the clinical
practice of medicine. The course will provide an introduction
to word parts and their definitions, pathological conditions,
diagnostic and laboratory procedures, and abbreviations and
symbols through a body-system approach. This is a hybrid course
whereby a portion of the class is conducted in the classroom
and the remainder is online. Content as well as assignments are
provided by both methods.

WS0120 Public Health and Biomedical Survey

12/0/0/1 Prereq.: None

Terms Offered: Summer, Winter

Overview of the current and historical health of the general
population of the United States, the role of government in
healthcare, past and present health challenges facing communities,
and the role of healthcare providers.

WS0132 Microbiology and General Pathophysiology

36/0/0/3 Prereq.: WS0101, WS0110

Terms Offered: Fall, Winter, Spring

The first of a two-course series focusing on the fundamentals of
disease process, stress, role of genetics and different age groups,
and cellular coping mechanisms in health and disease. This first
course provides an overview of human pathogenesis and agents of
disease with an emphasis on the role of the immune system, the
nature of immune deficient states, and the body's response in terms
of inflammation and healing. The course covers cancer, nutritional
issues, and chronic fatigue syndrome, and discusses pathologies of
the musculoskeletal and integumentary systems.

WS0133 Systemic Pathophysiology

36/0/0/3 Prereq.: WS0132

Terms Offered: Winter, Spring, Summer

Second of the two-course series on pathophysiology, with an
emphasis on diseases affecting the internal organ systems. The
course covers diseases commonly seen in the United States
affecting the hematologic, cardiovascular, respiratory, renal,
gastrointestinal, hepatobiliary pancreatic, reproductive, neurologic,
and endocrine systems.
WS0201  Biomedical Pharmacology
36/0/0/3  Prereq.: WS0310
Terms Offered: Spring, Fall
Study of major drug classes of biomedical pharmaceutical products, drug metabolism in the body, modes of action, indications, contraindications, drug–drug interactions, potential herb and nutritional supplement interactions, as well as commonly prescribed drugs and their proprietary brand and generic names.

WS0292  Biomedical Diagnostic Techniques: Body Imaging, Fluids Analysis, and Lab Reports
36/0/0/3  Prereq.: WS0310
Terms Offered: Winter, Spring
This course covers the principles of biomedical diagnostic methods with an insight into the basis of ordering and interpreting diagnostic tests, including non-invasive and invasive instrumental analyses of diseases and disorders of the human body.

WS0310  Physical Assessment 1
24/12/0/3  Prereq.: WS0103, WS0133
Terms Offered: Spring, Summer, Fall
Part one of the two-course series. This course includes hands-on interview skills, role-playing, data collection, charting, systemic reviews, specific history evaluations, and techniques for auscultation, measuring vital signs, and blood pressure reading. This course also prepares students to enter clinic with the basic skills required for musculoskeletal and neurological assessments. Such assessments are required for objective measurements and allow students to engage in evidence-based management of outcomes for patients with neuromuscular disorders.

WS0311  Physical Assessment 2
24/12/0/3  Prereq.: WS0310
Terms Offered: Fall, Winter
Part two of the two-course series. This course introduces the practical principles of basic health assessment for critical recognition of signs and symptoms. Students learn the skills and techniques of respiratory, cardiovascular, and abdominal examinations. This course prepares students to recognize red flags and take appropriate actions when necessary. Students gain experience in the use of data for evidence-based management of outcomes for patients with organ/system-based pathological entities.

WS0312  Women's Health: Management of Gynecological and Reproductive Conditions
36/0/0/3  Prereq.: WS0201, WS0292, WS0311
Terms Offered: Fall, Winter
This course focuses on the study of the female reproductive system, including common gynecological and obstetrical diseases, pregnancy risks, management and appropriate advising guidelines, and pathogenesis and diagnostic measurements, as well as mechanics and complications of labor and delivery, psychology of childbirth, and related issues.

WS0393  Biomedical Treatment of Disease 1
36/0/0/3  Prereq.: WS0201, WS0292, WS0311
Terms Offered: Spring, Summer
The first course in a two-course series exploring characteristic features of disease as seen from the biomedical model, with the standard approach to health and disease management, diagnosis, and treatment plans of selected diseases. The first course includes cancer, head and neck disorders, respiratory ailments, infective and harmful physical agents, nutritive, diabetic, and dermatological disorders, and complementary and alternative medical concepts.

WS0394  Biomedical Treatment of Disease 2
36/0/0/3  Prereq.: WS0201, WS0292, WS0311
Terms Offered: Summer, Fall
The second course in this series covers fluid and electrolyte disorders, cardiovascular, hypertensive, hematological, gastrointestinal, hepatobiliary-pancreatic, renal-urological, endocrine, musculoskeletal, psychiatric, and neurological disorders.

RQ0126  Biomedicine Competencies
36/0/0/3  Prereq.: AT0202, AT0212, AT221, HT0200, MB0101, MB0301, WS0201, WS0311
Co-req.: PT0400, PT0440
Terms Offered: All Terms
This is an online guided study to prepare students for the NCCAOM Foundations of Oriental Medicine Board Exam. After using the documents and voice-over power points, the student takes AOMA's Foundations Competency Exam. Passing the competency exams for foundations, acupuncture, and biomedicine is required before AOMA will release the student's transcript to NCCAOM. There is no cost for this course, and the competency exam may be retaken until passed.

MACOM INTEGRAL STUDIES
Integral studies courses at AOMA connect concepts interdepartmentally by educating learners in the core values and behaviors of professional practice in Chinese medicine, the integration of Chinese medicine and Western medicine, and the knowledge, skills, and attitudes necessary to be successful in clinical practice.

Through case management, practice management, communication skills, ethics, and evidence-based practice, AOMA emphasizes the skills essential to producing best possible outcomes in patient care and practice. These courses address practical business education and ethics, skills to help students connect with their patients and to provide systems-based healthcare in America, and the importance of research in classical and current literature to promote best possible patient outcomes. MAcOM students may elect to take PT0101 Psychology and Clinical Communications in place of PT0411 Mindfulness Somatic Therapies.

PT0101  Psychology and Clinical Communications
36/0/0/3  Co-req.: RQ0115 First clinical practical exam
Terms Offered: Fall, Winter
This course is designed as a communications supervision seminar, in which students develop and refine their clinical communication skills primarily through reflection and analysis of their own clinical experiences. Students will learn how to deepen their skills in self-care, communicate about sensitive issues, and navigate the psychological dynamics of the practitioner–patient relationship. Topics such as trust, rapport, empathy, projection, transference, professional boundaries, grief, and intuition will be discussed through group study of cases from student clinic.

AT0221  Case Management
36/0/0/3  Prereq.: AT0211
Terms Offered: Fall, Winter
This course provides an in-depth examination of the case management process and establishes integrative medicine as a harmonizing framework for Oriental and Western medical case management. Course content includes referral to/from and collaboration with other healthcare professionals, prognosis development, the development of evidence-based plans of care, and the use of predetermined evaluation criteria for assessing the results of treatment.
This course focuses on the judicious and valid use of research skills and required to successfully establish and manage an Oriental medicine practice. The course is taught in collaboration with a range of community experts in fields such as marketing, tax planning, risk management, billing, and insurance, as well as Oriental medical professionals with experience in a variety of clinical settings.

