



OCOM

**ACADEMIC
CATALOG
2023-2024**

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This catalog is published for the purpose of providing students, applicants, and the public with information about the educational programs, policies and procedures of Oregon College of Oriental Medicine (OCOM). The college reserves the right to make changes to the regulations, rules, policies, and curriculum set forth in this catalog. As such this catalog is not to be regarded as a contract. When changes are made, OCOM will make every effort to communicate those changes with reasonable notice to interested parties. The COVID-19 pandemic, in particular, has impacted and will continue to impact college policies and procedures, course offerings (including selectives and electives), and their manner of delivery.

Students are responsible for understanding and complying with all policies and procedures contained in this catalog, and in other publications that the college may distribute.

OCOM is a nonprofit corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 775 Court St NE, Salem, Oregon 97301.

Oregon College of Oriental Medicine

75 NW Couch Street, Portland, OR 97209

503-253-3443

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Mission and Values

Oregon College of Oriental Medicine transforms health care by educating highly skilled and compassionate practitioners, providing exemplary patient care, and engaging in innovative research within a community of service and healing.

In support of this mission, the college values:

Excellence

OCOM staff, faculty, and students strive to set standards for and perform at the highest professional levels — academically, clinically, in the research program and for long-term economic and ecological sustainability.

Leadership

OCOM leads Chinese medicine education in the United States by developing outstanding programs of education, clinic, research, outreach, and collaboration. OCOM leads by working to enhance social justice through its commitment to inclusive and diverse access to education and health care.

Healing

OCOM staff, faculty, and students, consistent with the principles of Chinese medicine, understand health to be harmony and balance in Body, Mind, and Spirit, and attempt to live these principles by embodying compassion, humility, passion, and synergy in their daily lives and work.

Innovation

OCOM staff, faculty, and students use inquiry and discovery to support their individual creativity and inventiveness in the continuous improvement of the college and its clinical, academic, and research programs.

Community

OCOM staff, faculty, and students work together in a learning community that maintains traditions built upon supportive relationships, effective communication, integrity, trust, heart, humor, and a commitment to lifelong learning.

Service

OCOM provides the highest levels of compassionate, effective, efficient, and practical service to its students and the public.

Accreditation

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

- (1) Master of Acupuncture
- (2) Master of Acupuncture with a Chinese herbal medicine specialization [currently named Master of Acupuncture and Chinese Medicine]
- (3) Doctor of Acupuncture with a Chinese herbal medicine specialization [currently named Doctor of Acupuncture and Chinese Medicine]
 - including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
- (4) Doctor of Acupuncture and Oriental Medicine

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

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

Public Disclosure Statement Effective as of February 25, 2023.

Academic Calendars 2023-2024

MAc, MACM, DACM/MACM Programs

Fall 2023

September 6	New Student Orientation
September 6	Clinic Internship Begins
September 13	All Classes Begin
November 22-26	Thanksgiving Holiday
December 4-8	Final Exam Week
December 9	Last Day of Clinic for Interns
December 10-January 1	College/Clinic Winter Break

Winter 2024

January 2	Classes/Clinic Begin
January 15	Martin Luther King, Jr. Day Holiday
March 18-22	Final Exam Week
March 23	Last Day of Clinic
March 25-March 31	College/Clinic Spring Break

Spring 2024

April 1	Classes/Clinic Begin
May 27	Memorial Day Holiday
June 1-2	Clinic Entrance Exam
June 10-14	Final Exams in some courses (See syllabi)
June 19	Juneteenth Holiday
June 17-21	Remainder of Final Exams
June 22	Last Day of Clinic
June 24-30	College/Clinic Summer Break

Summer 2024

July 1	Intern Classes/Clinic Begin (Eight-week session)
July 4	Independence Day Holiday
July 15	Non-Intern Classes Begin (Six-week session)
August 19-23	Final Exam Week
August 24	Last Day of Clinic
TBA	Graduation
September 2	Labor Day Holiday

DACM Completion Track

The degree completion track begins during Fall quarter, and follows the normal academic schedule with other first professional degree programs. OCOM has rolling enrollment for the DACM completion track and students may enroll and begin the program during the Fall or Winter quarters in an academic year.

OCOM reserves the right to modify the academic calendars as necessary. If such changes are made, the college will make every effort to communicate those changes with reasonable notice to all interested parties.

Due to uncertainty about the COVID-19 situation, DACM/DAOM on-campus modules may be held online, in compliance with government orders. The college will make decisions about whether a module will be on-campus or online no later than one month before the start of that module. If a government-ordered closure of the campus occurs, OCOM will communicate any changes regarding an on-campus module as quickly as possible.

DAOM Program

YEAR ONE

September 8, 2023-August 26, 2024

Semester A: September 8, 2023 through February 29, 2024

September 8-11, 2023	Module 1
Tuition Payment Due September 8, 2023	
October 13-16, 2023	Module 2
November 10-13, 2023	Module 3
December 8-11, 2023	Module 4
January 5-8, 2024	Module 5

Semester B: March 3, 2024 through August 26, 2024

March 8-11, 2024	Module 6
Tuition Payment Due March 8, 2024	
April 5-8, 2024	Module 7
May 3-6, 2024	Module 8
May 31-June 3, 2024	Module 9
June 28-July 1, 2024	Module 10

YEAR TWO

September 13, 2024-August 25, 2025

Semester C: September 13, 2024 through February 28, 2025

September 13-16, 2024	Module 11
Tuition Payment Due September 13, 2024	
October 18-21, 2024	Module 12
November 15-18, 2024	Module 13
December 13-16, 2024	Module 14
January 10-13, 2025	Module 15

Semester D: March 3, 2025 through August 25, 2025

March 7-10, 2025	Module 16
Tuition Payment Due March 7, 2025	
April 4-7, 2025	Module 17
May 2-5, 2025	Module 18
May 30-June 2, 2025	Module 19
June 27-30, 2025	Module 20

Facilities

OCOM Campus

75 NW Couch Street, Portland, OR 97209

OCOM's campus, in Portland's historic Old Town Chinatown neighborhood, opened in 2012. Consolidating the college's academic resources and a state-of-the-art teaching clinic in a single downtown location, the campus building features an accessible, ground-floor herbal medicinary, as well as versatile meeting spaces for both student and public classes — an ideal environment for learning, research, and the ongoing exchange of knowledge and ideas.

OCOM Library

Third Floor, 75 NW Couch Street, Portland, OR 97209

The college's library houses a unique collection of books, audiovisual materials, and journals, striving for in-depth English and Chinese language coverage of acupuncture and Chinese herbology. Related subjects such as qigong and taiji quan, massage and diet therapies, Chinese philosophy, biomedical topics, and Western herbology are also well represented. The entire collection is searchable via an online catalog. In addition, the OCOM Library maintains computers for student use.

To provide access to depth and variety in related subject areas, students have borrowing privileges at three other major health sciences libraries: Oregon Health & Science University (OHSU), National University of Natural Medicine (NUNM), and University of Western States (UWS).

Bookstore and Business Office

First Floor, 75 NW Couch Street, Portland, OR 97209

Texts used in OCOM courses, recent publications relevant to Chinese medicine, acupuncture supplies, and college-branded merchandise are available for purchase and by special order in the college bookstore located on the first floor. Texts and supplies can also be purchased from the college's online bookstore.

OCOM Clinic

Fourth Floor, 75 NW Couch Street, Portland, OR 97209

Our on-campus clinic offers acupuncture and massage treatments as well as herbal consultation services. Our most affordable services are provided by students who are advancing their study and practice of Chinese medicine. For patients seeking practitioners with a greater degree of experience, we also offer treatments by faculty, all of whom have years of practice experience.

