ACUPUNCTURE AND CHINESE MEDICINE PROGRAMS

• Master of Acupuncture and Oriental Medicine
• 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
The Master of Acupuncture and Oriental Medicine program at AOMA is accredited under Master's Degree standards, by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 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 (DAcOM) 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.sacsccoc.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)
2025 M Street NW, Suite 800
Washington D.C., 20036
(888) 381-1140
www.nccaom.org

Texas Higher Education Coordinating Board (THECB)
Box 12788
Austin, Texas 78711-2788
512-427-6101
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:
www.thecb.state.tx.us/studentcomplaints

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 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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BS, summa cum laude, University of Michigan

Richard D. Pomp, Esq., Alva P. Loiselle Professor of Law—University of Connecticut
JD, magna cum laude, Harvard Law School
BS, summa cum laude, University of Michigan

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 Mary Faria (Acting President and CEO), 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
AOMA is known for its international 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 traditional Chinese medicine. Our mission at AOMA is to transform lives and communities through education, patient care, leadership, and research in Chinese and other integrative medicines. We are a mission-driven organization and feel that your success as a student 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. The health of Americans and people 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, massage therapy, and more. 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.

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 acupuncture and traditional Chinese 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,
Mary Faria, PhD
Acting President and Chief Executive Officer

VISION
AOMA’s vision is to be a leader in Chinese 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 Chinese 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.
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 its master’s degree program. 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). 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 Direct Loans). 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 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 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. 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 include practice in off-site integrated clinics 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 programs. 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.
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 in the Master of Acupuncture and Oriental Medicine (MAcOM)
- 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 (TSBAE)
- 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
- 2004: Expanded community clinic offerings to include free-of-charge acupuncture services at People's Community Clinic
- 2005: William R. Morris, PhD inaugurated as AOMA’s third president
- 2006: Collaboration with the Seton McCarthy Community Health Centers
- 2007: Offered services at the Veterans Administration’s Austin Out Patient Clinic
- 2008: Participated in the conception and design of the Seton McCarthy Community Health Centers
- 2008: Offered services at the Veterans Administration’s Austin Out Patient Clinic
- 2009: Granted regional accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC)
- 2010: Offered acupuncture services at Austin Recovery In-
- 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
- 2017: Achieved reaffirmation of accreditation for the MAcOM with ACAOM
- 2018: Mary Faria, PhD inaugurated as CEO and acting president
- 2019: Offered Services at Texas Neuro Rehab’s Texas Star Recovery center

ADMINISTRATION
President’s Cabinet
Acting President and CEO
Mary Faria, PhD FACHE
PhD, University of Texas at Austin
MS, Southwest Texas State
BS, University of Texas at the Permian Basin
AAS, Odessa College

Before joining AOMA, Dr. Faria retired after 30 years as a healthcare executive/administrator. She spent 21 years with the Seton Healthcare Family in Austin. She served as COO/VP/Administrator for Seton Southwest Hospital for 17 years from the hospital’s opening until she retired on June 30, 2017. She received her PhD from the University of Texas at Austin. Her dissertation research was in the area of organizational change. Dr. Faria has been involved in research in the area of human and organizational resilience and, with Dr. Sheila Armitage, presented findings at both SXSW and The Healthier Texas Summit. In addition to her role at AOMA, she is an adjunct professor and lecturer at Texas State University and Concordia University.

Dr. Faria currently serves on several community advisory councils and not-for-profit boards. She is the board chair for the Austin Mayor’s Health and Fitness Council. Dr. Faria is an accomplished age group distance runner, with local, national, and international age group race wins. She is also a triathlete.

President Emeritus
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. As president from 2016-2018, she enjoyed her work with faculty, staff, and students and has continued commitment to serving AOMA and its mission.

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 Depository 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. He is a site visitor for the Accreditation Commission for Acupuncture and Oriental Medicine (ACCAOM). 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 Program Director, Academic Advisor
Lesley Hamilton, DAOM, MACM (MEd), 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 for the Master of Acupuncture and Oriental Medicine program. She completed both the master (MSOM) and post-graduate doctor of acupuncture and Oriental medicine (DAOM) 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 2016 she led the faculty in the development of the professional doctorate (DAcOM), as well as the self-study for the MACOM in 2015-16 culminating with a successful site visit in 2017.

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 Dr. Ziyi Zhou’s text, Chinese Herbology—A Student Study Guide, and co-authored Chinese Herbal Treatment of Disease with Dr. Yuxin He, both in use at AOMA. Dr. Hamilton also maintains a part-time professional practice at AOMA’s south clinic.

Director of Doctoral Programs
Robyn Sodders, DAOM, LAc
DAOM, Pacific College of Oriental Medicine, San Diego
MSTOM, Pacific College of Oriental Medicine, San Diego

Dr. Robyn Sodders began her journey into the world of health and wellness in 1993 as a fitness instructor, yoga instructor, and massage therapist. These experiences led her to begin her studies in acupuncture and Oriental medicine in 2005. She began a professional practice in Oriental Medicine in 2010, and has worked in private practice, integrated medical practice, and hospital settings. She returned to complete her doctoral studies in 2010; during this time, she specialized in psycho-emotional disorders. In 2015, she defended her research on PTSD, mild traumatic brain injuries, neurochemistry, and complementary and alternative medicine. She has worked extensively with the veteran population both as an acupuncturist and with a not-for-profit organization. Dr. Sodders returned to academia to pursue her passion of teaching, developing programs, and leadership. Over the years, she has been an associate professor in biology and anatomy and physiology, helping to prepare master’s students for the licensure board exams. She is also a professor in both the master’s and doctoral programs on neuroscience and brain trauma, ethics, professionalism, and laws and regulations, as well as research and literature reviews. She joins AOMA with nearly three years of experience as a DAOM program director at another ACAOM accredited school.

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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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 Chinese medicine, safely and effectively perform Chinese 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 Chinese 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.

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>Master’s</th>
<th>Professional Doctorate</th>
<th>Clinical Specialty Doctorate</th>
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<tbody>
<tr>
<td>Degree Awarded</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>
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<tr>
<td>Licensure</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>
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<tr>
<td>Program Totals</td>
<td>206.5 quarter credits</td>
<td>Master’s plus 36.5 quarter credits</td>
<td>69 quarter credits</td>
</tr>
<tr>
<td>Program Duration Minimum</td>
<td>3.25 years (year-round). Considered a 4-year program. 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 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>
</tr>
<tr>
<td>Curriculum</td>
<td>Master’s Level Competencies in seven domains: Acupuncture studies • Chinese herbal studies • Biomedical sciences • Integral studies • MAcOM clinical studies • Asian bodywork therapy • Mind–Body studies</td>
<td>Master’s and Professional Doctoral Competencies • Master’s level competencies plus additional doctoral-level core courses • Portfolio and practice-based learning and quality improvement plan • Elective track choice (clinical specialty, research, or honors concentration) • Doctoral clinical studies</td>
<td>Clinical Specialty Doctoral Competencies • Chinese and integrative medical practice • Specialty practice in pain • Inquiry and research • Professionalism and leadership • Doctoral clinical studies</td>
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<tr>
<td>Program Tuition Without Fees</td>
<td>$69,177.00</td>
<td>$84,982.00</td>
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• 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.

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 patient visits using the main modalities of Chinese 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. 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>
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</thead>
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<tr>
<td>Acupuncture</td>
<td>66.5</td>
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<tr>
<td>Herbal</td>
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<td>Integral</td>
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<td>Biomedicine</td>
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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.
<table>
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<tr>
<th>MAcOM Program at a Glance – Fast Track 2019-2020</th>
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<tbody>
<tr>
<td>Program Total: 206.5 credits (3006 hrs), 164.5 didactic credits (1998 hrs), 42 clinical credits (1,008 hrs)</td>
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<tr>
<td>Duration: Three years and one term (three months)</td>
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### Acupuncture
- **Credits:** 39 hours
- **Hours:** 468

- **Term 1** 12 weeks
  - AT0111 Point Locations 1 3 credits/36 hrs
  - AT0113 Point Locations 3 3 credits/36 hrs

- **Term 2** 12 weeks
  - AT0112 Point Locations 2 3 credits/36 hrs
  - AT0191 Point Energetics 1 3 credits/36 hrs

- **Term 3** 8 weeks
  - AT0111 Acupuncture Treatment of Disease 1 3 credits/36 hrs

- **Term 4** 12 weeks
  - AT0113 Acupuncture Treatment of Disease 3 3 credits/36 hrs
  - AT0122 Acupuncture Treatment of Disease 2 3 credits/36 hrs

- **Term 5** 12 weeks
  - AT0212 Acupuncture Treatment of Disease 3 3 credits/36 hrs
  - AT0222 Advanced Needling Techniques & Theory 1 3 credits/36 hrs

- **Term 6** 12 weeks
  - AT0213 Acupuncture Treatment of Disease 3 3 credits/36 hrs
  - AT0222 Advanced Needling Techniques & Theory 1 3 credits/36 hrs