This course is focused on developing advanced communications skills and improving clinical outcomes with patients using innovative, body-centered awareness and attunement in clinical practice. Through lecture, demonstration, experiential exercises, and clinical practice, a clinical style of working with the direct experience of qi will be developed. With presence and mindfulness as the foundation, the communication skills of tracking, contact, and directing practitioner and patient awareness will be discussed and practiced. Woven throughout the learning and practice of skills, the theory and application of the Five Phases will be presented as a framework to organize information about the mind–body–spirit interface; how qi is expressed in health; the energetic process of transformation; and how to energetically attune with clients in order to diagnose and intervene effectively.

Discussion of ethical and legal issues typically encountered in an acupuncture and Oriental medical practice. Topics include informed consent, scope of practice, record keeping, legal requirements, release of data, ethical and legal aspects of referring patients to another practitioner, professional conduct, and appropriate interpersonal behavior. Also includes patient expectations, general liability insurance, professional liability insurance, risk management, quality assurance, and privacy issues.

This course focuses on the judicious and valid use of research and expert opinion in the clinical care of patients. The course broadly addresses the research process and applies it to the concept of evidence-based medicine and practice. The topics of the course include the history of medicine, research ethics, research terminology, issues in Western and Oriental medical research, literature research methods, the academic peer-review process, and issues in research application. The focus will be on the critique and evaluation of complementary and alternative medicine (CAM) literature and how to apply a systematic review of evidence-based literature to improve CAM treatments.

AOMA's clinical education provides students with hands-on experience and a service to the greater Austin community. At AOMA, clinical education begins in the first term and continues throughout the first year with a sequence of clinical theater and observation. Supervised clinical internship begins in the second year and goes on to include 972 hours of internship, focused herbal and community clinic hours, and optional hours focused on tuina and medical qigong. Throughout the internship, students take on increasing levels of responsibility for patient care and case management, and attend regular intern meetings to support their education and professional development. Finally, as they progress through the program, students compile a portfolio of their work, including, for example, self-reflections, clinical case studies, and selected coursework. A detailed description of clinical requirements is included in the Student & Clinic Manual. Note: In the course descriptions below, “x” indicates the section number of the clinic.

Students are exposed to the diagnostic methods of TCM and to the techniques and application of acupuncture and herbology by observing professional treatments performed by a member of the AOMA faculty. The course includes discussion on how to conduct a patient interview and administer a complete acupuncture treatment, with emphasis on patient communication and ethics.

This clinical readiness course provides a clinic-like environment and atmosphere with intensive hands-on education on the procedures of clinical treatment, including communication skills, ten questions, diagnosis, treatment strategies, and performance and charting. Clinical Theater 2 must be taken the term before entry into internship. Please refer to the current Student & Clinic Manual for all requirements of internship.

Students learn basic observation skills and record their observations of the case presentations and treatment protocols in notebooks. A minimum of two Clinical Observation sessions totaling 72 hours is required before entry into internship.

As a supervised intern, the student performs the intake, diagnosis, and treatment, consulting with his/her supervisor on the case. The supervisor monitors the intern and provides guidance and evaluation in his/her diagnosis, treatment plan, point location, acupuncture techniques, and herbal formulation. With accumulated clinical internship hours, additional emphasis is placed on professional conduct and appropriate interpersonal behavior, understanding the scope of practice, maintaining confidentiality, developing communication skills, managing psychological reactions that arise, making appropriate referrals, as well as maintaining charts, record keeping, legal requirements, release of data, and other related issues.

Student interns perform treatments in a designated community clinic under the supervision of AOMA clinical supervisors. See Student & Clinic Manual for details.
Term Offered: All

AOMA's innovative DAcOM program includes three primary curriculum areas: specialty of practice in integrative medical care and management of patients with pain and associated psychosocial phenomena; inquiry; and professionalism and leadership. The 74-credit program may be completed in two years.

The professional doctorate (DAcOM) core courses include SP 6011 Advanced Clinical Assessment in Integrative TCM Practice, SP 6012 Principles of Nutritional Medicine, SP 6013 Nutrition and Functional Medicine, SP 6021 Advanced TCM and Modern Treatment Techniques, and RQ0145 Practice-Based Learning and Improvement. In addition, DAcOM learners choose 12 credits from the elective track and complete 18 clinical credits. The clinical specialty doctoral (DAOM) learners take all of the courses of the specialty, inquiry, and professionalism and leadership courses, as well as 17 credits of internship and 7 credits of externship.

The following pages contain comprehensive listings of the courses offered within the DAOM and DAcOM curricula. For each course, course number and name are listed, along with all co- and prerequisite courses. A key to the number of didactic, practical and clinical hours, and quarter credits contained within each course is listed below each course number.

Keys can be read in the following manner: didactic hours/practical hours/clinical hours/quarter credits.

Credit Hours
Each didactic quarter credit is equivalent to 12 hours of in-class instruction. Each clinical quarter credit is equivalent to 24 hours of instruction. Each clinical externship quarter credit is equivalent to 36 hours of instruction.

SPECIALTY OF PRACTICE CURRICULUM:
CARE AND MANAGEMENT OF PAIN AND ASSOCIATED PSYCHOSOCIAL PHENOMENA

SP 6010 Biomedical Theories on Meridians and Qi 24/0/0/2 Co-req.: SP6011
Terms Offered: Spans Summer–Fall, and Winter–Spring

This is an advanced course of in-depth study into the foundations of the anatomy, physiology, and embryology that govern and control the development and experience in the human form. A thorough understanding of systems theory and developmental principles is important to explore the commonality in the development and experience of disease patterns. The embryologic germ layers and their generative capacity to form each organ system will be covered, including: neurologic, dermatologic, musculoskeletal, vascular and lymphatic, gynecologic, and visceral organs. Anatomical features and physiological functions will be explored in the context of TCM theory of qi, meridians, and the flow of qi. Interwoven into this study, and crucial to clinical care, will be holistic theories of somatized disorders, stress as a modulator, and the psychosocial phenomena that precede, coincide with, and result from human suffering and disease. Developmental principles will be discussed from both conventional biomedical and TCM models to foment integration of thought and theory.