OCOM Hollywood Clinic

2029 NE César E Chávez Blvd, Portland, OR 97212

Our Northeast Portland clinic is a full-service acupuncture and Chinese medicine facility, conveniently located in the Hollywood neighborhood to offer low-cost health care to area residents.

OCOM Herbal Medicinary

First Floor, 75 NW Couch Street, Portland, OR 97209

In conjunction with OCOM's clinics, our herbal medicinary serves both patients and practitioners by providing high-quality herbal and nutritional supplements. Custom herbal formulas are individually tailored to address our patient's health challenges. We also carry a wide variety of patent formulas, in both pill and tincture forms.

Off-Campus Internship Clinics

Students have an opportunity to work clinical rotations off-campus at a variety of community-based clinics.

Off-campus internship options may include:

- Quest Center for Integrative Health, where treatments are primarily performed in individual treatment rooms and the service communities are low-income, people living with HIV, and LGBTQIA2S+.
- Fora Health Center, where OCOM conducts Community style group acupuncture with focus on auricular and scalp acupuncture, in a 92-bed in-patient medically assisted detox facility. In-patient, out-patient, and Fora staff are treated by OCOM interns on this busy shift.
- Garlington Health clinic is a branch of Cascadia Health, which is the largest community-based behavioral health and substance use treatment services organization in the state of Oregon and is a Certified Community Behavioral Health Center (CCBHC) and a Federally Qualified Health Center (FQHC). Students treat patients and staff in a group setting.
- Legacy Pain Management Center, is part of Legacy Health, a multidisciplinary specialty practice with expertise in chronic pain management. In collaboration with Legacy providers, OCOM interns provide multiple approaches to manage the complex needs of pain patients in an outpatient hospital setting. Patients are actively encouraged to take part in self-care through education and support, to help manage their conditions and regain an active lifestyle.

Research

The OCOM Research Department works to enhance evidence-informed health care through innovative design, evaluation, education, and dissemination of research on acupuncture and Chinese medicine. Our commitment to innovation includes conducting original research that is patient-centered and reflects real-world clinical practice. Research education at OCOM is focused on developing broad-based research literacy and enabling graduates to understand and incorporate research into private practice and integrative medical settings.

MAc, MACM, and DACM students take courses that provide foundational skills in research literacy, an understanding of the current evidence base for acupuncture and Chinese medicine, and the methodological challenges of designing research that is clinically relevant. In their final year, DACM students take a year-long course in which they conduct literature reviews to develop a clinical case that meets the standards of peer-reviewed publication and presentation to an integrative audience. The department's researchers, faculty members, and work-study students collaborate with colleagues at complementary and alternative medicine (CAM) and conventional medical and research institutions, both locally and nationally, on research, education, and clinical care. Since its founding in 1999, the department's research partners have included Oregon State University (OSU), Knight Cancer Institute, Oregon Health & Science University (OHSU), Kaiser Permanente Center for Health Research, Legacy Health System, Central City Concern (CCC), and the Universities of Arizona, Texas, and California at Los Angeles, among others. Funded by grants from NIH/NCCIH and from private foundations, these research partnerships have focused on the local cultivation of Chinese herbs, recovery from breast cancer surgery, side effects of chemotherapy, electrodermal properties of acupuncture points, and acupuncture treatment for conditions such as, breast cancer, fatigue associated with multiple sclerosis, endometriosis-related pelvic pain, vulvodynia, temporomandibular joint disorder.

The DAOM curriculum includes research coursework with a Research Grand Rounds seminar series. The series features nationally known complementary and integrative medicine researchers who discuss state-of-the-art studies and discoveries relevant to Chinese medicine. Students in the DAOM program are required to complete a capstone project — either a

completed research study, a research study proposal, or a scholarly paper.

In 2005, the Research Department received a four-year grant from the National Institutes of Health/ National Center for Complementary and Alternative Medicine (NIH/NCCAM) to enhance research literacy and research-informed clinical practice and to provide experiential research opportunities. One important outcome of this NIH grant was the Research Scholars Program, which provided in-depth research training to OCOM faculty.

Our research education initiatives are supported by AcuTrials® and the clinic outcomes database. AcuTrials is a comprehensive, searchable database of randomized clinical trials and systematic reviews of acupuncture. It was developed at OCOM and is continually updated by the Research Department. The clinic outcomes database is a growing repository of data from all patients treated since 2009 in OCOM's intern clinics. Data in the repository is available to both faculty and students for research studies and analysis.

Research at OCOM is facilitated by mentoring faculty and deans and the Institutional Review Board (IRB). The IRB reviews all research projects involving human subjects to ensure subject safety and confidentiality. At times, OCOM works collaboratively with other colleges' IRB committees to achieve efficiency and to assure expertise needed is available for proposal review.

Continuing Education

Based on a philosophy of lifetime support for its community of graduated students, OCOM provides ongoing continuing education for acupuncturists.

Licensed practitioners with NCCAOM diplomate status are required to attend and document 60 hours of continuing education units every four years from the time of their initial certification with the national organization. This is the standard also recognized by the state of Oregon for maintenance of state licensure to practice acupuncture and Chinese medicine.

The Oregon Medical Board requires 30 hours of the NCCAOM approved courses to be done every two years, or 15 hours if licensed during the second year of OMB biennium. NCCAOM certification and the Oregon Medical Board (OMB) further requires practitioners to acquire specific continuing education units in such areas

as ethics and pain management. OCOM's Continuing Education program strives to host events that satisfy these requirements while also providing solid subject matter in areas vital to clinical effectiveness and deeper understanding of Chinese medicine theory. Practitioners who participate in continuing education on a regular basis strengthen their treatment strategies, broaden their ability to solve difficult cases, and have opportunities to network with other acupuncturists and allied health care providers.

OCOM's Continuing Education program offers practitioners an economical means of attending high-quality seminars. Discounted seminar fees are available to alumni, faculty, and staff. OCOM students are invited to attend seminars at a significantly discounted noncredit rate.

Non-credit Public Classes

OCOM may offer non-credit classes such as **Introduction to Chinese Medicine** as professional development or for laypersons to explore the medicine.

Alumni Support

OCOM is committed to working closely with our 1,719 alumni as they develop their practices and become leaders in our field. Continuing Education events are held throughout the year at our Portland campus, and some are sponsored in partnership with the OCOM Alumni Association at a discounted rate or free for members. Online, we provide the resources for graduates to connect with one another, learn about jobs in the field, and ask questions of their fellow practitioners.

Alumni receive numerous additional benefits, including networking opportunities, complimentary audit privileges, and lifetime access to the OCOM Library.

For a full list of OCOM alumni practice listings, benefits, and alumni profiles, visit alumni.ocom.edu.

Student Services

Student Services guides and supports all students through their transformational journey in achieving their educational and professional goals. A continuum of services is offered for prospective students, current students, and OCOM graduates.

Records and Transcripts

Records and transcripts are housed in the Office of the Registrar. Students, former students, and graduates may obtain unofficial copies of OCOM transcripts for themselves or request that official transcripts be sent directly to other institutions or agencies by completing a Transcript Request Form. A fee of \$15 is charged for each transcript. (Allow up to two weeks for processing.)

Transcripts can be ordered at: https://ocom.populiweb.com/request_transcript

The Registrar will only release transcripts to students, former students, alumni, and external institutions or agencies with a signed authorization from the person whose transcript is to be released. Both law and institutional policy afford students access to academic records and opportunities to modify them. Details regarding access and challenges to student records can be found in their program's student handbook.