- **Term 7** 12 weeks
  - AT0300 Chinese Herbal Formulations 2 3 credits/36 hrs

- **Term 8** 8 weeks
  - AT0301 Chinese Herbal Formulations 2 3 credits/36 hrs
  - AT0302 Chinese Herbal Formulations 3 3 credits/36 hrs

- **Term 9** 12 weeks
  - AT0302 Chinese Herbal Formulations 3 3 credits/36 hrs
  - AT0303 Chinese Herbal Formulations 4 3 credits/36 hrs

- **Term 10** 12 weeks
  - AT0303 Chinese Herbal Formulations 4 3 credits/36 hrs
  - AT0304 Chinese Herbal Formulations 5 3 credits/36 hrs

- **Term 11** 12 weeks
  - AT0304 Chinese Herbal Formulations 5 3 credits/36 hrs

- **Term 12** 8 weeks
  - AT0305 Chinese Herbal Formulations 6 3 credits/36 hrs

- **Term 13** 12 weeks
  - AT0305 Chinese Herbal Formulations 6 3 credits/36 hrs

### Herbal Studies
- **Credits:** 46 hours
- **Hours:** 558

- **Term 1**
  - HT0001 Chinese Herbal 1 36 hrs
  - HL11 Chinese Herbal Studies Lab 1 0.5 credits/12 hrs

- **Term 2**
  - HT0103 Chinese Herbal 1 36 hrs
  - HL12 Chinese Herbal Studies Lab 2 0.5 credits/12 hrs

- **Term 3**
  - HT0200 Nutrition and Diet Therapy 3 credits/36 hrs

- **Term 4**
  - HT0201 Chinese Herbal 2 36 hrs
  - HL13 Chinese Herbal Studies Lab 3 0.5 credits/12 hrs

- **Term 5**
  - HT0202 Chinese Herbal 3 36 hrs

- **Term 6**
  - HT0300 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 7**
  - HT0301 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 8**
  - HT0302 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 9**
  - HT0303 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 10**
  - HT0304 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 11**
  - HT0305 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 12**
  - HT0306 Chinese Herbal Medicine 3 credits/36 hrs

- **Term 13**
  - HT0307 Chinese Herbal Medicine 3 credits/36 hrs

### Biomedical Sciences
- **Credits:** 42 hours
- **Hours:** 504

- **WS0101** Anatomy, Physiology & Histology 1 3 credits/36 hrs
- **WS0102** Anatomy & Physiology 2 3 credits/36 hrs
- **WS0103** PA Internal Medicine 3 credits/36 hrs
- **WS0202** Biomedical Diagnostics 3 credits/36 hrs
- **WS0301** PA Neuro-Musculo-Skeletal 3 credits/36 hrs
- **WS0302** Chinese Patent Medicine 1 credit/36 hrs
- **WS0303** Evidence-Based Medicine 3 credits/36 hrs
- **WS0304** Biomedical Treatment of Disease 1 3 credits/36 hrs
- **WS0305** Biomedical Treatment of Disease 2 3 credits/36 hrs

### Clinical Internship
- **Credits:** 42 hours
- **Hours:** 1008

- **AT0001** Introduction to Pathophysiology 0.5 credits/12 hrs

### Foundational Theories
- **Credits:** 12.5 hours
- **Hours:** 156

- **AT0101** Foundations of Chinese Medicine 1 3 credits/36 hrs
- **AT0102** Foundations of Chinese Medicine 2 3 credits/36 hrs
- **AT0103** Foundations of Chinese Medicine 3 3 credits/36 hrs

### Mind-body & Asian Bodywork
- **Credits:** 15 hours
- **Hours:** 180

- **MB0101** Taiji 1 1 credit/12 hrs
- **MB0102** Taiji 2 1 credit/12 hrs
- **MB0103** Taiji 3 1 credit/12 hrs

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

- **MB0104** Taiji 1 1 credit/12 hrs
- **MB0105** Taiji 2 1 credit/12 hrs
- **MB0106** Taiji 3 1 credit/12 hrs

### Credits per term:

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<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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AOMA Program Catalog 2019-20
### MAcOM Program at a Glance – Full Time 2019-2020

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<td></td>
</tr>
<tr>
<td>AT0221</td>
<td>Case Management</td>
<td>3 credits/36 hrs</td>
<td></td>
<td></td>
<td>PT0440</td>
<td>Ethics &amp; Legal Issues</td>
<td>2 credits/24 hrs</td>
<td></td>
<td></td>
<td>PT0411</td>
<td>Mindful Somatic Therapies</td>
<td>3 credits/36 hrs</td>
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<tr>
<td>Credits per term:</td>
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<td>16.5</td>
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<td>6</td>
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<td></td>
<td>15.5</td>
<td>13.5</td>
<td>6</td>
<td></td>
<td>13</td>
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</tbody>
</table>

**Program Total:** 206.5 credits (3006 hrs), 164.5 didactic credits (1998 hrs), 42 clinical credits (1008 hrs)

**Duration:** Four 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, interprofessional leadership and communication, 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, 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 12.5 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 doctoral programs. 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. 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 2004–05 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 2004–05 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. 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></th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MAcOM</td>
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</tr>
<tr>
<td>DACOM core courses, portfolio, QIP</td>
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<td>144</td>
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<tr>
<td>DACOM elective track**</td>
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<td>180*</td>
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<tr>
<td>Doctoral internship/externship**</td>
<td>12.5</td>
<td>180*</td>
</tr>
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<td><strong>Total</strong></td>
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<td>588*</td>
</tr>
<tr>
<td>DACOM grand total</td>
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<td>3594</td>
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</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 12.5 DACOM clinic credits may be done as internship and/or externship (24 clock hours = 1 quarter credit)

** Up to six clinical credits may be used as didactic credits in the specialty or research tracks as student learning needs dictate (e.g. 6.5 clinical credits and 18 specialty elective track).
## DAcOM Program at a Glance – Fast Track 2019-2020

### Hours and Credits
- **Total Hours:** 1,308
- **Total Credits:** 54.5
- **Internship Credits:** 48
- **Biomedical Studies Credits:** 558
- **Studies Credits:** 468
- **Mind-body & Theories Credits:** 144

### Credits per Term

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<th>Term</th>
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<tbody>
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<tr>
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<tr>
<td>Term 4</td>
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<td>Term 6</td>
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<td>Term 8</td>
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<td>Term 9</td>
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<td>Term 10</td>
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<td>Term 11</td>
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<tr>
<td>Term 18</td>
<td>3.53</td>
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</table>

### Notes
- Credits vary per term
- Credits are per term for illustrative purposes due to the variability of each student's elective and clinical choices.

### Program Duration
- Fast-Track Program Duration: Four years and two terms
## DAcOM Program at a Glance – Full Time 2019-2020

| Credits per term: | 15.5 | 14.5 | 16.5 | 6 | 14 | 15.5 | 13.5 | 6 | 13 | 10 | 11.5 | 6 | 15 | 12 | 15 | 9 | 15 | 9 | 9 | 3.5 | 9 | 9 |

### DAcOM Program Total: 243 credits (3594 hrs), 188.5 didactic credits (2286 hrs), 54.5 clinical credits (1308)

### Duration: Four years and two terms (three months)

### Credits vary per term

| Variable based on choices made at doctoral level |
| Credits per term are only for illustrative purposes due to the variability of each student's elective and clinical choices. |
### DAcOM Bridge Track at a Glance 2019-2020

<table>
<thead>
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<th>Summer</th>
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<th>Winter</th>
<th>Spring</th>
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</thead>
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<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
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<td>SP 6011</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Clinical Assessment in Integrative TCM Practice</td>
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<td></td>
</tr>
<tr>
<td>3 credits</td>
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<tr>
<td>PLD7812</td>
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<tr>
<td>Inter-Professional Leadership</td>
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<tr>
<td>3 credits</td>
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<td>SP6014 Nutritional Medicine</td>
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<td>3 credits</td>
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<tr>
<td>RQ0145 DAcOM Portfolio and Practice-Based Learning and Improvement</td>
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<tr>
<td>3 credits</td>
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</tr>
<tr>
<td>Elective Curriculum 12 Credits</td>
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<td>Elective Track 12 credits</td>
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</tr>
<tr>
<td>Clinical Curriculum 12 Credits</td>
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<td>Doctoral Internship 12 credits</td>
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<td></td>
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<tr>
<td>Credits per term:^1:</td>
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</tbody>
</table>

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

DAcOM Bridge for MAcOM graduates of AOMA 2019 and later catalogs: 36.5 credits (588 hours), 24 didactic credits (288 hours), 12.52 clinical credits (300 hours).

DAcOM Bridge Track Total for MAcOM graduates of AOMA 2017-2018 and later catalogs: 39.5 credits (660 hours), 24 didactic credits (288 hours), 15.5^2 clinical credits (372 hours).

DAcOM Bridge Track Total for MAcOM graduates of AOMA 2011-2016 catalogs: 43 credits (732 hours), 24 didactic credits (288 hours), 19^2 clinical credits (456 hours).

DAcOM Bridge Track Total for MAcOM graduates of AOMA 2004-2010 catalogs: 24 credits (432 hours), 12 didactic credits (144 hours), 12^2 clinical credits (288 hours). (These students only need to do the 12 credits of the core curriculum and 12 clinical credits.)