SP 6011 Advanced Clinical Assessment in Integrative TCM Practice 18/18/0/3 DAcOM Prereq.: WS0292, WS0310, WS0311
Terms Offered: Spans Summer–Fall, Winter–Spring

This course builds on the master’s physical assessment and biomedical diagnostic courses by expanding on the interpretation of laboratory tests, imaging, and physical exams that can be used in an integrative TCM practice setting. Clinical indications for these exams and assessments, including risks and benefits, will be identified in the context of common disorders from an integrative medical perspective. The principles and application of laboratory tests as well as diagnostic tests and exams will be explored, including diagnostic equipment, diagnostic imaging, and functional physical assessments. Learners will review written diagnostic reports with associated patient cases, distinguish between normal and abnormal findings, and incorporate findings into their objective and subjective assessment of the patient. This course will prepare learners to effectively communicate the findings of advanced clinical and diagnostic assessments with patients as well as other licensed healthcare practitioners.
SP 6012  Principles of Nutritional Medicine  
24/0/0/2 Prereq.: SP6011; DAcOM Prereq.: WS0101-0103, WS0104, WS0105, WS0132, WS0133, PT0101  
Terms Offered: Fall, Winter  
This is an advanced course of in-depth study into the principles of nutritional medicine. Building upon the MACOM curriculum in medical biology, medical chemistry, psychology, physiology, pathophysiology, and nutrition, learners will explore the identification and treatment of nutritional imbalances. This course will train clinicians to properly utilize nutritional medicine in their clinical practice for prevention and treatment of illnesses as well as to identify pathologies associated with nutritional imbalances. Advanced information on functions, deficiency, repletion, and toxicity states of vitamins, minerals, and other nutrients will be covered. Learners will explore how nutritional medicine, dietary lifestyles, and environmental issues, such as modern pollutants that influence the human ecopsychosocial environment and epigenetics.

SP 6013  Applied Nutritional Medicine  
24/0/0/2 Pre-req: SP6011, SP6012  
Terms Offered: Spring  
This is an advanced course of in-depth study in patient care utilizing the principles of functional and nutritional medicine. This course will explore advanced functional assessment and treatment strategies for various disorders and symptoms of disease, such as regional and systemic inflammation and autoimmunity, cerebrovascular disorders, metabolic and dysregulation of hormones and neurotransmitters, and gastrointestinal disorders and cancer. Advanced clinical approaches for the assessment and treatment of patients with various disorders, including the psychosocial phenomena associated with disease, will be discussed and specific treatment protocols as well as food plans for targeted nutrition will be reviewed.

SP 6020  TCM Classics and Advanced TCM Theory  
36/0/0/3 Prereq: SP6010, SP6011  
Terms Offered: Spans Summer–Fall (odd years)  
This advanced foundation in TCM history, theory, and classics is an in-depth exploration of acupuncture and herbal theories and strategies, including etiology, pathology, diagnosis, and differentiation, from classics such as the Huang Di Neijing (Yellow Emperor’s Internal Classics), the Shang Han Lun (Treatise on Cold-Induced Diseases), Jin Gui Yao Lue (Golden Chamber), and Zhen Jiu Da Cheng (The Great Compendium of Acupuncture and Moxibustion), and other ancient classics, as well as additional advancements cultivated throughout the centuries on patient-centered models of care and associated psychosocial phenomena.

SP 6021  Advanced Diagnostic and Therapeutic Techniques  
18/18/0/3 Prereq: SP6011  
Terms Offered: Spans Winter–Spring, Summer–Fall  
This course advances knowledge in the areas of diagnosis and treatment. Contemporary and traditional approaches to assessment related to psychosocial and physical concerns are employed. The Qi Jing Ba Mai Kao, Ling Shu, Mai Jing, and Nanjing are used as a platform to engender relevant treatments in contemporary practice. The source literature is used to develop concepts for treating psychosocial disorders and chronic/recurrent and complex conditions. Advanced concepts related to the circulatory system, nervous system, and endocrine systems are explored as loops that may be affected using manual therapeutics, medicinals, acupuncture, diet, and exercise. Special diagnostics are advanced in the areas of tongue, pulse, and abdominal assessment. Specialty clinics will build on techniques covered in class as well as those employed by guest lecturers.

SP 7010  Musculoskeletal Disorders  
36/0/0/3 Co-req.: SP6010, SP6011  
Terms Offered: Spans Winter–Spring  
This course is an advanced, in-depth exploration of pain and/or disability from acute injury and trauma, as well as from chronic musculoskeletal and autoimmune disorders, along with strategies for effective treatment. In addition, the psychosocial impact of chronic pain disorders and disabilities on patients and their families and common coping mechanisms will be explored. The primary focus will be on injury to joints, bones, tendons, ligaments, muscles, and myofascial tissues. A secondary focus will include acute injuries to integumentary, neurologic, and vascular systems, and to the viscera.

SP 7011  Neurology, Dermatology, and Sensory Organs  
36/0/0/3 Prereq.: SP6010, SP6011  
Terms Offered: Spans Summer–Fall (even years)  
This course is an advanced, in-depth exploration of neurologic, sensory, and integumentary disorders and associated psychosocial phenomena. The primary focus will include acute injuries and chronic disorders of the integumentary, neurologic, and sensory organ systems. The course will include TCM theory as it applies to a biomedical understanding of the central, cranial, peripheral, autonomic, and enteric nervous systems.

SP 7012  Eco-Psychosocial  
36/0/0/3 Prereq.: SP6010, SP6011  
Terms Offered: Spans Summer–Fall (odd years)  
This course is an advanced, in-depth exploration of somatoformal disorders, psychosomatic disorders, and somatization pain that result from psychosocial disorders, along with effective treatment strategies for these disorders. This course explores the continua of biomedical disorders that scale between psyche and soma, internal and external, and the impact of shock on the various biological systems whether that shock is physical, psychosocial, or ecological.

SP 7013  Oncologic Disorders and Palliative Care  
24/0/0/2 Prereq.: SP6011  
Terms Offered: Spans Winter–Spring (even years)  
This course will take an in-depth exploration of the use of TCM in the treatment of oncologic disorders and in palliative care. The primary focus will include a review of biomedical assessment and diagnoses, and the development of integrative medical treatment strategies and effective models for collaborative and palliative care. This course will also provide an overview of malignant neoplastic growth and the biomedical therapies such as surgery, radiation, and pharmaceutical agents. The psychosocial impact of cancer diagnoses and treatments, as well as end-of-life care, on patients and their families will also be discussed.

SP 7014  Gynecologic and Pelvic Disorders  
24/0/0/2 Prereq.: SP6011  
Terms Offered: Spring (even years)  
This course will make an advanced inquiry into gynecological and other pelvic disorders, and explore effective treatment strategies. The primary focus will include TCM and integrative approaches for the care and management of male and female genitourinary, reproductive, and pelvic disorders, as well as associated mental and emotional health states. The course will also review biomedical diagnoses and lead to the development of integrative medical treatment strategies and effective models for collaborative care.
This course is designed to build upon general practice management of patient care. The skills developed in this course will be further evaluated during clinical internships.

SP 6035 Integrative Practice Management
24/0/0/2 Prereq.: SP6031
Terms Offered: Winter, Fall
This course is designed to build upon general practice management skills by focusing on those specific to the management of a practice in integrative medical practice. Course content includes electronic medical recordkeeping, strategies for creating economic and professional success, the development of professional collaborations, and ethical concepts related to practice management processes and practices. Students will be required to establish inter-professional collaborations with doctorally-prepared clinicians within their own, or other, healthcare fields (e.g. DAOM, MD, DO, DC, ND, DPT, DNP, or clinical PhD) to create externship opportunities pertaining to the integrative medical specialty.