The Registrar provides necessary documentation to state licensing boards and to the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) when requested by the student, former student, or alumnus. The registrar provides notary service for the college. Military veterans and international students receive specialized services through the Registrar.

Health Care

Low-cost health care is available to students in OCOM's clinics.

The Affordable Care Act, which went into effect in 2014, allows individuals to apply for health insurance through either a state or federal health exchange system. More information on coverage is available at www.oregonhealthcare.gov.

Counseling, Academic Advising, and Support Services

A variety of academic and personal support is available to students through the Office of Student Affairs. The Director of Student and Alumni Affairs offers supportive lifestyle advising on a wide range of issues and makes referrals for professional counseling or other outside resources when appropriate. Additionally, the Office of Students Affairs includes an on-campus Director of Counseling, who is available to provide counseling and a variety of additional support services.

The Director of Student and Alumni Affairs also provides academic support and advising to master's and doctoral students and assists with changes in enrollment plans. Free drop-in tutoring sessions are offered on campus several times each week, and subsidies are available for private tutoring that is required or recommended by a faculty member.

MAc, MACM, and DACM students are encouraged to meet with the Director of Student and Alumni Affairs to discuss academic progress, to review upcoming courses, and to share their experiences at the college. Similarly, DAOM students are encouraged to meet with the Dean of Research and Postgraduate Studies. Students are also encouraged to seek additional academic advising from DAOM faculty throughout the academic year, as needed.

Disability services for all students are coordinated by the Disability Access Services and Tutoring Programs Coordinator within the Office of Student Affairs.

Financial Aid and Work-Study

The Office of Financial Aid provides all necessary information regarding obtaining and managing Federal Financial Aid, including work-study options. Students are encouraged to consult on loan management options during school and after graduation.

Career Planning and Development

The online Professional Development Center (PDC) offers career tools and resources to support practice management. While OCOM graduates may establish their own acupuncture and Chinese medicine practices, or join existing acupuncture and natural health clinics, some may find employment in such varied settings as hospitals, addiction treatment programs, or reproductive medicine centers.

Students are encouraged to use the online PDC, alumni.ocom.edu job listings, and to meet with Professional Development Department faculty to find and integrate the resources needed to create, build, and sustain a successful acupuncture career.

Student Identification

Student security badges/identification cards are provided to enrolled students and can be utilized to obtain student discounts for goods and services.

Housing

While OCOM does not provide housing for students, housing opportunities are posted for student convenience, including hotels for students commuting to Portland for modules.

Campus Safety

In accordance with the Crime Awareness and Campus Safety Security Act of 1990, OCOM provides the college community with an annual report detailing certain types of criminal activity that have occurred on or around campus.

Communications

Websites, newsletters, in-class announcements, bulletin boards, email, and social media are all utilized to communicate information about the college, clinics, and the larger community.

Internet Access

The college maintains a campus wireless network available to all members of the OCOM community. Additionally, computers connected to the Internet are available for use in the library. Students, staff, faculty, and other users of the college's information systems are required to accept and follow the OCOM Technology Use Policy and Agreement Statement. A special guest wifi network is available to campus visitors such as students attending Continuing Education events and clinic patients waiting for treatments.

Populi

Populi, a cloud-based student information system (SIS), provides current and prospective students with secure Web access to:

- Online application
- Course registration and transcripts
- Online course material (for MAC, MACM, and DACM program students) and document sharing
- Financial aid
- Tuition and fees
- Campus news and event announcements
- Online bookstore

College Events

College events enrich the student experience and offer opportunities to build and sustain OCOM's community.

New Student Orientation – Incoming MAC, MACM, and DACM students typically attend an orientation meeting classmates, faculty, and staff, and learning what to expect as OCOM students. We also have structured lessons for students to complete online to gain more information about OCOM and the student experience.

Mentor Program – Incoming MAC, MACM, and DACM students are matched with continuing student volunteers to facilitate a smooth transition into OCOM life. A part of the enrollment process, these mentor relationships are established based on background and interests.

Welcome Party – A fun, autumn event greets first-year MAC, MACM, and DACM students and welcomes returning students to the beginning of a new year.

Annual "No Talent" Show – Staff, faculty, and students ham it up on stage to celebrate the Chinese New Year.

End-of-the-Year Party – In June, it's time to celebrate a successful school year. Students, faculty, staff, and families gather to eat, talk, dance, and unwind.

Graduation – The annual commencement ceremony is typically followed by a reception for graduates, OCOM students and alumni, family members, faculty, and staff.

Student Activities and Clubs

The OCOM Student Association (OSA) is the college's student government organization, acting as a liaison between the student body and the college administration. All currently enrolled students are members. OSA representatives include President, Liaison, and class representative positions. Representatives are elected each school year. The OSA operates according to its own constitution and is empowered to develop and coordinate events, resources and services to improve student life. Additionally, each year, a subcommittee of the OSA selects a student trustee to OCOM's Board of Trustees and a student liaison to the Academic Steering Committee.

While students in the college's DAOM program do not serve on the OSA Board, they are welcome to attend OSA meetings and work informally within the OSA to address DAOM student issues and interests.

Examples of OSA-sponsored efforts include creating clubs, hosting speakers, providing food during final exams, funding and supporting student activities, investing in improvements to campus infrastructure, and organizing informational and social events for students. The efforts of this student association are funded by Student Activity Fees. The OSA Constitution is distributed in the OCOM *Student Handbook*.

Examples of activities and clubs:

T-shirt Design Competition – Students submit designs that are then voted on by their fellow classmates. The winning design is then produced and t-shirts are made available for purchase.

Mentoring Panels – These events provide an opportunity for students to ask those “who have been there” about what to expect in the next phase of their OCOM experience or after graduation.

Condiments Club – The group meets to exchange recipes and talk about all things food.

XX+ Club works to help spread awareness on issues that affect female-bodied individuals in our health care system.

Chinese Language Club encourages students to come together to share their Chinese language skills and experiences.

Pride and Allies Club – This student-run club explores health concerns related to LGBTQIA (lesbian, gay, bisexual, transgender, questioning, intersex, asexual) people, as well as educating on LGBTQIA concerns and appropriateness. The group welcomes LGBTQIA

students, staff, and faculty, as well as all straight allies.

Society for Herbs and Cultivation Club – For those interested in all things gardening. This club maintains the college's rooftop garden, including watering, weeding, transplanting, and labeling to achieve a more lush and inviting gathering space.

Student Alliance for Integrative Medicine (SAIM) is a collaboration of five Portland-area medical schools working together to provide networking events, lecture opportunities, and information to students. (Visit <http://uwssaim.wordpress.com>)

Oregon Association of Acupuncturists (OAA) is the state professional organization for licensed acupuncturists in Oregon. OAA is a member of the American Society of Acupuncturists (ASA). Student members of the OAA are welcome to participate in annual events and in the ASA student chapter.

General Policies

The college's institutional and academic policies are fully detailed in the student handbooks for the respective programs.

Technical Skills/Standards for the Practice of Acupuncture and Chinese Medicine*

OCOM seeks to fulfill its mission by producing highly skilled and compassionate practitioners. For the safe and effective practice of acupuncture and Chinese medicine, students are expected to develop an extensive knowledge base and clinical skills, with the ability to apply their knowledge and skills, interpret information, and contribute to patient-centered care across a spectrum of health care settings. Students will be assessed not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the requirements of the school curricula and to graduate as skilled and effective practitioners of acupuncture and Chinese medicine. The following Technical Standards are academic requirements for admission, retention, promotion, and graduation.