^2 Up to 6 credits of doctoral internship may be used for additional elective didactic credits.

^3 Credits based on AOMA MAcOM graduates of catalogs 2019-2020. Contact admissions for an evaluation of your transcripts.

Duration: One year and two terms (variable based on choices made).
THE DAOM PROGRAM—CLINICAL SPECIALTY DOCTORATE

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

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.

The program offers master’s-level acupuncturists the opportunity to expand their education, gain effective skills for leadership and teaching, and cultivate expertise within a clinical specialty area. The DAOM at AOMA focuses on Chinese and integrative medicine. This 69-credit, three-year program is conveniently offered in an executive modular format, and can be completed in two years on the fast-track. Week-long intensive, on-campus learning experiences are coupled with extended periods of independent study. While the majority of the classroom and clinical instruction is delivered on the AOMA campus, the courses are arranged to allow working professionals to continue their practice while enrolled.

Learners will engage in four primary areas of study: 1) integrative practice, 2) specialty practice, 3) inquiry, and 4) leadership and teaching. Courses within the specialty practice curriculum introduce learners to musculoskeletal, neurologic, and psychosomatic disorders, offering an in-depth exploration of TCM, integrative, and biomedical treatment options for the treatment of pain. In the integrative practice curriculum, learners develop advanced skills and techniques to care for patients in a collaborative medical setting, and benefit directly from a number of integrative clinical education opportunities.

Finally, the interprofessional leadership and teaching 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 interprofessional leadership roles within healthcare.

DAOM Graduation Requirements
The DAOM program is a three-year program* on full-time basis with the capstone defense in the final term of the third year. Students on the fast-track to complete in two years will defend in their final term. 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></th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Integrative Practice</td>
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<td>132</td>
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<tr>
<td>Specialty Practice</td>
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<tr>
<td>Leadership and teaching</td>
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<td>60</td>
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<td>Inquiry</td>
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<td>Doctoral Internship</td>
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<td>408</td>
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<td>Doctoral Externship</td>
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<td>252</td>
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<td><strong>Total</strong></td>
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<td>1,200</td>
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2. Satisfactory conduct and professional clinical performance.
3. Successful completion, presentation, and acceptance of the capstone.
4. Successful fulfillment of portfolio requirement.
5. Fulfillment of all financial obligations, including return of all library materials.

* Students are expected to graduate within 3 years, with a six-year maximum limit.
## DAOM Program at a Glance

Program Total: 69 credits (1200 hours), 45 didactic credits (540 hours), 17 clinical internship credits (408 hours), 7 clinical externship credits (252 hours)  
Duration: 2 years; *students who take longer than 2 years must enroll in 1 credit per term in *clinical externship, *research project or *portfolio, until degree completion

### Program Entry in Academic Year – Fast Track 2019-2020

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<td><strong>First Year</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td><strong>Integrative Practice Curriculum</strong></td>
<td>1 Residency Week</td>
<td>2 Residency Weeks</td>
<td>2 Residency Weeks</td>
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<td></td>
<td>SP 6010 Biomedical Theories on Meridians and Qi 2 credits</td>
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<td>SP 6011 Advanced Clinical Assessment in Integrative TCM Practice 3 credits</td>
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<td>SP 6021 Advanced Diagnostic and Therapeutic Techniques 3 credits</td>
<td>SP 6010 Biomedical Theories on Meridians and Qi 2 credits</td>
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<td><strong>Specialty Practice Curriculum</strong></td>
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<td></td>
<td>SP 7012 Eco-Psycho-Social 3 credits</td>
<td>SP 7017 TCM Internal Medicine 3 credits</td>
<td>SP 7017 TCM Internal Medicine 3 credits</td>
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<td>SP 6020 TCM Classics and Advanced TCM Theory 3 credits</td>
<td>SP 7020 Specialty Practice Electives 3 credits</td>
<td>SP 6020 TCM Classics and Advanced TCM Theory 3 credits</td>
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<td><strong>Inquiry Curriculum</strong></td>
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<td>INQ 5011 Paradigms of Inquiry 2 credits</td>
<td>INQ 5013 Methods of Inquiry and Research Design 2 credits</td>
<td>INQ 5013 Methods of Inquiry and Research Design 2 credits</td>
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<td></td>
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<td><strong>Second Year</strong></td>
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<tr>
<td></td>
<td><strong>Summer</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
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<tr>
<td><strong>Specialty Practice Curriculum</strong></td>
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<td><strong>Leadership and Teaching Curriculum</strong></td>
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<td><strong>Credits per term:</strong></td>
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## DAOM Program at a Glance

Program Total: 69 credits (1200 hours), 45 didactic credits (540 hours), 17 clinical internship credits (408 hours), 7 clinical externship credits (252 hours)
Duration: 2 years; *students who take longer than 2 years must enroll in 1 credit per term in *clinical externship, *research project or *portfolio, until degree completion

### Program Entry in Academic Year – Fast Track 2020-2021

<table>
<thead>
<tr>
<th>First Year</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
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<tr>
<td>1 Residency Week</td>
<td>SP 6010 Biomedical Theories on Meridians and Qi 2 credits</td>
<td>SP 6036 Integrative Medical Practice 3 credits</td>
<td>SPI 8010 Clinical Internship 7 credits</td>
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<td></td>
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<tr>
<td>Fall</td>
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<tr>
<td>2 Residency Weeks</td>
<td>SP 6011 Advanced Clinical Assessment in Integrative TCM Practice 3 credits</td>
<td>SP 6021 Advanced Diagnostic and Therapeutic Techniques 3 credits</td>
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<td>Winter</td>
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<tr>
<td>2 Residency Weeks</td>
<td>SP 7011 Neurologic, Dermatologic, and Sensory Disorders 3 credits</td>
<td>SP 7010 Musculoskeletal Disorders 3 credits</td>
<td>SP 7012 Eco-Psycho-Social 3 credits</td>
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<tr>
<td>Spring</td>
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<tr>
<td>2 Residency Weeks</td>
<td>SP 6014 Nutritional Medicine 3 credits</td>
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### Second Year

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<thead>
<tr>
<th>Inquiry Curriculum</th>
<th>6 credits didactic 2+ credits research</th>
<th>6 credits didactic 2+ credits research</th>
</tr>
</thead>
<tbody>
<tr>
<td>INQ 5011 Paradigms of Inquiry 2 credits</td>
<td>INQ 5013 Methods of Inquiry and Research Design 2 credits</td>
<td>INQ 8080 Research Project 2 credits</td>
</tr>
<tr>
<td>INQ 5012 Quantitative and Qualitative Assessment 2 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership and Teaching Curriculum</th>
<th>5 credits didactic &amp; portfolio</th>
<th>5 credits didactic &amp; portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLD 7812 Interprofessional Leadership 3 credits</td>
<td>Portfolio</td>
<td>Portfolio</td>
</tr>
<tr>
<td>PLD 6810 Teaching and Learning 2 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits per term</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

AOMA Program Catalog 2019-20

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 this Program Catalog.

AOM 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:

- AT0101 Foundations of Chinese Medicine 1
- AT0102 Foundations of Chinese Medicine 2
- AT0103 Diagnostic Skills of Chinese Medicine 1
- AT0200 Diagnostic Skills of Chinese Medicine 2

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 Chinese 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 this 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>HT0203</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>HT0301</td>
<td>Chinese Herbal Formulations I</td>
</tr>
<tr>
<td>HT0302</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>HT0321</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 Policies & Finance section 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>486</td>
</tr>
<tr>
<td>Herbal clinical internship</td>
<td>9</td>
<td>216</td>
</tr>
<tr>
<td>Grand total</td>
<td>48</td>
<td>702</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 an 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), 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 Chinese 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 this 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 table below shows admissions requirements for consideration, as well as the application and items to submit for each of the programs.

<table>
<thead>
<tr>
<th>Admissions Requirements and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's (MAcOM)</td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
</tr>
<tr>
<td>• A bachelor’s degree or higher, or the equivalent, from a regionally accredited institution is preferred.</td>
</tr>
<tr>
<td>• Students may be considered for admission if they have completed at least 90 baccalaureate level semester credits (135 quarter credits) from a regionally accredited college or university with a minimum overall grade point average of 2.5. The 90 credits must include at least 30 credits of general education courses drawn from the following areas:</td>
</tr>
<tr>
<td>• Humanities/fine arts (minimum 6 credits)</td>
</tr>
<tr>
<td>• Social/behavioral sciences (minimum 6 credits—psychology preferred)</td>
</tr>
<tr>
<td>• Natural sciences/mathematics (minimum 6 credits—chemistry and biology preferred)</td>
</tr>
<tr>
<td>• Communications (minimum 6 credits)</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>
</tr>
<tr>
<td>• The capacity to practice professional behaviors and provide patient-centered care.</td>
</tr>
<tr>
<td><strong>Additional Items</strong></td>
</tr>
<tr>
<td>Master’s (MAcOM)</td>
</tr>
<tr>
<td><strong>Personal Statement</strong></td>
</tr>
<tr>
<td>Personal statement of no fewer than 350 words to include:</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>
</tr>
<tr>
<td>• Your understanding of the meaning of integrative medicine.</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>
</tr>
<tr>
<td>• Preparation for transition to graduate school and/or relocation to Austin.</td>
</tr>
<tr>
<td>• Career plans.</td>
</tr>
</tbody>
</table>

| Additional Items |  | |
| Enrollment Deposit |  |  |
| 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. | 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. | *Current AOMA students and alumni receive a discounted deposit fee—contact the admissions office for details.* |

AOMA Program Catalog 2019-20
INTERNATIONAL APPLICANTS

AOMA is certified with the Student Exchange Visitor Program (SEVP) and is authorized under federal law to enroll non-immigrant 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.