INQ 5011 Paradigms of Inquiry
24/0/0/2 Prereq.: none
Terms Offered: Spans Summer—Fall, Winter
This course is used to explore paradigms of inquiry such that the learner is informed of the assumptions underlying his or her focus. The use of the words paradigm or worldview to describe an approach to defining reality has become commonplace since Kuhn published The Structure of Scientific Revolutions in 1962. Guba and Lincoln (1994) identify positivism, post-positivism, critical theory, and constructivism as the major paradigms that frame research. Emphasis is placed on scientific writing, critical evaluation, citation of the literature, as well as the development of a hypothesis and research-specific aims. Learners choose a faculty advisor as they develop the line of inquiry for their research project, and gain approval of the literature review section and research abstract of their proposal.

INQ 5012 Quantitative and Qualitative Assessment
24/0/0/2 Prereq.: INQ5011
Terms Offered: Winter, Spring
This course focuses on the theory and essential statistical methods pertinent to quantitative and qualitative research design. The work is focused from a positivist and post-positivist worldview, such that the learner understands the cognitive and political implications of each form of inquiry. Each learner will identify the appropriate statistical methods for the research question. This class will be used to develop the data analysis plan of the methods section of the proposal, using the appropriate quantitative, qualitative, and mixed methods.

INQ 5013 Methods of Inquiry and Research Design
24/0/0/2 Prereq.: INQ5012
Terms Offered: Spring, Spans Summer—Fall
Learners weave the previous two courses together to complete the methods section of their research project proposal. Qualitative, quantitative, or mixed methods may be used as appropriate to the inquiry. Strengths and weaknesses of each method are considered in the context of the developing research proposal. The research proposal is completed in this course and then submitted for approval by the Doctoral Study Committee and the Institutional Review Board (IRB).

INQ 8080 Research Project
48/0/0/4 Prereq.: INQ5011, INQ5012, INQ5013, faculty approval
Terms Offered: Spans Summer, Fall, Winter, and Spring
After completing the INQ 5013 course and obtaining approval of the research project by the Doctoral Study Committee and IRB, learners conduct the research project, working alone or in teams, and overseen by assigned faculty research advisors. Completed research projects must be submitted to the DAOM Doctoral Study Committee for acceptance, with the research presented in a poster session and written up for submission to a peer-reviewed publication.

PROFESSIONALISM & LEADERSHIP CURRICULUM

PLD 7810 Professionalism, Ethics, and Leadership I
24/0/0/2 Prereq.: none
Terms Offered: Spans Summer—Fall
This course approaches leadership from the viewpoint of radical constructivism: that we create our realities. Professionalism and ethics are woven into a framework for understanding leadership from the viewpoints of self, other, and the collective. These three features are explored in terms of the past, the present, and the future. Distinctions between management and leadership are explored as well as power dynamics and culture. This is the first section in a two-part series that is designed to develop the practitioner in his or her role with society, the patient, and the self. The common thread throughout both sections will include broadening concepts of leadership pertaining to the role of the healthcare professional as leader. Content will include roles and functions of the healthcare professional as leader, strategies for identifying and assuming the leadership role at various levels, key organizations in AOM and healthcare, and ethical principles applied to AOM and healthcare leadership.
There are three elective tracks to choose from: specialty track, research track, or concentration with honors track.

**Specialty Elective Track**
In the specialty track, students may select courses from the clinical specialty DAOM curriculum that they wish to take and that are not already included in the DAcOM curriculum. Courses include leadership, teaching, and learning, and a variety of topics within the specialty of integrative medicine (PLD and SP courses). Scholarly products from the courses become portfolio items.

**Research Elective Track**
Students who choose the research elective track will take the three inquiry courses from the clinical specialty DAOM curriculum and design their research project. Once accepted by the Scientific Review Committee and Institutional Review Board (if required), the research is conducted and overseen by a faculty advisor. A final scholarly paper written for submission to a peer-reviewed publication and accepted by faculty is the final product for the DAcOM portfolio.

**Concentration with Honors Track**
In the concentration track, students develop a self-study curriculum in an area not currently available at AOMA, including learning objectives, methods, and means of final assessment. After faculty approval of the plan, the student may proceed. A formal presentation and a manuscript written for submission to a peer-reviewed publication will be required and included in the final portfolio.

**DOCTORAL ADVANCED CLINIC PRACTICE**
In the DAcOM, a student may elect to complete the clinic credits in any combination of internship and externship experiences (for AOMA graduates of the 2011–2016 catalogs, a minimum of 1.25 credits must be internship). Internship is defined as clinical work under the direct supervision of AOMA's faculty and clinic credits are computed with 24 clock hours being equivalent to 1 quarter credit. Externship is clinical work under the supervision of a licensed healthcare provider who is not AOMA faculty, and clock hours are 50% more per credit, and computed with 36 clock hours being equivalent to 1 quarter credit. If all 14.5 clinic credits are completed as internship, a total of 348 hours is required. If a student elects to complete the clinic credits as externship, 522 clock hours would need to be completed. Students may combine internship and externship as their own learning needs dictate. In the DAOM, 17 credits of internship are earned during the residency weeks, with an additional 7 credits of externship earned in the interim periods between the residency weeks.

Doctoral internship hours are provided a number of ways with DAOM and DAcOM learners working together. Some of these experiences include doctoral-level clinic theater with practitioners from the AOMA faculty as well as from different fields within the community; medical home model within AOMA's student clinics, which hone skills of collaboration and consultation for improved patient care; and specialty clinics that bring in experts from various fields, sharing different methods, approaches, and styles to enrich each student's own practice. As AOMA continues to develop collaborative relationships within the Austin area, advanced rotations will be added, and may require that the learner is licensed in Texas to practice acupuncture. DAcOM students who have earned their MacOM degree and work at AOMA may earn up to one-third of their internship hours as clinical teaching assistants or residents. During the interim period between residency weeks, doctoral students may earn clinical hours through other offerings in Austin as they become available.

**SPI 8010 Doctoral Internship**
0/0/408/17 DAOM Co-req.: SP6031; DAcOM Co-req.: MAcOM 2nd practical exam or completed master's degree
This course consists of 17 credit hours (408 clock hours) of on-site practice at AOMA clinics and with collaborative partnerships. The course focuses on the practical application of advanced clinical skills to the problems and needs of patients experiencing pain and associated psychosocial disorders. It further develops knowledge and skills in relation to collaboration, consultation, and scholarly inquiry to support expertise in pain and psychosocial care. Clinical practice begins in the second week of residence in the doctoral program and continues throughout the course of study to provide direct, immediate application of theory and techniques.