OCOM, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) has established the essential functions of its students and ultimately of practitioners. Prospective and enrolled students are encouraged to contact Disability Access Services early in the application process or during enrollment to begin a confidential conversation about what accommodations they may need to meet these standards. Please note that fulfillment of technical standards for graduation does not guarantee that a graduate will be able to meet the technical requirements of any specific offsite clinic or postgraduate employment.

For more information on the core job tasks and working environment of a licensed acupuncturist, see the Occupational Information Network provided by the US Department of Labor/Employment and Training at <http://www.onetonline.org/link/details/29-1199.01>.

Students admitted to the college must be able to meet, with or without reasonable accommodation, the following abilities and expectations:

Observational Skills

A candidate must acquire information as presented through demonstration and experiences in didactic and clinical coursework. Candidates must apply foundational knowledge to evaluate patients while they gather and

assess the patient's relevant health, behavioral, and medical information.

Clinical Skills

Candidates must perform routine examinations and diagnostic maneuvers. Candidates must be able to provide direct general care and respond to the need for emergency treatment in a timely manner. Candidates must meet applicable safety standards and follow Clean Needle Technique (CNT) and universal precautions.

Communication Skills

A candidate must exhibit interpersonal skills to enable effective caregiving of patients, including the ability to communicate effectively and sensitively with all members of a multidisciplinary health care team, their patients, and the patient's support persons, in person and in writing. Candidates must be able to interpret accurately both verbal and nonverbal communication, and must be able to accurately record information.

Conceptual, Integrative, and Cognitive Skills

In order to solve problems effectively, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. Candidates must effectively interpret, assimilate, and understand the complex information required to function within the curriculum; including, but not limited to: the ability to comprehend and understand spatial perception; effectively participate in individual, small-group, and lecture learning experiences in multiple settings; learn, participate, collaborate, and contribute as a part of a team; synthesize information both in person and via remote technology; interpret causal connections and make accurate, fact-based conclusions based on available data and information; formulate a hypothesis and investigate potential answers and outcomes; and reach appropriate and accurate conclusions.

Behavioral and Social Skills and Professionalism

A candidate must demonstrate good judgment, timely completion of responsibilities related to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates should be able to function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Candidates are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills including the ability to accept and apply feedback.

Candidates must respect boundaries and care for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status.

Candidates should understand, and function within, the legal and ethical aspects of the practice of acupuncture and Chinese medicine and maintain and display ethical and moral behaviors commensurate with the role of a health care provider in all interactions with patients, faculty, staff, students, and the public. Functioning within legal and ethical aspects of practice includes but is not limited to compliance with applicable federal, state and local public health law and universal precautions as well as professional ethics.

**These Technical Skills/Standards are based on US Department of Labor Occupational Information Network description of the profession of acupuncturists: <http://www.onetonline.org/link/details/29-1199.01>.*

Student Grievance Policy

Academic Grievances

An academic grievance is a complaint by a student specifically related to alleged capricious and arbitrary grading in a course or evaluation in clinic.

This policy does not apply to an appeal of Conduct Discipline, non-academic grievance, nor is it an appeal or process to supersede the policy on sexual harassment, sexual assault, or sexual discrimination. Refer to those policies for appropriate procedures.

OCOM has both informal and formal mechanisms in place to resolve student concerns about faculty and staff.

Informal Process

The informal process includes three steps:

1. Students with an academic grievance should discuss their concern with the faculty member responsible.
2. In the case that the student and the faculty involved are unable to resolve their differences, the students should then discuss the complaint with the corresponding department chair. The department chair, faculty member, and the student may meet if all parties agree.
3. If a student believes that their grievance was not resolved satisfactorily by Steps 1 and 2, the student may submit the grievance in writing to the Vice President of Academic Affairs. The Vice President

of Academic Affairs will meet with the student in question, gather any additional information needed, and if possible, attempt to resolve the situation informally.

Formal Process

If, at the conclusion of an informal process the student still believes that the grievance has not been satisfactorily resolved, the student can submit a written request to the Vice President of Academic Affairs to formally review the matter. To initiate a formal grievance, the student should, within 30 days of conclusion of the informal process, submit the following documentation to the Vice President of Academic Affairs:

- The grievant's name, address, email address, and phone number
- A full description of the situation
- A description of the efforts that have been made to resolve the issue informally, if any
- A statement of the requested remedy
- Documentation that demonstrates that the grade was miscalculated, was biased, or was applied inconsistent with the grading scale of the course

The Vice President of Academic Affairs will:

- Conduct an inquiry in a timely manner to determine if there is reasonable cause that the grade was miscalculated or otherwise in error
- If there is insufficient evidence to support reasonable cause, the inquiry should be closed with no further action
- May meet with the student who filed the grievance to finalize their statement
- May meet with the faculty member assigning the grade
- Provide a summary report to the faculty and the student at the completion of the investigatory process
- If the academic grievance demonstrates need for any disciplinary action for faculty or staff, prepare a statement of findings for the Vice President of HR and Operations

Participation of Advocate in the Grievance Process

All parties are entitled to an advocate of their choosing to serve as a silent support during any Hearing Board proceedings. For non-academic grievances, students must pay for any costs associated with using an advocate. People who will be called as witnesses may not serve as advocates.

Appeal

Within 10 calendar days of receiving the determination from the Vice President of Academic Affairs, the grievant or the party against whom the grievance is directed may appeal the determination. To appeal, the student must file a written request for review with the President. The written request for appeal must be based on the grounds of improper procedure, or new evidence that was unavailable at the time of the grievance investigation. The President may reopen, revise, or uphold the decision, depending upon the presentation of new evidence or determination of improper procedure.

Students who believe that due process has not been followed in a matter of policy or discipline may contact:

Oregon Office of Degree Authorization
Higher Education Coordinating Commission
775 Court St. NE
Salem, OR 97301

or

Accreditation Commission for Acupuncture
and Herbal Medicine (ACAHM)
8941 Aztec Drive
Eden Prairie, MN 55347
Phone 952-212-2434; fax 952-657-7068

Non-Academic Grievances

This policy does not apply to academic grievances, Code of Conduct violations, nor is it an appeal or process to supersede policy on sexual harassment, sexual assault, or sexual discrimination. Please refer to those policies for appropriate procedures.

OCOM has both informal and formal mechanisms in place to resolve student concerns about faculty and staff.

Informal Process

The informal process includes three steps:

1. Students who have a non-academic grievance about a specific faculty or staff member discuss their complaint with that faculty or staff member.
2. In the case that the student and the faculty or staff member involved are unable to resolve their differences, students should then discuss the complaint with the corresponding department chair or the immediate supervisor of the faculty or staff member. After the initial meeting, the faculty or staff member, the appropriate supervisor, and the student may meet if all parties agree.

3. If a student believes that their grievance was not resolved satisfactorily by Steps 1 and 2, the student is encouraged to submit the grievance in writing to the Vice President of Academic Affairs or Human Resources as appropriate. The individual receiving the complaint will meet with the student in question, gather any additional information needed, and if possible, attempt to resolve the situation informally.

Formal Process

If, at the conclusion of an informal process the student still believes that the grievance has not been satisfactorily resolved, the student can request that the grievance be formally investigated by the Vice President of Academic Affairs or Human Resources.