Proof of English Language Competency

English language competency must be required of all students seeking admission to the programs.

MAcOM

The student must score a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), including a minimum speaking exam score of 26 and a minimum listening exam score of 22, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam.

DAcOM

The program must confirm required oral and written English competency via one of the following:

1) Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT) (paper-based no longer acceptable on or after January 1, 2019)
   - Acceptable scores:
     - TOEFL iBT total score—80 and TOEFL iBT speaking score—26; or
   - International English Language Testing System (IELTS)
   - Acceptable scores:
     - IELTS overall band score 6.5 (Academic Format) and IELTS spoken band score—8.0.

DAOM

This may be satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam.

All Programs: Effective January 1, 2020

The acceptable scores are identical across all ACAOM graduate-level degree programs, and are consistent with comparable health professions under the Federal Student and Exchange Visitor Program (SEVP):

English language competency must be demonstrated by all students seeking admission to the program. The program must confirm required oral and written English competency via one of the following:

1) Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)
   - Acceptable scores:
     - TOEFL iBT total score—80 and TOEFL iBT speaking score—26; or
2) International English Language Testing System (IELTS)
   - Acceptable scores:
     - IELTS overall band score 6.5 (Academic Format) and IELTS spoken band score—8.0.

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.

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 following areas:
  - Humanities/fine arts (minimum 6 credits)
  - Social/behavioral sciences (minimum 6 credits – psychology preferred)
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. Credits earned more than five (5) years prior to admission may only be accepted for transfer after validating and documenting that the student has retained the content knowledge and competencies of the respective course(s) for which transfer credits are being assessed.

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 DAcOM. 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 DAcOM Bridge Track will not need to complete the following MAcOM items: 1) master's-level portfolio, 2) clinical practical exams, and 3) the four competency exams. 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.

MyCacOM and DAcOM applicants may receive transfer credit for up to 50% of the total program credit requirements. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit. To complete the MAcOM degree at AOMA, transfer students must successfully pass, with a score of 70% or better, all practical and written benchmark and competency exams, as well as complete the portfolio and any other requirements in place for all students. Transfer credit awarded by AOMA shall be no more than one-third (33%) of the credits of the DAOM program.

DAOM TO DAcOM OR DAcOM TO DAOM CONVERSION
Clinical specialty doctoral students who wish to change to the professional doctorate bridge track (DAOM to DAcOM Bridge Track), or vice versa, 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/DAcOM program, and fulfill relevant admissions criteria. To apply, such students need to complete a declaration form to transfer between programs, and any other requirements as specified on the declaration form, and is subject to approval by the program director. The above stated maximum transfer credits apply when converting between these two programs.

ADMISSIONS DEADLINES: 2019–20 COHORTS
Summer 2019 – Master’s and Doctoral Programs
April 29, 2019: International application deadline
June 19, 2019: Application deadline
July 17, 2019: First doctoral day of classes
July 19 & 22, 2019: MAcOM new student orientation
July 22, 2019: First master’s day of classes
Fall 2019 – Master’s and Professional Doctorate* Programs
October 4, 2019: International application deadline
August 20, 2019: Application deadline
September 18, 2019: First doctoral day of classes
September 20 & 23, 2019: MAcOM new student orientation
September 23, 2019: First master’s day of classes
Winter 2020 – Master’s and Doctoral Programs
October 3, 2019: International application deadline
December 3, 2019: Application deadline
January 3, 2020: First doctoral day of classes
January 3, 2020: MAcOM new student orientation
January 6, 2020: First master’s day of classes
Spring 2020 – Transfers and Professional Doctorate* Programs
January 9, 2020: International application deadline
March 9, 2020: Application deadline
April 1, 2020: First doctoral day of classes
April 9, 2020: MAcOM new student orientation
April 13, 2020: First master’s day of classes
Summer 2020 – Master’s and Doctoral Programs
April 17, 2020: International application deadline
June 17, 2020: Application deadline
July 15, 2020: First doctoral day of classes
July 17, 2020: MAcOM new student orientation
July 20, 2020: First master’s day of classes
Fall 2020 – Master’s and Professional Doctorate* Programs
June 18, 2020: International application deadline
August 18, 2020: Application deadline
September 16, 2020: First doctoral day of classes
September 18, 2020: MAcOM new student orientation
September 21, 2020: 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 with creation of a degree plan 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.
Policies & Finance

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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% competency of the course material.

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>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 a doctoral 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.

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 Safety & Security 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 are included in the Intellectual Property policy 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 coordinator of student services. 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
$335 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 (206.5 quarter credits) is approximately $69,178. The additional amount of tuition for the DAcOM 36.5 credits is approximately $15,805. The total cost for tuition for the complete DAOM (69 credits) program is approximately $29,877. 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* (DAOM, DAcOM) ................................................... $500
Facility fee (per term) .......................................................... $85
Part-time surcharge (MAcOM fewer than 12 credits per term, DAcOM fewer than 7 credits per term, DAOM fewer than 9 credits per term—all excluding summer term) ................................................... $20
Practicum insurance (per term)** ....................................... $95
Clinic practical examination ................................................. $40
MAcOM/THCM 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
Pending Graduation Fee**** .............................................. 1 program credit per term
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.
** Practicum insurance covers the student throughout his or her 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.
**** This fee is for students who have completed course and internship work but still have outstanding graduation requirements, including but not limited to, portfolio, externship, honors concentration, competency exams, practical exams, case reports, DAcOM QIP, DAOM capstone, etc. Cost of one credit (based on program credit cost) per term until requirements are completed. Effective Jan. 1, 2020.

AOMA reserves the right to withhold the transcripts or diploma for

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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.

**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 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 master’s intern clinics ................................... $60

Students must see an academic advisor or program director to drop classes or clinics after the free add/drop period. Drop fees are not charged after the third week of the term. For additional information about adding and dropping, see the schedule changes policy in 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**
Withdrawal through week one: ................................ 100% tuition refund, less $100 fee
Withdrawal during week two: .......................................... 75% tuition refund
Withdrawal during week three: ........................................ 25% tuition refund
Withdrawal during week four: ......................................... 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: ........................................ 25% refund
Withdrawal after day five of the first residency week: .......................................................... No refund

For the full refund policy for dropping courses and clinics, please see the withdrawal from a program policy in the Student & Clinic Manual. For students on financial aid, AOMA follows the Return to Title IV provisions of the Financial Aid Manual. Withdrawal status will impact both financial aid eligibility and/or repayment requirements.

**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.

**Leadership Award**
This scholarship is awarded by a member of AOMA’s executive leadership team to a currently enrolled AOMA student in good academic standing. The leadership of AOMA seeks to support AOMA students who contribute to the professional community of Chinese medicine through leadership and/or publication that contributes to the field.
AOMA Scholarship
The AOMA Scholarship was created from the Alumni Association for students with financial need who achieve academic excellence in their studies and a passion for Chinese medicine.

PROGRAM DISCLOSURES
Normal-Time Completion Rate
Master of Acupuncture and Oriental Medicine (MAcOM)
Of the AOMA students who graduated between July 1, 2017 and June 30, 2018, 76% 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. Of the AOMA students who graduated between July 1, 2017 and June 30, 2018, 71% completed the DAcOM bridge track within 18 months. Information about the normal-time of completion will become available upon completion of the initial cohort of DAcOM students in the full 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. Of the AOMA students who graduated between July 1, 2017 and June 30, 2018, 16% completed the DAOM program within 36 months.

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. The normal completion time of the TCHM is expected to be 18-21 months. One graduate of this certificate program completed the TCHM certificate within 30 months.

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, 2017, and June 30, 2018, the median Title IV loan debt was $77,762.

Professional Doctor of Acupuncture and Oriental Medicine (DAcOM)
For AOMA students who graduated between July 1, 2017 and June 30, 2018, there were fewer than 10 students. Therefore, the median loan debt has been withheld to preserve the confidentiality of the students.

Clinical-Specialty Doctor of Acupuncture and Oriental Medicine (DAOM)
For AOMA students who graduated between July 1, 2017 and June 30, 2018, there were fewer than 10 students. Therefore, the median loan debt has been withheld to preserve the confidentiality of the students.