**SPE 8030 Doctoral Externship**
0/0/252/7 DAOM Prereq.: SP6031, SP6035; DAcOM Prereq.: AT0221 or SP6031 Students will identify their preferred externship sites and present their externship plan for approval. The plan must include a variety of locations, practitioners, and medical modalities in direct connection to the specialty that provides depth and breadth of exposure, as well as collaboration within the community where the student currently practices. Practitioners who provide the learning experience for the candidates must be at a doctoral level or have a terminal degree within their field. Sites may include, but are not limited to, pain management clinics, community clinics, private practices, hospitals, rehabilitation centers, assisted living or nursing homes, and cancer hospitals. (Externship is optional for DAcOM students.)
“Thirty spokes share the wheel’s hub. It’s the center hole that allows the wheel to function. Shape clay into a vessel, it’s the emptiness inside that makes the vessel useful.”

DAO DE JING, CHAPTER 11
Faculty

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FULL-TIME FACULTY

Joel Cone, DC, Postgraduate Certification in Acupuncture
Department of Biomedical Sciences
DC, Texas Chiropractic College, 2001
BS, Texas Chiropractic College, 2001

Jing Fan, PhD, MD (China), LAc
Director, Department of Clinical Education
PhD, Nanjing University of Chinese Medicine, 2014
MMed, Nanjing University of Chinese Medicine, 2005
BMed, Nanjing University of Chinese Medicine, 2002

Yongxin Fan, MD (China), LAc
Department of Acupuncture
BMed, Beijing College of Acupuncture and Orthopedics, 1991

John S. Finnell, ND, MPH, LAc
DAOM Program Director, Director of Research
ND, Bastyr University, 2008
MSAOM, Bastyr University, 2008
MPH, University of Washington, 2012
MS, Royal Institute of Technology, Sweden, 1998
BA, Austin College1994

Lesley Hamilton, DAOM, MACM, LAc
Vice-President of Academics and Accreditation
MAcOM/DAcOM Program Director, Academic Advisor
DAOM, AOMA, 2017
MACM, University of Southern California, 2011
MSOM, AOMA, 2002
BS, University of Wisconsin, 1979

Song Luo, PhD, MD (China), LAc
Department of Acupuncture
PhD in Medicine, Chengdu University of TCM, 2003
MMed, Chengdu University of TCM, 2000
BMed, Chengdu University of TCM, 1993

Raja Mandyam, MD (India)
Director, Department of Biomedical Sciences
MBBS, Bangalore University, 1966

Xiaotian Shen, MD (China), MPH (Israel), LAc
Professional Clinic Medical Director
Department of Acupuncture
MPH, Hebrew University, 1999
BMed, Chengdu University of TCM, 1993

Yoaping (Violet) Song, PhD, LAc
Director, Department of Herbal Studies
MAcOM, AOMA, 2010
PhD, Chengdu University of TCM, 2007
MS, Chengdu University of TCM, 2004
BA, Chengdu University of TCM, 2001

Shengyan (Grace) Tan, PhD, MD (China), OMD (China), LAc
Department of Acupuncture Studies
PhD, Chengdu University of TCM, 2011
MMed, Chengdu University of TCM, 2008
BMed, Chengdu University of TCM, 2005

Qianzhi (Jamie) Wu, PhD, MD (China), MS, LAc
Vice-President of Faculty
PhD, Nanjing University of Traditional Chinese Medicine, 2014
MMed, Chengdu University of TCM, 1985
BMed, Lu Zhou Medical College, 1982

Qiao Xu, MD (China), LAc
Department of Integral Studies
BMed, Liaoning College of TCM, 1983

ADJUNCT FACULTY

Rebecca Andrews, ND, MSA
Department of Biomedical Science
ND, Bastyr University, 2003
MSA, Bastyr University, 2003
BA, Psychology, University of Kentucky, 1993

Julia Aziz, LCSW
Department of Integral Studies
Ordained Interfaith Minister, 2003
MSSW, University of Texas at Austin, 1999
BA Psychology, Colgate University, 1996

Rupesh Chhagan, MSOM, LMT, LAc
Department of Integral Studies
MSOM, AOMA, 2003

Anne Cusick, MAcOM, LAc
Department of Acupuncture
MAcOM, AOMA, 2008
BA, Texas Christian University, 2003

Sylvia Deily, DC
Department of Biomedicine
DC, Southern California University of Health Sciences, 2002
BA, University of Texas at Austin, 1985

Stefanie Dwyer, MAcOM, LAc
Department of Integral Studies
MAcOM, AOMA, 2016
BS, Cornell University, 1990

Cara Edmond, LMSW
Department of Integral Studies
MSSW, University of Texas at Austin, 2007
BA, University of Iowa, 2004
Elizabeth Fordyce, MSOM, LAc  
Department of Clinical Studies  
MSOM, Southwest Acupuncture College, 1993  
BS, University of Puget Sound, 1980

Yan He, MD (China), LAc  
Department of Integral Studies  
BMed, Chengdu University of TCM, 1984

Yuxin He, PhD, MD (China), LAc  
Dean of Academics  
Department of Herbal Studies  
DMed, Liaoning College of TCM, 1994  
MMed, Nanjing University of TCM, 1989  
BMed, Jiangxi College of TCM, 1986

Robert Laguna, MSOM, LAc  
Dean of Students, Academic Advisor  
Department of Clinical Education  
MSOM, AOMA, 1997  
BA, Southwest Texas State University, 1987

Yuxing Liu, PhD, MD (China), LAc  
Director, Department of Herbal Studies  
PhD, Chengdu University of TCM, 2003  
MMed, Chengdu University of TCM, 1995  
BMed, Hunan College of TCM, 1992

Amy Love, ND  
Department of Biomedical Sciences  
ND, Bastyr University, 2010  
BS, Baylor University, 2000

Dongxin Ma, PhD, MD (China), LAc  
Department of Herbal Studies  
DMed, Beijing University of TCM, 1997  
MMed, Heilongjiang University of TCM, 1993  
BMed, Heilongjiang University of TCM, 1990

William R. Morris, PhD, DAOM, LAc  
Resident Scholar and President Emeritus  
PhD, California Institute of Integral Studies, 2009  
DAOM, Traditional Oriental Medicine, Emperor’s College, 2006  
MSEd, Medical Education, University of Southern California, 2004  
OMD, SAMRA University, 1988

Zimei Pan, MSOM, LAc  
Department of Clinical Education  
MSOM, AOMA, 2000  
MA, Heilongjiang University, 1996

James Phillips, MSOM, LAc  
Department of Acupuncture  
MSOM, AOMA, 2004  
BA, Baylor University, 1997

Justin Phillips, MSTCM, LAc  
Department of Acupuncture  
MSTCM, American College of Traditional Chinese Medicine, 2008  
BA, University of Houston, 2001

Aaron Rubinstein, MSOM, LAc  
Department of Acupuncture  
MSOM, Texas College of Traditional Chinese Medicine, 2000  
BS, Texas A&M University, 1993

Rosa Schnyer, DAOM, LAc  
Department of Integral Studies  
DAOM, Oregon College of Oriental Medicine, 2008  
DiplAcTri, Tri State College of Acupuncture, 1987  
BA, State University of New York at New Paltz, 1987

Mark Sodders, DAOM, LAc  
Department of Integral Studies  
DAOM, Pacific College of Oriental Medicine, 2015  
MSOM, Dongguk University Los Angeles, 2011  
MOM, Dallas College of Oriental Medicine, 2005