To initiate a formal grievance, the student should, within 30 days of conclusion of the informal process, submit the following documentation to the Vice President of Academic Affairs or Human Resources:

- The grievant's name, address, email address and phone number
- A full description of the situation
- A description of the efforts that have been made to resolve the issue informally, if any
- A statement of the requested remedy

Once convened upon the basis of a formal request, the Vice President of Academic Affairs or Human Resources will take the following steps:

- Conduct an immediate inquiry to determine if there is reasonable cause to call a full investigation of all parties involved;
- If there is insufficient evidence to support reasonable cause, the inquiry should be closed with no further action;
- May meet with the student who filed a grievance to finalize their statement;
- Commence an investigation plan, which may include calling witnesses, reviewing evidence, and interviewing the responding faculty or staff member and the student who filed the grievance. Complete the investigation within a reasonable timeframe;
- Provide a summary report at the completion of the investigatory process;
- If the academic grievance demonstrates need for any disciplinary action for faculty or staff, prepare a statement of findings for the immediate supervisor of the faculty or staff named in the grievance on the basis of the initial inquiry.

All proceedings of a formal investigation shall be kept confidential and not noted in the student's permanent record.

Participation of Advocate in the Grievance Process

All parties are entitled to an advocate of their choosing to serve as a silent support during any investigative proceedings. For non-academic grievances, students must pay for any costs associated with using an advocate. People who will be called as witnesses may not serve as advocates.

Appeal

Within 10 calendar days of receiving the determination from the Vice President of Academic Affairs or Human Resources, the grievant or the party against whom the grievance is directed may appeal the determination. To appeal, the student must file a written request for review with the President. The written request for appeal must be based on the grounds of improper procedure, or new evidence that was unavailable at the time of the grievance investigation. The President may reopen, revise, or uphold the decision, depending upon the presentation of new evidence or determination of improper procedure.

Provision for Conflicts of Interest

If the Vice President of Academic Affairs was directly involved in the grievance, the President will designate an alternate investigator, including the possible hiring of appropriate consultants in college governance, to conduct the informal or formal investigation. If the President is directly involved, an impartial Vice-President or Dean will be designated to hear a possible appeal. In the case of such an appointment, the designee will not engage in the investigative process until and unless the matter is appealed by the student.

Students who believe that due process has not been followed in a matter of policy or discipline may contact:

Oregon Office of Degree Authorization
Higher Education Coordinating Commission
775 Court St. NE
Salem, OR 97301

or

Accreditation Commission for Acupuncture
and Herbal Medicine (ACAHM)
8941 Aztec Drive
Eden Prairie, MN 55347
Phone 952-212-2434; fax 952-657-7068

Discriminatory Harassment, Sexual Misconduct, and Retaliation Grievances

Students with a grievance about a specific student, staff, or faculty member that involves sexual misconduct are directed to bring the grievance to the college's designated Title IX Coordinator.

Grievances that do not involve sexual misconduct involving students should be directed to the Vice President of Academic Affairs. Grievances against staff and faculty should be directed to Human Resources.

Refer to the *Student Handbook* for full Discriminatory Harassment, Sexual Misconduct, and Retaliation policy details.

Academic Petitions

When, due to special or extenuating circumstances, a student wishes to request an exception to stated policy, the student can file a petition (academic or clinical). The petition will be considered by the appropriate program dean or the VPAA, who will consult with staff or faculty as needed, and respond in writing to the student.

If the petition is denied, and the student wishes to pursue the situation further, the student can request that the petition be reviewed (in writing and/or by personal appearance) by the full Academic Steering Committee. If the petition is again denied, the student can present it to the President for consideration. The President will gather and review all relevant information and then respond in writing to the student. The decision of the President is final.

Disciplinary Action

All members of the OCOM community are expected to contribute to maintaining a safe and mutually respectful atmosphere that supports the college's purpose of teaching, learning, research, and public service. Enrollment implies an obligation for the student to uphold lawful and ethical standards of conduct in the community, at OCOM, and within the Chinese medical profession. Students who violate these standards, the Code of Professional Conduct, or engage in Proscribed Conduct as detailed in the *Student Handbook* may, depending on the nature of the infraction, be subject to a variety of sanctions, including academic probation, suspension, or dismissal from the program. Refer to the *Student Handbook* for details.

Drug-Free Workplace Act

In compliance with the Drug-Free Workplace Act of 1988, OCOM will not tolerate the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance. Students and employees found to be in violation of this policy are subject to immediate disciplinary action that may include dismissal or suspension from the college.

OCOM is likewise committed to an ongoing drug-free awareness program for all students, faculty, and staff, and provides the details of this program commitment in writing each year. Individuals seeking advice regarding drug abuse counseling, rehabilitation, and further information about treatment options are encouraged to contact the Director of Student and Alumni Affairs (students) or Human Resources (staff) for such assistance.

Students are prohibited from attending class or clinic while under the influence of illicit drugs including marijuana/cannabis and marijuana/cannabis based products (including edibles and topical oils) or alcohol. Furthermore, students may not use any such substances, including marijuana/cannabis based products on patients nor make recommendations for the use of such products while treating patients during pre internship or Internship at OCOM. Violation of this policy by a student will result in sanctions up to, and including suspension from OCOM. Students found to be under the influence of illicit drugs (including marijuana/cannabis) or alcohol will be immediately required to leave the campus.

Tobacco-Free Campus

In 2007, OCOM became Oregon's first educational institution to declare its entire campus tobacco-free. By adopting this tobacco-free policy, the college has chosen to not permit the use of any tobacco products — including cigarettes, cigars, chewing tobacco, vaping — on campus or clinic properties.

Family Education Rights & Privacy Act

OCOM complies fully with the Family Education Rights & Privacy Act (FERPA). For details on FERPA, refer to the *Student Handbook*.

Fragrance-Free Facility

The ingredients in many fragrances and scented oils (including single essential oils and essential oil blends)

are known to irritate the respiratory tract, nervous system, and eyes, and trigger allergies and other severe health reactions such as migraines. In severe cases of asthma and epilepsy, reactions triggered by exposure to scented products can be life-threatening.

OCOM supports sustaining healthy indoor air quality. In the interest of promoting the health and safety of students, faculty, staff, and patients, the campus community is expected to maintain a fragrance-free environment. Refrain from using scented personal care, laundry, cleaning products. This includes the use of essential oils or essential oil blends for any purpose, as well as hand creams, body sprays, and perfume blends used for therapeutic or other purposes. Thank you for your consideration of others in providing an environment in which every person on campus can feel safe and comfortable.

We understand that some OCOM courses involve the use of scented products such as massage oils and moxa. Classroom air filters, opening windows, and treatment room ventilation systems are designed to reduce the impact of these scents on community members with sensitivities. If you need to remove yourself from the office, classroom, or clinic due to scented products required for a class, speak directly with your instructor or supervisor about your concerns.

Anyone required by medical necessity to use medicinal lotions or skin creams that contain odors perceptible to others may request a reasonable accommodation from Human Resources or Disability Access Services.

Americans with Disabilities Act (ADA) Services

OCOM will provide reasonable accommodations for students with diagnosed disabilities in accordance with the definitions provided by the Americans with Disabilities Act, and in accordance with Section 504 of the 1973 Rehabilitation Act. Individuals with disabilities must formally request accommodations with the Academic Programs and Accessibility Coordinator. Refer to the *Student Handbook* for more information.

Communications Policies

To ensure efficient communication, students are required to use an assigned @ocom.edu email address and calendar, and check it daily. Students are responsible for information disseminated to them via email by administrators and faculty members. Prior to receipt of their @ocom.edu email address, students are required

to sign and follow the OCOM Technology Use Policy and Agreement Statement, which outlines expectations and acceptable use of campus technology systems.

Discriminatory Harassment, Sexual Misconduct, and Retaliation Policy

OCOM does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital or familial status, sexual orientation, gender identity, veteran status, or any other basis prohibited by local, state, or federal law. Refer to the *Student Handbook* for full policy details.