Traditional Chinese Herbal Medicine Certificate (TCHM)
The AOMA students who graduated between July 1, 2017 and June 30, 2018, there were fewer than 10 students. Therefore, the median loan debt has been withheld to preserve the confidentiality of the 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

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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 MAcOM and DAcOM clinical externship quarter credit is equivalent to 24 hours of instruction. Each DAOM 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 doctoral 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. These course do not count towards degree completion.

### 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**
- **0/12/0/0.5** Pre-req.: None
- Terms Offered: Fall, Winter
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 two more palpation skills courses and in courses on point location, needling techniques, Asian bodywork, anatomy, and physical assessment, and throughout clinical practice.

**AT0101 Foundations of Chinese Medicine 1**
- **36/0/0/3** Pre-req.: None
- Terms Offered: Summer, Fall, Winter
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 2**
- **36/0/0/3** Pre-req.: AT0101
- Terms Offered: Fall, Winter, Spring
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 1**
- **24/12/0/0** Pre-req.: AT0102
- Terms Offered: Winter, Spring, Summer
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 2**
- **24/12/0/0** Pre-req.: AT0103
- Terms Offered: Spring, Summer, Fall
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
24/12/0/3  Co-req.: AT0100, AT0101, WS0101
Terms Offered: Fall, Winter
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  Pre-req.: 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  Pre-req.: 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 I
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/tuningification 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  Pre-req.: 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 I
36/0/0/3  Pre-req.: 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, luo connecting points, yuan source points, and xi-cleft points.

AT0192  Meridian and Point Energetics 2
36/0/0/3  Pre-req.: 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.

AT0201  Advanced Needling Techniques and Theory
24/12/0/3  Pre-req.: AT0112, AT0113, AT0191, AT0192, AT0132
Terms Offered: Winter, Spring
This advanced practical course provides for further study of acupuncture techniques and the indication and functions of various techniques for clinical application. This course includes scalp acupuncture, auricular acupuncture, and various classical techniques from the Neijing and Nanjing classics.

AT0202  Advanced Channel Needling Techniques
24/12/0/3  Pre-req.: AT0202, AT0211-0212, Level 2 Internship
Terms Offered: Spring, Fall
This course will build on the foundational needle technique, and point and meridian location and energetics courses. The mechanics of channel flow, the five shu, yuan/luo, guest/host, front mu, back shu, master/confluent points, other significant points as well as point combinations will be discussed. Approaches to treatment based on Applied Channel Theory, zang fu pathologies, and five elements point identities will be discussed. Practice in channel palpation as a method of diagnosis will be addressed. Students will learn how to actively engage not only primary channels, but also luo, sinew, and divergent channels, by technique and sensation.

AT0211  Acupuncture Treatment of Disease 1
24/12/0/3  Pre-req.: 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  Pre-req.: 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  Pre-req.: AT0211, AT0132
Terms Offered: Spring, Fall
This is the final course on the treatment of specific diseases, covering immune and musculoskeletal systems, as well as psychosocial disorders, skin, hair, and nail problems, and miscellaneous illnesses. Includes certain advanced techniques, case analyses, and written studies.

RQ0125  Acupuncture Competencies
36/0/0/3  Pre-req.: AT0202, AT0212, AT221, HT0200, MB0101, MB0301, WS0201, WS0311
Co-req.: PT0400, PT044
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, Chinese herbal medicine, and biomedicine is required graduation and 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.
The principle focus of this course is to introduce and develop the skill to address psycho-emotional disorders. It will cover the five elements and their virtues and emotions, the eight extraordinary vessels as a framework of the self, the five shen, the zang fu and their emotional functions, and the window of sky points. Diagnosis and treatment protocols will be discussed via these approaches for a variety of pathologies such as anxiety and depression.

**ACUPUNCTURE ELECTIVE GROUP**

**AT0240  Psycho-emotional Frameworks in TCM**

*Terms Offered: Spring*

This course will cover a number of the conceptual models used in TCM to address psycho-emotional disorders. It will cover the five elements and their virtues and emotions, the eight extraordinary vessels as a framework of the self, the five shen, the zang fu and their emotional functions, and the window of sky points. Diagnosis and treatment protocols will be discussed via these approaches for a variety of pathologies such as anxiety and depression.

**ABS01  Shiatsu for Acupuncturists**

*Terms Offered: Spring, Summer*

The principle focus of this course is to introduce and develop the skill set and attitude necessary for the practical integration of Shiatsu into acupuncture treatments. It is an 8-week elective course designed to introduce students to the basic philosophy and skills of Shiatsu, in a manner that will be easily integrated into their acupuncture 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. It will also seek to create a framework to integrate Western/biomedical assessments into the practice.

**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.

**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**

*Terms Offered: Varies*

This course provides a working knowledge of basic tuina techniques and tuina exercises, yijing (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**

*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**

*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**

*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  Pre-req.: 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 zangu, 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  Pre-req.: 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 acupressure 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  Pre-req.: 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  Pre-req.: 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.

MB0102  Taiji 2
0/12/0/1  Pre-req.: MB0101
Terms Offered: Varies
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.

MB0103  Taiji 3
0/12/0/1  Pre-req.: MB0102
Terms Offered: Varies
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.

MB0301  Qigong 1
0/12/0/1  Pre-req.: None
Terms Offered: Varies
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.

MB0302  Qigong 2
0/12/0/1  Pre-req.: MB0301
Terms Offered: Varies
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.

MB0303  Qigong 3
0/12/0/1  Pre-req.: MB0302
Terms Offered: Varies
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 300 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.

HT0103  Chinese Herbology 1
36/0/0/3  Pre-req.: AT0102
         Co-req.: HL01
Terms Offered: Spring, Fall
This course focuses on the practical application of differentiation of TCM disease patterns and differentiation of those herbs 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. Knowledge of diagnostics and Chinese materia medica is important to the study of the material covered in this course. The first course of the series is an in-depth study of formulas that release the exterior, clear heat, downward drain, and drain dampness.

HT0200  Nutrition and Dietary Therapy
36/0/0/3  Pre-req.: HT0103
         Co-req.: AT0103
Terms Offered: Spring, Summer
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.

HT0201  Chinese Herbology 2
36/0/0/3  Pre-req.: HT0103
         Co-req.: HL02
Terms Offered: Fall, Winter
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.

HL02  Chinese Herbal Studies Lab 2
0/12/0/0.5  Co-req.: HT0201
Terms Offered: Fall, Winter
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.

HT0202  Chinese Herbology 3
36/0/0/3  Pre-req.: HT0103
         Co-req.: HL03
Terms Offered: Winter, Spring
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.

HL03  Chinese Herbal Studies Lab 3
0/12/0/0.5  Co-req.: HT0202
Terms Offered: Winter, Spring
Practical study of Chinese materia medica substances that tonify, stabilize and bind, calm spirit, subdue liver yang, extinguish liver wind, open orifices, and expel parasites, as well as external applications.

HT0301  Chinese Patent Herbal Medicine
36/0/0/3  Pre-req.: HT0101 or HT0202
Terms Offered: Winter, Summer
This course concerns the study of Chinese patent herbal products and the relationship to traditional herbal formulas, with a focus on functions of ingredients, indications, contraindications, dosage, and special considerations of commonly used patents. The course includes comparison of popular brands of patents, effectiveness in clinical treatment, storage and duration, format of delivery, safety, quality control, and herb–drug interactions.

HT0302  Chinese Herbal Formulations 1
36/0/0/3  Pre-req.: HT0201, HT0202
Terms Offered: Fall, Winter
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.

HT0303  Chinese Herbal Formulations 2
36/0/0/3  Pre-req.: HT0201
Terms Offered: Fall, Winter
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.

HT0311  Syndrome-based Herbs and Formulas
36/0/0/3  Pre-req.: AT0212, AT0213, HT0203
Terms Offered: Fall, Winter
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.
HT0322  Chinese Herbal Safety and Herb–Drug Interactions  
18/0/0/1.5 Pre-req.: HT0201, HT0202, WS0201  
Terms Offered: Fall, Spring  
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.

HT0332  Chinese Herbal Treatment of Disease 1  
36/0/0/3 Pre-req.: HT0301 or HT0302, HT0311  
Terms Offered: Winter, Spring  
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.

HT0333  Chinese Herbal Treatment of Disease 2  
36/0/0/3 Pre-req.: HT0332  
Terms Offered: Spring, Fall  
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.

HT0394  Huang Di Nei Jing  
18/0/0/1.5 Pre-req.: HT0301, HT0302  
Co-req.: HT0395  
Terms Offered: Spring, Fall  
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).

HT0395  Shan Han Lun  
18/0/0/1.5 Pre-req.: HT0301, HT0302  
Co-req.: HT0394  
Terms Offered: Spring, Fall  
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.

HT0431  Chinese Herbal Treatment of Disease 3  
36/0/0/3 Pre-req.: HT0332 Terms  
Offered: Fall, Winter  
Third course on the Chinese herbal treatment of disease, including herbal treatment under the guidance of the theory of zangfu organs and the theory of qi, blood, and body fluids of TCM for diseases of gynecology, pediatrics, and dermatology.