Claudia Voyles, MAcOM, LAc  
Department of Clinical Studies  
MAcOM, Oregon College of Oriental Medicine, 2000  
BA, Yale University, 1983

William “Billy” Zachary, MSOM, LAc  
Department of Clinical Studies  
MSOM, AOMA Graduate School of Integrative Medicine, 2005

Zhongling Zhang, MD (China), LAc  
Department of Clinical Studies  
BMed, Beijing College of TCM, 1983

Zheng Zeng, MD (China), MS, LAc  
Department of Herbal Studies  
MMed, Chengdu University of TCM, 1994  
BMed, Chengdu University of TCM, 1991

Ziyang Zhou, MD (China), MS, LAc  
Department of Herbal Studies  
MMed, Heilongjiang Academy of TCM, 1991  
BMed, Anhui College of TCM, 1988

GUEST LECTURERS

Monica Uridiales Alleman, DNP, MSN, BSN  
DNP, Loyola University, New Orleans, 2013  
MSN, Loyola University, New Orleans, 2008  
BSN, Loyola University, New Orleans, 2005  
With more than 15 years’ experience in various healthcare organizations, Dr. Monica Uridiales Alleman, is a family nurse practitioner who is well versed in organizational flow and the care of patients in both hospital and community settings. Her professional experience includes oncology and bone marrow transplant care, hospice case-management and care, and obesity disease management and prevention. She is an active member of several professional organizations including the National Association of Pediatric Nurse Practitioners and the Texas Nurse Practitioner Association.

Mike Bandy, DC  
DC, Parker University  
In addition to traditional chiropractic treatments, Dr. Bandy also uses applied kinesiology (AK). AK is a form of evaluation that utilizes muscle testing as a primary feedback mechanism to determine how a person’s body is functioning. AK is used in addition to standard diagnostics to help identify the cause of a health problem. When properly applied, the outcome of an AK evaluation will determine the best form of therapy for the patient. Since AK draws together the core elements of many complementary therapies, it provides an interdisciplinary approach to healthcare. Dr. Bandy also specializes in working with neurological disorders, allergies, and sports injuries. He is especially interested in helping people who have suffered from concussions and strokes.
Dr. Fratkin lives and practices in Madison, Wisconsin, and the University of Iowa Hospitals and Clinics. He has spent a year in Beijing hospitals studying TCM internal medicine. He is the former chairman of herbal medicine at Bastyr University, Seattle, and Southwest Acupuncture College, Santa Fe, and is the recipient of Acupuncturist of the Year (AAAOM), 1999, and Teacher of the Year (AATAOM), 2006. He has completed two books, Essential Chinese Formulas and Case Studies in Auto-Immune Disease (PMPH). His publications also include Chinese Herbal Patent Medicines and The Clinical Desk Reference, and he was the editor-organizer of Wu and Fischer’s Practical Therapeutics of Traditional Chinese Medicine, (Paradigm Publications, 1997). Dr. Fratkin lives and practices in Boulder, Colorado.

M. Kay Garcia, DrPH, MSOM, MSN, MPH, LAc
DrPH, University of Texas School of Public Health and Occupational Health, 1993
MSOM, American College of Acupuncture and Oriental Medicine, 2003
MPH, University of Texas School of Public Health and Occupational Health, 1988
MSN, Texas Woman’s University, 1982
BSN, Dallas Baptist University, 1977
Dr. M. Kay Garcia is an accomplished practitioner with more than 35 years of experience in nursing and more than 25 years of experience in occupational and public health. She has taught numerous graduate-level courses on nursing, occupational health, and TCM. A respected author, Dr. Garcia has published more than a dozen articles and has co-authored chapters for ten books. She is currently engaged in ongoing research on the use of acupuncture in treating patients and survivors of cancer. Dr. Garcia maintains a private clinical practice and has treated patients in the TIRR Memorial Hermann/ MHealth Chronic Pain Management Program in Houston, Texas.

Sharad Kohli, MD
MD, University of Oklahoma, College of Medicine, 2000
After his residency, Dr. Kohli worked at Eureka Community Health Center, a federally qualified health center (FQHC) in rural northern California. In 2004, he began working with LifeLong Medical Care, a busy FQHC treating a diverse underserved urban population in the San Francisco Bay area. He worked at LifeLong for 10 years — the final two as the associate medical director of LifeLong’s West Berkeley Family Practice site. There he oversaw the development of programs that attempted to address the social determinants of health and which emphasized wellness, prevention, patient empowerment, and community building. These included food access programs, cooking classes, exercise groups, team-based care with integrated behavioral health and health coaches, and a robust group visit program with anywhere between 30–50 groups per month. Additionally, he was instrumental in incorporating other integrative modalities into the practice, such as naturopathy, acupuncture, osteopathy, yoga, and ayurveda.

Concurrently, Dr. Kohli became involved with Integrative Medicine for the Underserved in 2010, a multidisciplinary group committed to bringing affordable, accessible integrative healthcare to all. He co-founded its annual conference, which was first held in 2011 and continues today, is a founding board member, and chairs the policy subcommittee for the rapidly growing national organization. In 2014, Dr. Kohli moved to Austin, Texas. He is currently the director of clinical affairs for the Texas Association of Community Health Centers, the state’s primary care association, where he provides training and technical assistance to the 70+ FQHCs serving over a million vulnerable patients within the State of Texas.

Erqiang Li, LAc, PhD, DOM, MD (China)
PhD, Heilongjiang University of TCM, 1990
MD (China), Heilongjiang University of TCM, 1984
TCM Diploma, Heilongjiang University of TCM, 1980
Dr. Erqiang Li completed a master of medicine degree at Heilongjiang Medical University of Traditional Chinese Medicine in 1984, later earning a doctoral degree of medicine in 1990. With more than 30 years of clinical and teaching experience, Dr. Li has published dozens of scientific papers and several books on TCM and acupuncture. Two texts that Li co-authored, Acupuncture Techniques and Manipulations and Modern Chinese Acupuncture, have been used as textbooks in many medical schools in China and abroad. As a teacher, Dr. Li seeks to provide his students with a deeper understanding of acupuncture through instruction in advanced TCM theory, classics, and techniques.
Kathryn McKenzie, ND, LAc  
ND, National College of Natural Medicine  
MSAOM, Oregon College of Oriental Medicine 2003  
Dr. McKenzie has more than 14 years of clinical experience as a licensed naturopathic doctor and licensed acupuncturist. She is nationally certified by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) and licensed to practice acupuncture in Texas. She maintains her naturopathic and acupuncture licensure for California. Her clinical experience includes working in integrated clinics, a cancer center, a Native American clinic, and private practice. She is currently in private practice with a focus on women’s health and fertility.