Notice of Nondiscrimination

OCOM recognizes the individual dignity of each employee, student, patient, volunteer, and job applicant. OCOM does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital or familial status, sexual orientation, gender identity, veteran status, or any other basis prohibited by local, state, or federal law.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs, including areas such as admissions, financial aid, scholarships, course offerings and access, employment, and other services. Title IX protects students and employees, from unlawful sexual harassment, including sexual violence, in college programs and activities. OCOM has designated a Title IX Coordinator to whom questions or concerns about this notice should be addressed. Call 503-253-3443 or visit ocom.edu/titleix for more information.

This policy complies with the spirit and the letter of applicable federal and local laws, including Title IX of the Education Amendments of 1972 and its implementing regulations, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Degree Programs

OCOM offers three entry-level, professional degree programs and one post-professional degree program.

Entry-level, Professional Degree Programs

Doctor of Acupuncture and Chinese Medicine (DACM)

Master of Acupuncture and Chinese Medicine (MACM)

Master of Acupuncture (MAc)

Post-professional Degree Program

Doctor of Acupuncture and Oriental Medicine (DAOM)

The following pages describe OCOM's entry-level, professional degree programs in detail. Find information about OCOM's post-professional degree program in the "Doctor of Acupuncture and Oriental Medicine" section of this catalog.

The Academic Year and Credit Hours

The academic year follows a modified quarter system, with three 12-week quarters in Fall*, Winter, and Spring, and a six-week Summer term*.

**For interns, Fall quarter runs 13 weeks; Summer quarter runs eight weeks.*

Credit Hours

Full-time attendance in the MAc, MACM, and DACM programs is:

- Fall, Winter, Spring quarters: 9 or more credits
- Summer quarter: 5 or more credits

Part-time attendance in the MAc, MACM, and DACM programs is:

Fall, Winter, Spring quarters:

- 6-8.99 credits is three-quarter time
- 4.5-5.99 credits is half time
- 0-4.49 credits is quarter time or less

Summer quarter:

- 3-4.99 credits is three-quarter time
- 2-2.99 credits is half time
- 0-1.99 credit is quarter time or less

To help accommodate student study preferences, most classes are offered in sections with options in the morning, afternoon, and some evenings, five days a week. While students have the opportunity to request a particular section for their classes, they should be aware that their preferred choice cannot be guaranteed, as class sizes must be balanced for educational effectiveness. During the internship year, students can

expect to be scheduled for classes and clinical shifts during both daytime and evening hours. Moreover, since clinical internship shifts run Monday through Saturday, students should expect to do a Saturday shift during at least one quarter of their internship experience. In addition to these times, all students should anticipate scheduling an occasional weekend for special workshops, elective seminars and certain required classes. Ultimately, all students are expected to make appropriate arrangements to accommodate their class and clinic schedules.

Calculation of Credits

Course credit for didactic classes, practicum-based classes, and clinical courses are calculated differently:

Didactic courses: 12 classroom hours + 24 hours of outside study = 1 credit

Labs/practicums: 24 contact hours + 12 hours of outside study = 1 credit

Clinical hours: 24 clinic hours + 12 hours of outside study = 1 credit

Externship hours: 36 clinic hours = 1 credit

Independent/Guided Study: 36 hours independent/guided work = 1 credit

The Role of Personal Cultivation

A thorough understanding of acupuncture and Chinese medicine requires a commitment beyond academic achievement alone. Within the history of Chinese medicine, the training of the health care practitioner included studies designed to support their

own personal development toward becoming a more present, perceptive, and sensitive individual.

Part of the potential of Chinese medicine — that which makes it truly unique — derives from this personal and internally focused effort. It is this practice that can ultimately lead to the transformation of the practitioner, as well as the patient, and from which develops the ethical framework of the profession as a whole.

OCOM is committed to providing students with a practical foundation in the classical internal development arts of qigong and taiji quan for the purposes of energizing clinical skills, supporting personal health and creativity, and providing the groundwork for understanding the fundamental concepts of this medical system. Students will learn that health is a dynamic balance among the physiological, psychological, emotional, and spiritual aspects of an individual, and that we as individuals exist as inseparable components of an energetic matrix that encompasses all beings and phenomena.

The Nature of Program Participation in Skills-Based Learning

Studies at OCOM include traditional classroom study similar to what entering students have experienced in their undergraduate programs. In addition, significant credits/hours are dedicated to skill-building in “hands-on” practicums and clinical situations.

When learning palpation skills and point location and practicing the techniques of acupuncture, cupping, moxibustion, and bodywork, students are required to both “give and receive” as essential components of the learning process. Practical classes depend on students working in pairs throughout the program. Each class is a living laboratory for learning, practicing, and experiencing skills and techniques, and every student is expected to experience palpation, needling, and adjunctive techniques as practiced by other students, communicate to other students about how a technique feels, and engage in peer evaluation and feedback as essential components of student learning in these courses.

Electives

All students at OCOM are expected to deepen their concentration of study in acupuncture, Chinese herbal medicine, bodywork, or qi cultivation through the selection of elective courses.

Students in the college’s MAc, MACM, or DACM programs must take three elective courses as a requirement for completing their degree. More details can be found in **Electives** and **Selectives**.

Curriculum Overview

OCOM’s entry-level, professional degree programs offer comprehensive training in acupuncture and Chinese medicine. Classroom (didactic) learning is complemented at every stage with applied, clinical training to develop student confidence and competency in the skills that will make them successful health care practitioners in the modern health care environment.

OCOM students progress through distinct stages in their education, with MAc students progressing through two stages, while MACM and DACM progress through three stages. These stages correspond to the two primary components of clinical training at OCOM — Pre-Internship Clinical Studies (PICS) and Internship Clinical Studies (ICS) — as indicated below:

MAc Degree Program

Pre-Internship Clinical Studies (PICS)

Stage I

Pre-Internship observation hours in the form of MAc Clinic Theater, MAc Clinic Rounds, and MAc Clinic Team

Internship Clinical Studies (ICS)

Stage II

MAc Clinic Internship

MACM and DACM Degree Programs

Pre-Internship Clinical Studies (PICS)

Stage I

Pre-Internship observation hours in the form of Clinic Theater, Clinic Rounds, Herbal Rounds or Bodywork, and Herbal Practicum

Stage II

Clinic Trainee

Internship Clinical Studies (ICS)

Stage III

Internship

A complete description of each entry-level, professional degree program, including their different stages of training, follows.

Doctor of Acupuncture and Chinese Medicine (DACM)

OCOM's **Doctor of Acupuncture and Chinese Medicine (DACM)** is a four-year, full-time, graduate professional degree program consisting of 3,678 hours (243.35 quarter credits), with 1,312 hours of clinical training and 2,366 hours of didactic instruction.

The DACM degree program is specifically designed for the following individuals:

- Students with an interest in integrative medicine and collaborative care
- Students wanting to understand how to effectively integrate biomedical skills and information into the practice of Chinese medicine to better evaluate and manage their patients' conditions
- Students wanting to learn how to integrate research and the principles of evidence-informed practice into original written work and into patient care
- Students who wish to pursue Chinese herbal medicine studies in addition to acupuncture studies
- Students interested in the classical texts of Chinese medicine

Students in the DACM degree program are conferred the MACM degree upon graduation as part of an articulated degree (MACM/DACM), which allows them to practice in states where first professional doctorate degrees in Chinese medicine are not currently recognized.

Students in the DACM degree program are conferred the MACM degree upon graduation as part of an articulated degree (MACM/DACM), which allows them to practice in states where first professional doctorate degrees in Chinese medicine are not currently recognized.