HT0442  Jin Gui Yao Lue  
18/0/0/1.5 Pre-req.: HT0301, HT0302  
Terms Offered: Fall, Winter  
The third course on Chinese herbal classics covers Jin Gui Yao Lue (Golden Chamber) by Zhang Zhongjing.

HT0443  Wen Bing and Wen Re  
18/0/0/1.5 Pre-req.: HT0301, HT0302  
Terms Offered: 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 Pre-req.: 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 Herbology Board Exam. After using the documents and voice-over power points, the student takes AOMA’s Herbal Competency Exam. Passing the competency exams for foundations, acupuncture, Chinese herbal medicine, and biomedicine is required for graduation and 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.

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 I  
36/0/0/3 Pre-req.: 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  Pre-req.: 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  Pre-req.: 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 endocrinal 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. This is a non-degree course required for entry into the DACOM for students who do not have basic biology in their undergraduate studies.

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. This is a non-degree course required for entry into the DACOM for students who do not have basic chemistry in their undergraduate studies.

WS0110  Biomedical Terminology  
24/0/0/2  Pre-req.: 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  Pre-req.: 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.
WS0311  Physical Assessments Neuro-Musculo-Skeletal  
24/12/03  Pre-req.: WS0310, WS0292  
Terms Offered: Winter, Spring  
This course enhances students’ clinical practice 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. As a special feature, sessions are imbedded throughout to make relevant meaning of the assessments for TCM treatment planning and therapeutic applications.

WS0312  Women’s Health: Management of Gynecological and Reproductive Conditions  
36/0/0/3  Pre-req.: 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  Pre-req.: 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 hemorrhagic physical agents, nutritive, diabetic, and dermatological disorders, and complementary and alternative medical concepts.

WS0394  Biomedical Treatment of Disease 2  
36/0/0/3  Pre-req.: 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.

RQ0128  Biomedicine Competencies  
36/0/0/3  Pre-req.: 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 Biomedicine Board Exam. After using the documents and voice-over power points, the student takes AOMA’s Biomedicine Competency Exam. Passing the competency exams for foundations, acupuncture, Chinese herbal medicine, and biomedicine is required graduation and 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; however, if PT0101 is taken as an admissions requirement for the DAcOM, both PT0101 and PT0411 must be taken to fulfill DAcOM degree requirements.

PT0101  Psychology and Clinical Communications  
36/0/0/3  Co-req.: RQ0115 First clinical practical exam  
Terms Offered: Fall, Winter  
This course is designed for students to develop and refine their clinical communication skills primarily through reflection and analysis of their own clinic 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. Students may opt to take PT0411 Mindfulness Somatic Therapies for this MACOM degree requirement. If this course is used for admissions into the DAcOM, then PT0411 Mindfulness Somatic Therapies must be taken for degree requirements.

AT0221  Case Management  
36/0/0/3  Pre-req.: 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.

PT0400  Practice Management  
36/0/0/3  Pre-req.: None  
Terms Offered: Winter, Summer  
This course focuses on the crucial information and skills 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.
PT0411 Mindfulness Somatic Therapies
27/9/0/3 Co-req.: RQ0122 Second clinical practical exam
Terms Offered: Fall, Spring
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. Students may opt to take PT0101 Psychology and Clinical Communications for this MAcOM degree requirement. If PT0101 is used for admissions into the DAOM, then PT0411 must be taken for degree requirements.

PT0440 Ethics and Legal Issues
24/0/0/2 Pre-req.: None
Terms Offered: Winter, Summer
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.

WS0302 Evidence-Based Medicine in CAM Practice
36/0/0/3 Pre-req.: WS0201, WS0311, AT0213
Terms Offered: Winter, Spring
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.

MAcOM CLINICAL INTERNSHIP
AOMAs 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 a total of 1008 hours of observation, clinical theater, internship, focused herbal and community clinic hours, herbal dispensary, and optional hours focused on tuina and medical qi gong. Throughout the internship, students take on increasing levels of responsibility for patient care and case management, and attend regular student 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.

CT111 Clinical Theater 1
0/0/36/1.5 Co-req.: AT0101
Terms Offered: Summer, Fall, Winter
Students are exposed to the diagnostic methods of TCM and to the techniques and application of acupuncture and Chinese herbal medicine 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.

CT112 Clinical Theater 2
0/0/36/1.5 Pre-req.: CT111, CL1xxO
Co-req.: AT0211, AT0132, HT0103, HL01, WS0311
Terms Offered: Fall, Winter, Spring
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.

CL1xxO Clinical Observation
0/0/36/1.5 Pre-req.: AT0101 and RQ0103 Clinic Observation Orientation
Terms Offered: All
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.

CL1xxl Clinical Internship
0/0/36/1.5 Pre-req.: See Student and Clinic Manual
Terms Offered: All
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.

CL2xxl Clinical Internship—Community
0/0/36/1.5 Pre-req.: See Student & Clinic Manual
Terms Offered: All
Student interns perform treatments in a designated community clinic under the supervision of AOMA clinical supervisors. See Student & Clinic Manual for details.
CL118O  Advanced Clinical Observation  
0/0/36/1.5  Co-req.: CL1xxl  
Pre-req.: See Student & Clinic Manual  
Terms Offered: All  
Focused on deepening and widening the student’s knowledge and experience, the Advanced Clinical Observation is offered to students who have achieved more than 600 clinical hours. Student interns learn different styles of acupuncture and herbal treatment from veteran practitioners. Different acupuncture skills and techniques and herbal modification experiences are shared. Student interns also have case discussions together with practitioners.

CL1xxH  Clinical Internship—Herbal  
0/0/36/1.5  Pre-req.: See Student & Clinic Manual  
Co-req.: HT0332  
Terms Offered: All  
In this specialty clinic, students receive supervision and education specifically in Chinese herbal treatment of common clinical diseases, using herbal formulation with modifications as well as Chinese patent herbs. A minimum of 72 hours of herbal clinic internship is required for graduation.

CL1xxHD  Clinical Internship—Herbal Dispensary  
0/0/36/1.5  Pre-req.: See Student & Clinic Manual  
Co-req.: HT0332  
Terms Offered: All  
In this specialty clinic, students receive supervision, education, and experience specifically in dispensing Chinese herbal remedies, including patents, bulk prescriptions, and powdered preparations. Students gain additional competencies, including monitoring stock for depletion and expiration, stocking new and replenishing materials, and use of manufacturers’ reference manuals on natural medicinal products. A minimum of 36 hours of herbal dispensary internship is required for graduation.

CT311  Advanced Herbal and Biomedical Clinic Theater  
0/0/36/1.5  Pre-req.: RQ0122 Second clinical practical exam, HT0311, HT0202 or HT0203, and WS0201, WS0292, WS0223, WS0311  
Co-req.: HT0332 and one of WS0312, WS0393, or WS0394  
Terms Offered: Fall, Winter  
In this advanced course in clinical education, students are exposed to the integration of both TCM and biomedical diagnostic methods and the methods by which biomedicine may be used to inform the application of Chinese herbology in a clinical acupuncture setting. Experienced AOMA faculty with TCM and biomedical backgrounds will lead professional interventions for patients. This course includes discussion of the patient interview and combines TCM and biomedical diagnostic methods for an herbal and acupuncture treatment, with emphasis on patient communication, physical assessment, pulse and tongue diagnosis, and herbal modification, as appropriate for each case. Students will be expected to write advanced case studies of their own.

Other MAcOM and DAcOM Curricular Requirements  
AOMA’s programs have several curricular requirements that either fall outside of typical courses and clinical rotations. Already listed in the above departments include RQ0125 Acupuncture Competencies, RQ0126 Foundations Competencies, RQ0127 Chinese Herbal Competencies, and RQ0128 Biomedical Competencies. The following is a list of other such requirements. Some of these are done online or through other organizations.

RQ0010  New Student Orientation  
RQ0101  HIPAA Training  
RQ0102  OSHA Training  
RQ0103  Clinical Observation Orientation  
RQ0104  Clinical Internship Orientation  
RQ0105  CNT Certificate  
RQ0106  CPR Certificate  
RQ0108  Pre-Internship Checklist  
RQ0110  Benchmark Exam (Pre-Internship)  
RQ0111  First Formative Portfolio Review  
RQ0114  Student Home Room Meetings (every term)  
RQ0115  Level 1 Practical Exam  
RQ0116  Level 1 Checklist  
RQ0121  Second Formative Portfolio Review  
RQ0122  Level 2 Practical Exam  
RQ0123  Level 2 Checklist  
RQ0134  Third Formative Portfolio Review  
RQ0135  Summative Portfolio Review  
RQ0137  Level 3 & Herbalist Checklist  
RQ0138  MAcOM Group Exit Interview  
RQ0144  Case Report and Presentation (DAcOM only)  
RQ0145  DAcOM Portfolio and QIP (DAcOM Only)

DOCTORAL CORE COURSES  
AOMA’s innovative DAOM 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 didactic courses and in-residence internship 69-credit program may be completed in two years, with another 1-2 years to complete externship and research project.

The professional doctorate (DAcOM) core courses of 12 credits include SP 6011 Advanced Clinical Assessment in Integrative TCM Practice, SP 6014 Nutritional Medicine, PLD 7812 Interprofessional Leadership, and RQ0145 Practice-Based Learning and Improvement.