Edward Neal, MD, MSA, LAc  
MSA, National College of Natural Medicine, 2003  
MD, University of New Mexico, 1988  
BA, Reed College, 1984  
Dr. Edward Neal attended the University Of New Mexico School of Medicine, where he completed his medical degree in 1988. Early in his career, Dr. Neal became interested in east Asian medicine, leading him to complete four years of acupuncture training with Dr. Cignolini in Milan, Italy. Dr. Neal later graduated from National College of Natural Medicine’s Master of Acupuncture program, and has also undertaken advanced studies in classical Chinese language at Heilongjiang University in Harbin, China. He is the co-founder of the International Society for the Study of Classical Acupuncture, and has published ten books based on direct translation of classical texts.

Jennifer Pollard, MD, MPH  
MPH, La Universidad Nacional de Colombia, Dept. of Medicine, 2009  
MD, University of Texas – Southwestern Medical School, 1998  
Dr. Jennifer Pollard earned her medical degree from the University of Texas Southwestern Medical School in Dallas. After completing a residency in family and community medicine at Columbia University New York Presbyterian Hospital, she maintained a busy practice in the community health center system of south Boston and Dorchester, Massachusetts. In addition to her private practice, Dr. Pollard also worked with patients at the in-patient Boston Medical Center. Later she obtained a master of public health degree abroad and researched primary care-oriented health systems and primary care evaluation in South America. Dr. Pollard has additional training in cross-cultural medicine, mind–body medicine, nutritional medicine, functional medicine, as well as being a diplomate of the American Board of Integrative and Holistic Medicine.

Adam B. Smith, DO  
DO, West Virginia School of Osteopathic Medicine, 2004  
BA, Environmental and Graphic Design, North Carolina State University, 1993  
Dr. Adam Smith received his DO degree from the West Virginia School of Osteopathic Medicine and completed his residency training at the Yale Primary Care Internal Medicine Program. After his training, Dr. Smith joined Yale Health. His work there included a number of positions, including chief of in-patient, transitional and acute care, as well as roles in care management and wellness programming. Dr. Smith approaches medicine with a strong belief in the role of patient education and continuity of care, and his clinical and academic work focuses on wellness and prevention, specifically as it relates to the doctor–patient relationship and engaging patients in the subject of behavioral change through the use of mindfulness and coaching psychology.

Julia Strickler, ND  
ND, Bastyr University, 2010  
BA, St. John’s College, 2003  
Dr. Julia Strickler received her doctorate of naturopathy (ND) from Bastyr University in Seattle, Washington. She also holds a BA in the history of math and science and philosophy from St. John’s College in Annapolis, Maryland. Prior to practicing in Austin, Texas, at Peoples Pharmacy, her experience includes interning at The Chopra Center in Carlsbad, California; working at The Texas Center for Biological Medicine in Dallas, Texas; and practicing at the Hawaii Naturopathic Retreat Center in Pahoa, Hawaii. In order to address any number of chronic conditions and lifestyle challenges, she also assists patients with nutrition, botanical medicine, homeopathy, hydrotherapy, and mind–body awareness. A runner and aspiring yogi, she looks to balance the mind, body, and spirit.
Student Services

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AOMA understands that intellectual growth, personal growth, and life balance are essential components of student development. AOMA students cultivate a network of support from their peers that begins with the pre-admissions process and continues after graduation. As a result, AOMA graduates are successful economically, socially, and personally.

STUDENT LIFE
Through participation in organizations, events, and activities, students create the community that will support them both during school and throughout their practice. The formation of this community begins during new student orientation, when students connect with staff, faculty, and fellow students and reflect on their decision to embark on a new profession. Discussions of professionalism, resilience, and personal motivation encourage entering students to consider their post-graduate goals, mission, and support networks.

Social events throughout the year help AOMA students maintain balance and continue social bonding. Many students take advantage of the natural areas around Austin, using hiking, biking, and camping as a means to unwind. The AOMA Student Association (ASA) works with the administration to plan appropriate and inclusive events for students. ASA events include student-organized free lectures as part of the Advancing Integrative Medicine at AOMA (AIM@AOMA) series, an annual bake sale, a student wellness week, and trips to professional conferences. AOMA also supports many other student clubs and organizations, including the Aikido Club, the AOMA Research Association, and the Herbs Club, to name a few. Students are always welcome to meet with our Student Services staff and create their own student group on campus. AOMA’s Intertransform Mentoring Program also provides opportunities for newer students to connect with more senior students. Mentors host New-To-Austin Gatherings in the Austin community and lunchtime AOMA Student Lounge Chats, as well as offering community building support for transfer students.

Various resources are available to support the health of AOMA students. AOMA has contracted with a local counseling center to provide students with quality, confidential mental health services at a reduced rate. The program also offers couples counseling and family support services. The Student Intern Clinic offers reduced-cost Oriental medical services to students, and AOMA provides students a list of organizations that offer health insurance options. AOMA’s Student Services department also hosts weekly silent meditation groups open to all students, staff, and faculty. While AOMA does not offer student housing, it does provide relocation support for entering students.

The academic experience of AOMA students culminates in a commencement ceremony held in September. Students don academic regalia, receive encouragement and congratulations from their faculty and peers, and enjoy a celebratory reception after the ceremony. Graduation reinforces the connections they have made throughout their time at AOMA.
AOMA STUDENT ASSOCIATION

The AOMA Student Association (ASA) is administered by students elected annually by their peers and serves as the formal student voice in institutional governance. Student representatives lead the student body in a number of ways. They provide direction and guidance for less-experienced students and act as liaisons between the administration and the student body. The ASA leaders participate in AOMA’s strategic planning retreats, contribute to AOMA’s ongoing self-study efforts, and represent the student perspective in academic and curriculum review processes. The group’s primary focus is to address the concerns of current students by bringing attention to and finding solutions for circumstances that affect the experience of students. The ASA fosters community through social gatherings, providing snacks during final exams, and regular campus meetings. The ASA also supports the professional development of its members, funding student representatives to attend national professional meetings, inviting speakers to campus, and organizing leadership training for its officers.

CHINA STUDY TRIP

An exciting and unique opportunity for study abroad, the China Study Trip offers students and graduates an opportunity to learn from masters in the heart of the culture that gave birth to the medicine. This three-week experience includes clinical and herbal studies in a teaching hospital at Chengdu University of Traditional Chinese Medicine. Students are accompanied by one of AOMA’s full-time faculty members and translators from Chengdu University. To be eligible, students must be in good academic standing.

ACADEMIC SUPPORT

AOMA provides academic support services to assist students in developing the skills and knowledge needed to achieve academic success. Academic advisors orient new students to the program and curriculum during an initial registration session, and develop a detailed plan of study for each student. Once enrolled, students meet with academic advisors before registration each term and/or on an as-needed basis. Academic advisors monitor students’ academic progress until graduation, referring students to academic and personal support resources whenever necessary. The advisors also conduct formative and summative portfolio reviews.

The office of the dean of students offers many academic support services at AOMA. The office provides space for tutoring and advising, and the dean of students organizes tutoring services for current students in biomedical sciences, acupuncture, and Chinese herbal medicine. Tutors are advanced students or recent graduates, who have shown academic aptitude in a particular subject and have demonstrated the ability to communicate their knowledge. Special topics and hands-on instruction are also available from instructors during faculty office hours. Examples of this type of work include physical assessments, special needling techniques, point locations practice, and many other topics that reinforce classroom learning.