Statement of Purpose

The Doctor of Acupuncture and Chinese Medicine degree program is designed to train highly skilled practitioners who are capable of working successfully in the contemporary health care system — either as independent health care providers or as part of a collaborative health care team — and to provide in-depth coursework for lifelong learning and professional development. The program presents coursework and training in all aspects of Chinese medicine, including the theory and practice of acupuncture, herbal medicine, advanced herbal studies, the classical texts of Chinese medicine, nutrition, Asian bodywork, exercise, and qi cultivation; coursework in biomedicine, including anatomy and physiology, integrated pathology, pharmacology, and advanced clinical diagnosis;

relevant coursework in public and community health, practice management and practitioner/patient dynamics; coursework in research literacy, research principles and methods as they apply to acupuncture and Chinese medicine, and group research projects; and varied clinical experiences observing and providing supervised patient care in both Chinese medicine and integrative medicine settings.

The DACM degree program is designed to meet the standards of the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and the California Acupuncture Board (CAB), and enables graduates to take the Acupuncture and/or Oriental Medicine certification exams administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) and the California Acupuncture Licensing Exam (CALE).

Students wishing to pursue the DACM degree should check state licensing laws to see whether or not they may obtain a license to practice in a particular state.

Program Goals

The DACM program emphasizes four broad programmatic goals:

1. Provide students with a thorough understanding of the theories and systems of Chinese medicine and knowledge of the historical roots and modern applications of those systems;
2. Provide students with an understanding of bioscience and how to apply basic clinical bio- and integrative medicine in patient care;
3. Train students in the clinical skills required to safely and effectively apply this knowledge to the treatment of illness and the maintenance of health of their patients;
4. Train students in the clinical, cultural, and communication skills necessary to effectively collaborate in patient care as part of a health care team and in the contemporary health care system.

Learning Outcomes

1. Practice Chinese medicine safely and effectively in a clinical setting by:
 - a. demonstrating a thorough knowledge of Chinese medical theory and its application in the practice of acupuncture, Chinese herbal medicine, and other modalities;

- b. interviewing and examining patients utilizing traditional and modern diagnostic methods;
 - c. evaluating information gathered from the history and physical examination to formulate a diagnosis;
 - d. creating a treatment plan and report of findings;
 - e. employing appropriate modalities and techniques;
 - f. modifying treatments appropriately according to changes in a patient's presentation;
 - g. evaluating their limitations and seeking assistance when confronted with complex patient care situations.
2. Integrate biomedical information to better evaluate and manage their patients' conditions;
- a. Explain the clinical indications, risks, and benefits for diagnostic procedures;
 - b. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient;
 - c. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies;
 - d. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.
3. Analyze situations requiring referral or emergency interventions and respond appropriately.
4. Communicate and collaborate effectively with other health care providers and appreciate additional approaches to patient care and treatment;
- a. Communicate and collaborate effectively with other health care providers regarding patient diagnosis and treatment;
 - b. Assess possible solutions to health care disparities due to socioeconomic factors.
 - c. Guide a patient into appropriate health care systems, e.g., homeless care, elder care, and family services;
 - d. Analyze the role of acupuncture and Chinese medicine professionals within current health care systems and the impact of that role on patient care;
 - e. Differentiate between models of care and treatment modalities;
 - f. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the health care team;
 - g. Describe the prevailing and emerging organization, structure, and responsibilities of the health care team and the impact that organizational culture and established systems have on patient care;
 - h. Explain the importance of supporting and participating in professional activities and organizations.
5. Communicate effectively with patients by:
- a. Active and empathetic listening;
 - b. Counseling and educating them on lifestyle;
 - c. Working effectively with a wide range of patient populations and health conditions;
 - d. Demonstrating awareness of the many issues that influence health, including but not limited to addictions, socio-economics, culture/ethnicity, and family/community.
6. Integrate the principles of evidence-informed practice into original written work and into patient care using information from a variety of sources, including texts, research data, continuing education seminars, journals, professional consultations, and other medical information sources.
7. Demonstrate the necessary skills to establish, manage and grow a private practice, including:
- a. Recruiting new patients and retaining established patients;
 - b. Analyzing and practicing within established ethical, legal, and professional guidelines to reduce risk and ensure quality of care;
 - c. Employing appropriate documentation and coding systems for diagnosis, evaluation, treatment, and claims management purposes;
 - d. Developing a business and marketing plan based on an evaluation of multiple practice and business models;
 - e. Demonstrating facility with electronic health records and electronic medical records systems.
8. Understand the importance of lifelong learning, including:
- a. Appraising areas of professional weakness and formulating plans for their remediation;
 - b. Investigating a variety of resources for ongoing professional development;
 - c. Using available professional development resources to respond to changes in the local, state, regional, and national health care environment;
 - d. Developing their awareness of qi in themselves, both professionally and personally, and their patients.

Progression Through the DACM Degree Program

Stage I

Didactic

DACM students study the main theories and diagnostic methods of Chinese medicine, the medicinal uses of Chinese herbs, acupuncture theory and acupuncture point location, and needling techniques. They are also introduced to the practices of qigong and taiji quan, Asian bodywork (shiatsu and tuina), and receive training in basic research literacy and research methodology. By the end of Stage I, students will have completed basic science requirements in Integrative Medicine.

Clinical

DACM students are introduced to the fundamental skills necessary to practice safely, professionally, and effectively in a clinical medicine setting and observe the treatment of patients by experienced practitioners in clinical theater settings and in clinical rounds in OCOM's clinics.

As they continue through Stage I, DACM students may be asked by their supervisor to assume a more active role in the patient's treatment by conducting patient interviews, practicing Chinese medical examination and diagnostic procedures and Western orthopedic exams, participating in patient diagnosis and development of treatment plans, and assisting the clinical supervisor with treatments by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary.

DACM students will prepare herbal formulas in the college medicinary in Stage I. Finally, some students may choose to observe faculty treating patients with herbs in Herbal Rounds I and observe herbal internship in Herbal Rounds II, while others may choose to do an Asian Bodywork selective, treating patients in the clinic under supervision.

DACM students will have the unique experience of observing in Integrative Clinical Theater, where a greater emphasis is placed on assessing patients from both the biomedical and Chinese medical perspectives and integrating biomedical information into patient treatment planning and case management.

Stage II

Didactic

DACM students deepen their knowledge of acupuncture techniques, and begin the simultaneous study of Western and Chinese clinical medicine, where they learn how to analyze clinical cases from

both perspectives, how to perform common physical exams, and how to integrate diagnostic studies and reports into patient care. Students are exposed to more advanced concepts in herbal medicine and Chinese medical theory and develop their skills in diagnosis and treatment through exposure to the classical texts of the tradition. They also explore the vital role that diet and nutrition play in patient care and the cultural and environmental forces that contribute to health and illness in society.

During Stage II, they are introduced to the skills of effective professional communication in collaborative care and the principles of systems-based medicine. Practice management topics and skills are introduced in Stage II.

Clinical

In Stage II (Clinic Trainee), DACM students participate in all facets of patient care, including needling, under the direct supervision of a clinical supervisor who is physically present to observe all patient interactions. Students at this stage are expected to put the practice management skills they are learning into practice.

Stage II serves as a bridge between clinical observation and clinical internship. Over the three quarters of Clinic Trainee I-III, students progressively develop the skills to proceed confidently into clinical internship, where they will function with greater autonomy in caring for patients.