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 DAOM clinical externship quarter credit is equivalent to 36 hours of instruction.
INTEGRATIVE PRACTICE CURRICULUM

SP 6010  Biomedical Theories on Meridians and Qi
24/0/0/2  Pre-req.: none
Terms Offered: Spans Summer–Fall
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. Interwoven into
this study, and crucial to clinical care, will be holistic theories of
somaticized 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 Pre-req.: 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 6021  Advanced Diagnostic and Therapeutic
Techniques
18/18/0/3  Pre-req.: SP6011
Terms Offered: Spans Winter–Spring
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 6014  Nutritional Medicine
36/0/0/3  Co-req: DAOM SP6011; DACOM HT0200, RQ0122
Terms Offered: Spans Winter–Spring
This is an advanced course of in-depth study into the principles
and application of nutritional medicine. Learners will explore the
identification and treatment of nutritional imbalances. Advanced
information on functions, deficiency, repletion, and toxicity states of
vitamins, minerals, and other nutrients will be covered. 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.

SP 6020  TCM Classics and Advanced TCM Theory
36/0/0/3  Co-req.: 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 7010  Musculoskeletal Disorders
36/0/0/3  Co-req.: 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.
SP7011 Neurology, Dermatology, and Sensory Disorders
36/0/0/3 Co-req.: 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 Co-req.: SP6011
Terms Offered: Spans Summer–Fall (odd years)
This course is an advanced, in-depth exploration of somatoform disorders, psychosomatic disorders, and somatized 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 7017 TCM Internal Medicine
36/0/0/3 Pre-req.: SP6011
Terms Offered: Spans Winter–Spring (even years)
This course will make an advance inquiry into TCM internal medicine practice. The course will review the etiology, risk factors, pathophysiology, prevalence, clinical presentation, diagnostic evaluation and interpretation of cardio-pulmonary, vascular and lymphatic, gastrointestinal, endocrine, and gynecologic and andrologic disorders. The primary focus of the course will be on advanced TCM theory and approaches to the treatment and management of internal medicine conditions.

SP 7020 Specialty Practice Electives
36/0/0/3 Pre-req.: SP6011
Terms Offered: Spans Winter–Spring (even years)
The specialty practice elective course topics offer coursework covering various topics on the integrative medical specialty in pain and psychosocial phenomena associated with pain.

Topic I: Oncologic Disorders and Palliative Care
This course is an in-depth exploration of the use of TCM in the treatment of oncologic disorders and in palliative care.

Topic II: Psychiatric Comorbidities of Pain
This course is an in-depth exploration of the use of integrative therapies in the treatment of pain and the psychiatric comorbidities of pain conditions.

INQ CURRICULUM
INQ 5011 Paradigms of Inquiry
24/0/0/2 Pre-req.: 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 5013 Methods of Inquiry and Research Design
24/0/0/2 Pre-req.: INQ5011
Terms Offered: Winter
Learners build on the previous course to complete the methods section of their research project proposal. Data management and collection instruments are designed in the context of the developing research proposal.

INQ 5012 Quantitative and Qualitative Assessment
24/0/0/2 Pre-req.: INQ5013
Terms Offered: Spring
This course focuses on the theory and essential statistical methods pertinent to quantitative and qualitative research design. 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. The research proposal is completed in this course and then submitted for approval by the Scientific Review Committee and the IRB.

INQ 8080 Research Project
24/0/0/2 Pre-req.: INQ5011, INQ5013, INQ5012, faculty approval After completing the inquiry curriculum and obtaining approval of the research project by the Scientific Review 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 Doctoral Study Committee for acceptance, with the research presented and written up for submission to a peer-reviewed publication.

LEADERSHIP & TEACHING CURRICULUM
PLD 7812 Interprofessional Leadership
36/0/0/3 Pre-req.: None
Terms Offered: Spans Summer–Fall
The purpose of the course is to provide students with basic concepts and theories of inter-professional leadership in integrative health and medicine (IHM) and opportunities for skill-building in leadership and problem solving. A mix of didactic and experiential methods will encourage exploration of inter-professional leadership styles and roles for the TCM-trained leader in integrative health care. The course also focuses on developing professional communication, presentation, and writing skills, and the initiation of the learner’s portfolio project.

PLD 6810 Teaching and Learning
24/0/0/2 Pre-req.: none
Terms Offered: Spans Summer–Fall (even years)
The purpose of this course is to provide the knowledge, skills, and abilities pertinent to teaching and knowledge transmission. This course focuses on teaching in the health professions and includes curriculum design, development of instructional objectives, teaching methods, and assessment techniques. Additional skills include active learner-based teaching methods, presentation skills, supervising and teaching in clinical settings, educational technology, and patient education.
DAcOM-SPECIFIC COURSEWORK
In addition to the three specific courses from integrative and specialty courses, DAcOM learners will take the RQ0145 DAcOM Portfolio and Practice-Based Learning and Improvement course (3 credits), and choose an elective track to complete 12 credits.

RQ0145  Practice-Based Learning and Improvement  
36/0/0/3  Pre-req.: PT0440
This requirement provides a platform for students to develop a self-analysis of practice to identify professional strengths and weaknesses, and develop a program of life-long learning to remediate weaknesses and further develop strengths. Working individually or on teams, students will run a need analysis and create a quality improvement project (QIP). Upon institutional acceptance, students will implement their QIP and report on its outcomes. The three credits are spread out one credit at a time over three terms.

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 DAcOM curriculum that they wish to take and that are not already included in the DAcOM curriculum. Courses include 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 DAcOM 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. 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. 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. For the DAOM, externship requires 36 hours per credit, whereas for DAcOM, externship requires 24 hours per credit.

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 integrative collaboration, consultation, and teamwork 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. 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 Pre-req.: MAcOM 2nd practical exam or completed master’s degree
Internship is 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 first 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 Pre-req.: SP6036  
DAcOM Pre-req.: AT0221 or SP6036
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 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

Complete biographical information of AOMA’s faculty, including research and academic interests, publications, presentations, honors, and awards, may be accessed on AOMA’s website at https://aoma.edu/about/faculty/.

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
DAOM Program Director, Director of Research
BMed, Beijing College of Acupuncture and Orthopedics, 1991

Lesley Hamilton, DAOM, MACM, LAc
Vice-President of Academics and Accreditation
MAcOM 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

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

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

Robyn Sodders, DAOM
Director of Doctoral Programs
DAOM, Pacific College of Oriental Medicine, 2019
MSTOM, Pacific College of Oriental Medicine, 2010

Yaoping (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

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

Paulina Caban, ND
Department of Biomedical Sciences
ND, National College of Natural Medicine, 2005
BS, Texas Tech University, 1999

Christina Captain, DAOM, MSHA, OMD
Department of Doctoral Studies
DAOM, AOMA, 2017
MSHN, University of Bridgeport, 2014
MSAOM, East West College of Acupuncture and Oriental Medicine, 2000
MA, University of Central Florida, 1991
BA, University of Central Florida, 1989

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

Allen Cline, DAOM, OMD, LAc
Department of Doctoral Studies
DAOM, AOMA, 2017
OMD, National Chinese Academy of Traditional Chinese Medicine, 1991

Anne Cusick, MAcOM, LAc
Department of Acupuncture
MAcOM, AOMA, 2008
BA, Texas Christian University, 2003
Kayla DeShane  
Department of Doctoral Studies  
DAcOM, AOMA, 2018  
MAcOM, AOMA, 2017  
BS, University of Texas, 2013

Stefanie Dwyer, DAcOM, LAc  
Department of Integral Studies  
DAcOM, AOMA, 2018  
MAcOM, AOMA, 2016  
BS, Cornell University, 1990

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 Acupuncture  
MSOM, AOMA, 1997  
BA, Southwest Texas State University, 1987

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

Amy Moll, DAOM, LAc  
Department of Doctoral Studies  
DAOM, AOMA, 2017  
MOM, Minnesota College of Acupuncture and Oriental Medicine, 2006  
BS, University of Minnesota, 2003

William R. Morris, PhD, DAOM, LAc  
Department of Doctoral Studies  
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

Christina Nelson, ND  
Department of Biomedical Sciences  
ND, National College of Natural Medicine, 2013  
MA, University of North Texas, 2006  
BS, University of North Texas, 2004

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

James Phillips, DAOM, LAc  
Department of Doctoral Clinical Studies  
MSOM, AOMA, 2004  
BA, Baylor University, 1997

Lauren Sanchez, ND  
Department of Biomedical Sciences  
ND, Southwest College of Naturopathic Medicine, 2014  
BA, University of Incarnate Word, 2010

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

Diane Stanley, DAcOM  
Department of Integral Studies  
DAcOM, AOMA, 2019  
MAcOM, AOMA, 2018  
BA, University of Texas, 2002

Claudia Voyles, DAOM, LAc  
Department of Clinical Studies  
DAOM, AOMA, 2018  
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, MSN, BSN
DNP, Loyola University, New Orleans, 2013
MSN, Loyola University, New Orleans, 2008
BSN, Loyola University, New Orleans, 2005