EXTRACURRICULAR CLASSES

AOMA offers educational experiences outside of the classroom to support the personal and professional development of students. Free seminars occur periodically as part of AOMA’s East West Forum and brown bag discussions. The East West Forum brings together medical professionals from Eastern and Western medical traditions to discuss pertinent health-related issues. Speaker panels regularly include medical doctors, chiropractors, psychotherapists, acupuncturists, herbalists, and naturopathic physicians.

AOMA periodically hosts free brown bag discussions for students on campus during the lunch hour. Brown bag lunches provide an opportunity for many outside organizations, clubs, and vendors to educate students about their products and services. They also offer an accessible forum in which the AOMA administration can engage students. AOMA’s president and vice-presidents host town hall meetings about school news and new campus resources. Recent brown bag discussion topics have included: “Supporting the Transgender Community,” “Gastroenterologist’s Perspective,” “Supporting Veterans,” and “Building a Successful Practice.”

AOMA encourages students to participate in non-credit community and continuing education classes by offering discounts on class fees. These courses help expand students’ understanding of Chinese medicine and practice development. Recurring noncredit class topics include: Neo-classical Pulse Diagnosis, taiji and qigong, and meditation.

SOUTHWEST SYMPOSIUM

Annually, AOMA organizes the Southwest Symposium, one of the premiere continuing acupuncture education conferences in the United States. Students can attend the conference at a reduced cost and are also invited to participate in individual sessions in exchange for volunteer service. The Southwest Symposium brings together practitioners and teachers from around the world to present the latest trends and current research in the field, offering students the opportunity to stay abreast of new developments and network with their peers.

CAREER RESOURCES

AOMA is committed to supporting the success of its students and alumni as they envision, create, and grow their practices. In addition to the Practice Management coursework sequence, AOMA offers noncredit programs to support professional success. The director of student services and professional growth hosts regular career coaching groups and maintains a job board for students and alumni on AOMA’s website. This page is updated regularly and includes job opportunities sent directly from employers to AOMA, as well as national job openings for acupuncturists. Additional career services include an online resume builder, individual assistance with writing resumes and cover letters, practice with interview skills, professional review of business plans and employment contracts, alumni mentoring, work/life coaching, and general career counseling.

PRACTICE MANAGEMENT FIELDWORK

The Practice Management Fieldwork program is a voluntary enrichment opportunity. Participating students can assist and observe local, successful acupuncture practices in their day-to-day administrative operations and learn valuable business management skills for working in the healthcare field. AOMA maintains an updated list of Austin-based acupuncture clinics that offer paid and unpaid administrative internship or volunteer opportunities for students. Students who elect to participate in this program have an opportunity to observe how licensed acupuncturists manage and maintain their practices, to network with established professionals, and to develop skills that will assist in the transition from their student experience to real-world professional practice. Students may contact the director of student services and professional growth for additional information.
### The Academic Year

AOMA operates on a quarter system, with four academic terms each year. The fall, winter, and spring quarters consist of twelve weeks of study with a one-week break during and after each term. The summer quarter is eight weeks of study, including expanded class hours with no mid-term break. Several classes and clinics are offered during the summer term and students should plan to attend one or more full summers during the course of their studies. New students may apply for admission in the fall, winter, and summer quarters. Transfer students may apply for admission in any term.

### Part-time vs. Full-Time Study

Certain classes are offered only in the daytime, or in the evening, during weekdays, and students should plan accordingly. Students should also be aware that the program must be completed within eight calendar years of initial enrollment and within six years if the student is on federal financial aid.
Addendum to the 2017-18 AOMA Catalog
(Updated September 2017)

Since publishing its 2017-18 AOMA catalog, AOMA has made changes in certain policies and information. Please note the following additions to the 2017-18 catalog.
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### Description of Changes

**ACCREDITATION AND AUTHORIZATION (PAGE 2 OF CATALOG)**

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<tr>
<th>Previous</th>
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<tbody>
<tr>
<td>The Master of Acupuncture and Oriental Medicine program at AOMA is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs educating acupuncture and Oriental medicine practitioners. The Doctor of Acupuncture and Oriental Medicine (DAOM) program of the AOMA Graduate School of Integrative Medicine has been admitted to candidacy status by ACAOM and is in the process of seeking accreditation. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota, 55347; phone (952) 212-2434; fax (952) 657-7068.</td>
<td>The Master of Acupuncture and Oriental Medicine program of AOMA Graduate School of Integrative Medicine is accredited under Master's Degree standards, by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. The Doctor of Acupuncture and Oriental Medicine (DAOM) program of the AOMA Graduate School of Integrative Medicine has been admitted to candidacy status by ACAOM and is in the process of seeking accreditation. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota, 55347; phone (952) 212-2434; fax (952) 657-7068.</td>
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**POLICIES AND FINANCE (PAGE 29 OF CATALOG)**

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<th>Current</th>
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</thead>
<tbody>
<tr>
<td>Part-time surcharge (fewer than 12 credits per term, excluding summer term) $20</td>
<td>Part-time**** surcharge (excluding summer term) $20</td>
</tr>
<tr>
<td>Part-time: MAcOM &lt;12 credits, DAcOM &lt;7 credits, DAOM &lt;9 credits, TCHM &lt;6 credits. No part-time surcharge for non-degree seeking students.</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS (PAGE 33 OF CATALOG)**

<table>
<thead>
<tr>
<th>Previous</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT0211 Acupuncture Treatment of Disease 1 24/12/0/3 Prereq.: AT0112, AT0113, AT0191, AT1092</td>
<td>AT0211 Acupuncture Treatment of Disease 1 24/12/0/3 Prereq.: AT0112, AT0113, AT0191, AT0192, AT0200</td>
</tr>
</tbody>
</table>
**PART-TIME DEFINITION (PAGE 55 OF CATALOG)**

<table>
<thead>
<tr>
<th>Previous</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time vs. Full-Time Study</td>
<td>Part-time vs. Full-Time Study</td>
</tr>
<tr>
<td>Certain classes are offered only in the daytime, or in the evening,</td>
<td>Certain classes are offered only in the daytime, or in the evening, during weekdays, or on doctoral residency weeks and students should plan accordingly. Students should also be aware that: 1) the MAcOM program must be completed within eight calendar years of initial enrollment and within six years if the student is on federal financial aid.</td>
</tr>
<tr>
<td>during weekdays, and students should plan accordingly. Students should</td>
<td>2) the DAcOM program must be completed within nine-and-a-half calendar years of initial enrollment and within seven-and-a-half years if the student is on federal financial aid; and 3) the DAOM program must be completed in four years.</td>
</tr>
<tr>
<td>also be aware that the program must be completed within eight calendar</td>
<td></td>
</tr>
<tr>
<td>years of initial enrollment and within six years if the student is on</td>
<td></td>
</tr>
<tr>
<td>federal financial aid.</td>
<td></td>
</tr>
</tbody>
</table>