Mike Bandy, DC
DC, Parker University

Jake Paul Fratkin, OMD, LAc
OMD, Southwest Acupuncture College
BA, East Asian Studies and Biology, University of Wisconsin

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

Qazi U. Javed, MD
MD, King Edward Medical University
BSc., University of Punjab

Molly Johnson, M.AmSAT, PhD
PhD, University of Massachusetts
BA, Carleton College

Sharad Kohli, MD
MD, University of Oklahoma, College of Medicine, 2000

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

Kathryn McKenzie, ND, LAc
ND, National College of Natural Medicine
MSAOM, Oregon College of Oriental Medicine, 2003

Edward Neal, MD, MSA, LAc
MSA, National College of Natural Medicine, 2003
MD, University of New Mexico, 1988
BA, Reed College, 1984

Jennifer Pollard, MD, MPH
MPH, La Universidad Nacional de Colombia, Dept. of Medicine, 2009
MD, University of Texas—Southwestern Medical School, 1998

Adam B. Smith, DO
DO, West Virginia School of Osteopathic Medicine, 2004
BA, Environmental and Graphic Design, North Carolina State University, 1993

Julia Strickler, ND
ND, Bastyr University, 2010
BA, St. John’s College, 2003
Student Services

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Student Services

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, special weeks devoted to student wellness, and continuing education. 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 centers 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 Chinese 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 each year. Students don academic regalia, receive encouragement and congratulations from their faculty and peers, and enjoy a celebratory reception after the ceremony with family and friends. 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 continuing education for the students, and hosting educational events.

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 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 Acutools Lecture series. Acutools 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-president host town hall meetings about school news and new campus resources. Recent brown bag discussion topics have included: “Supporting the Transgender Community,” “Healing the Gut: a 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. Some recurring noncredit class topics include: Taiji, qigong, and meditation.

SOUTHWEST SYMPOSIUM
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, practicing interview skills, and review of business plans 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 office of student services for additional information.

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## 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 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. MAcOM 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.

## AOMA Program Catalog 2019-20

### Winter 2019

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<th>Date</th>
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<tr>
<td>Dec 22-Jan 6</td>
<td>MAcOM Fall/Winter Break</td>
</tr>
<tr>
<td>Jan 3-9</td>
<td>MAcOM Winter/Spring Break</td>
</tr>
<tr>
<td>Jan 4</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Jan 7</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Jan 11</td>
<td>Graduation applications due</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Online Registration for Spring Term</td>
</tr>
<tr>
<td>Feb 16-24</td>
<td>Mid-term break</td>
</tr>
<tr>
<td>Feb 20-26</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Feb 24</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Feb 22</td>
<td>IRB Meeting</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Add/drop period begins</td>
</tr>
<tr>
<td>Mar 15</td>
<td>End of free add/drop period</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>Apr 2</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Apr 5</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

### Spring 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 6-14</td>
<td>MAcOM Winter/Spring Break</td>
</tr>
<tr>
<td>Apr 10-16</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Apr 12</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Graduation applications due</td>
</tr>
<tr>
<td>May 20</td>
<td>Online Registration for Summer Term</td>
</tr>
<tr>
<td>May 25-June 2</td>
<td>Mid-term break</td>
</tr>
<tr>
<td>May 29-June 4</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 2</td>
<td>Practical exams (OSCEs)</td>
</tr>
<tr>
<td>June 3-4</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 5</td>
<td>End of free add/drop period</td>
</tr>
<tr>
<td>June 29</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>July 9</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>July 12</td>
<td>MAcO M Term End</td>
</tr>
<tr>
<td>July 13</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

### Summer 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 13-21</td>
<td>MAcOM Spring/Summer Break</td>
</tr>
<tr>
<td>July 17-23</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>July 17</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>July 19</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>July 22</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>July 26</td>
<td>Graduation applications due</td>
</tr>
<tr>
<td>Aug 5</td>
<td>Online Registration for Fall Term</td>
</tr>
<tr>
<td>Aug 12-13</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Aug 14</td>
<td>Add/drop period begins</td>
</tr>
<tr>
<td>Aug 24</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>Aug 30</td>
<td>End of free add/drop period</td>
</tr>
<tr>
<td>Sept 10</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Sept 13</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

### Fall 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 14-22</td>
<td>MAcOM Summer/Fall Break</td>
</tr>
<tr>
<td>Sept 18-24</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Sept 20</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Sept 27</td>
<td>Graduation applications due</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Online Registration for Winter Term</td>
</tr>
<tr>
<td>Oct 30-Nov 5</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Oct 30</td>
<td>IRB Meeting</td>
</tr>
<tr>
<td>Nov 3</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Nov 4-5</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Nov 22</td>
<td>End of free add/drop period</td>
</tr>
<tr>
<td>Nov 23-Dec 1</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>Dec 17</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Dec 20</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

### Winter 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 21-Jan 5</td>
<td>MAcOM Fall/Winter Break</td>
</tr>
<tr>
<td>Jan 3-9</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Jan 6</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Jan 8</td>
<td>IRB Meeting</td>
</tr>
<tr>
<td>Jan 10</td>
<td>Graduation applications due</td>
</tr>
<tr>
<td>Feb 10</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Feb 15-23</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Feb 19-25</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Feb 23</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Feb 24-25</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Mar 13</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Mar 14-Apr 3</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>Mar 31</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Apr 3</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

### Spring 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 1</td>
<td>MAcOM Winter/Spring Break</td>
</tr>
<tr>
<td>Apr 4-12</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Apr 9</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Apr 13</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Apr 15-21</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Graduation applications due</td>
</tr>
</tbody>
</table>

### Fall 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 12-20</td>
<td>MAcOM Summer/Fall Break</td>
</tr>
<tr>
<td>Sept 16-22</td>
<td>MAcOM New student orientation</td>
</tr>
<tr>
<td>Sept 18</td>
<td>MAcOM Classes Begin</td>
</tr>
<tr>
<td>Sept 21</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Sept 25</td>
<td>Graduation applications due</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Online Registration for Winter Term</td>
</tr>
<tr>
<td>Nov 2-3</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Nov 4</td>
<td>Add/drop period begins</td>
</tr>
<tr>
<td>Nov 4-10</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Nov 4</td>
<td>IRB Meeting</td>
</tr>
<tr>
<td>Nov 8</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Nov 20</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Nov 21-29</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>Dec 15</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Dec 18</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

### Summer 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11-19</td>
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</tr>
<tr>
<td>July 15</td>
<td>MAcOM Classes Begin</td>
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<tr>
<td>July 24</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Aug 3</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Aug 10-11</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Aug 12</td>
<td>Add/drop period begins</td>
</tr>
<tr>
<td>Aug 22</td>
<td>Benchmark Exam</td>
</tr>
<tr>
<td>Aug 28</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Sept 8</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>Sept 11</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18</td>
<td>Online Registration for Summer Term</td>
</tr>
<tr>
<td>May 23-31</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>May 27-June 2</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>May 31</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 1-2</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 3</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 19</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 27</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>June 28</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>July 7</td>
<td>MAcOM Term End</td>
</tr>
<tr>
<td>July 10</td>
<td>MAcOM Term End</td>
</tr>
</tbody>
</table>

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**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 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. MAcOM 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.
Table for Comparison of Degree Programs for the 2019-20 Academic Year was not properly updated for the DAOM to reflect ACAOM’s change to the criterion for maximum length of the program, and to match the program length on page 20. Below is the corrected revision.

<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>206.5 quarter credits</td>
<td>Master’s plus 36.5 quarter credits</td>
<td>69 quarter credits</td>
</tr>
<tr>
<td><strong>Program Duration Minimum</strong></td>
<td>3.25 years (year-round). Considered a 4-year program. 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 8 years for completion of the program.</td>
<td>3 years of classes and internship, plus additional time to complete research and externship. May be fast-tracked in 2 years. Maximum 6 years for completion of the program.</td>
</tr>
<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 practice</td>
</tr>
<tr>
<td></td>
<td>• Chinese herbal studies</td>
<td>• Portfolio and practice-based learning and quality improvement plan</td>
<td>• Specialty practice in pain</td>
</tr>
<tr>
<td></td>
<td>• Biomedical sciences</td>
<td>• Elective track choice (clinical specialty, research, or honors concentration)</td>
<td>• Inquiry and research</td>
</tr>
<tr>
<td></td>
<td>• Integral studies</td>
<td>• Doctoral clinical studies</td>
<td>• Professionalism and leadership</td>
</tr>
<tr>
<td></td>
<td>• MAcOM clinical studies</td>
<td></td>
<td>• Doctoral clinical studies</td>
</tr>
<tr>
<td></td>
<td>• Asian bodywork therapy</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Mind–Body studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Tuition Without Fees</strong></td>
<td>$69,177.00</td>
<td>$84,982.00</td>
<td>$29,877.00</td>
</tr>
</tbody>
</table>

Revision Date: May 31, 2019

Revision: Table for Comparison of Degree Programs for the 2019-20 Academic Year was updated for the DAOM length of the program to match the program length on page 20.