Stage III

Didactic

DACM students continue their study of Western and Chinese clinical medicine with a focus on specialized topics in obstetrics and gynecology, behavioral health, pediatrics, and geriatrics. They continue to learn common physical exams and how to integrate diagnostic studies and reports into care for these patient populations. They also study advanced principles and techniques of orthopedic acupuncture, and select a required elective in an area of their interest. Students complete their study of practice management and apply the research skills they have learned to the completion of a student research project.

Clinical

DACM students develop greater clinical autonomy in creating treatment plans and treating patients, engage in case studies with their faculty and peers, and apply advanced case analysis and research skills to effectively manage their patients' cases. Students further develop interprofessional communication, integrative medicine,

and collaborative care skills on clinical rotations at OCOM clinics and at partner internship and externship sites — including hospitals and community health

clinics — and employ the practice management skills that will support their practice success upon graduation.

DACM Degree Program Curriculum Guide

The typical course progression for the DACM degree program is displayed below. Courses are subject to change and may be reassigned to different terms. Scheduling of clinical components is variable; therefore, this summary is merely a representational example.

The COVID-19 situation, in particular, has and will continue to impact course offerings (including selectives and electives), and their manner of delivery. Questions about these impacts should be directed to an Admissions team member, the appropriate program dean, or the Vice President of Academic Affairs.

Year 1

Department	Quarter 1 Fall	Quarter 2 Winter	Quarter 3 Spring	Quarter 4 Summer
Chinese Medicine	CM504 CM Theory I 4/48	CM505 CM Theory II 4/48	CM506 CM Theory III 4/48	CM507 Diagnosis Lab 0.75/18 CM519 Intro to Chinese Herbal Medicine 1/12
Acupuncture, Qi Cultivation, and Bodywork	AC511 Shiatsu I 0.75/18 AC523 Tuina I 0.75/18 AC530 Acupuncture Channels and Points I 4/48 AC534 Qigong I 0.5/12 AC537 Taiji I 0.5/12	AC512 Shiatsu II or AC524 Tuina II 1.5/36 AC531 Acupuncture Channels and Points II 4/48 AC535 Qigong II or AC538 Taiji II 1/24 AC554 Accessory Techniques 0.75/18	AC513 Shiatsu III or AC525 Tuina III 1.5/36 AC532 Acupuncture Channels and Points III 4/48 AC536 Qigong III or AC539 Taiji III 1/24	AC526 Tuina IV, AC527 Shiatsu IV, AC560 Qigong IV, or AC693 Taiji Quan IV 1/24 AC533 Acupuncture Channels and Points IV 2/24 AC610 Acupuncture Techniques I 1.5/18
Integrative Medicine	IM501 Western Medical Terminology 2/24 IM502 Anatomy and Physiology I 2.5/30 IM505 Living Anatomy I 2/24 PD504 Intro Community Outreach Practicum 0.11/4	IM503 Anatomy and Physiology II 2.5/30 IM506 Living Anatomy II 2/24	IM504 Anatomy and Physiology III 2.5/30 IM507 Living Anatomy III 2/24	IM 508 Medical Charting 1/12 RE502 Integrative Medical Research I 1/12
Assessment				
Didactic Credits/Hours	17.11/238	15.75/228	15/210	8.25/120
Clinical Studies	CL535 Intro to Clinic Observation 1/12	CL538 Clinical Theater I 2/48	CL539 Clinical Theater II 2/48	
TOTAL Credits/Hours	18.11/250	17.75/276	17/258	8.25/120

Year 2

Department	Quarter 5 Fall	Quarter 6 Winter	Quarter 7 Spring	Quarter 8 Summer
Chinese Medicine	CM521 Chinese Herbal Medicine I: The Pharmacopoeia 4/48 CM532 Pre-Han Classical Texts I: Yi Jing, Dao De Jing, Huang Di Nei Jing 2/24	CM522 Chinese Herbal Medicine II: The Pharmacopoeia 4/48	CM526 Chinese Herbal Medicine III: The Pharmacopoeia 3/36	CM527 Chinese Herbal Medicine III: Review 1/12 CM528 Chinese Herbal Medicine III: Pao Zhi 1/12 CM603 Chinese Nutrition 1.5/18
Acupuncture, Qi Cultivation, and Bodywork	AC611 Acupuncture Techniques II 3/36	AC612 Acupuncture Techniques III 3/36	AC613 Acupuncture Techniques IV 2/24 AC614 Acupuncture Microsystems (Auricular, Scalp, Hand and Wrist) 3/36	
Integrative Medicine	IM521 Western Pathology I 2/24 IM560 Community Health / Chemical Dependency 2/24 RE602 Integrative Medical Research (IMR) II 2/24	IM509 Medical History Taking 2/24 IM522 Western Pathology II 2/24 IM643 General Physics 2/24 PD500 Medical History: East West 2/24	IM523 Western Pathology III 2/24 IM640 Diet and Nutrition 2.5/30 IM650 Structural Diagnosis 3/36 PD550 Patient-Practitioner Relationship 2/24	IM530 Issues in Public Health 1/12 IM531 Western Pharmacology I 1/12
Assessment	CNT Course			
Didactic Credits/Hours	15/180	15/180	17.5/210	5.5/66
Clinical Studies	CL567 Clinic Rounds I 1/24	CL598 Herbal Rounds I or CL616 Asian Bodywork Clinic 2/48	CL611 Herbal Medicinary Practicum 2/48	CL599 Herbal Rounds II or CL618 Asian Bodywork Clinic 1/24
TOTAL Credits/Hours	16/204	17/228	19.5/258	6.5/90

Year 3

Department	Quarter 9 Fall	Quarter 10 Winter	Quarter 11 Spring	Quarter 12 Summer
Chinese Medicine	CM621 Chinese Herbal Medicine IV: Formulas 4/48 CM625 Dui Yao 2/24 CM 640 Acupuncture Therapeutics I (Orthopedics, Traumatology, Pain) 2/24 CM660 Herbal Therapeutics I (Orthopedics, Traumatology, Pain) 1/12	CM534 Shang Han Lun 2/24 CM622 Chinese Herbal Medicine V: Formulas 4/48 CM641 Acupuncture Therapeutics II (EENT/ Respiratory) 2/24 CM661 Herbal Therapeutics II (EENT/Respiratory) 1/12	CM535 Wen Bing Xue 2/24 CM633 Herbal Prescription Strategies 2/24 CM642 Acupuncture Therapeutics III (GI/ Hepatobiliary) 2/24 CM643 Acupuncture Therapeutics VIII (Dermatology) 1/12 CM662 Herbal Therapeutics III (GI/ Hepatobiliary) 1/12 CM663 Herbal Therapeutics VIII (Dermatology) 0.5/6	CM632 Herbal Prepared Medicine 1/12
Acupuncture, Qi Cultivation, and Bodywork		AC652 Orthopedic Acupuncture 3/36		
Integrative Medicine	IM532 Western Pharmacology II 1/12 IM551 Western Clinical Medicine I (Pain) 2/24 IM660 Comparative Health Professions and Practices 2/24 PD654 Practice Management II 1/12	IM533 Western Pharmacology III 1/12 IM552 Western Clinical Medicine II (EENT/Respiratory) 2/24 IM652 Integrative Case Management II (EENT/Respiratory) 1/12 PD655 Practice Management III 1/12	IM553 Western Clinical Medicine III (GI/Hepatobiliary) 2/24 IM653 Integrative Case Management III (GI/Hepatobiliary/Dermatology) 1/12 PD656 Practice Management IV 1/12	IM606 CPR/First Aid 0.67/8 PD601 Ethics and Jurisprudence 0.5/6 PD653 Practice Management I 1.5/18
Assessment			Clinic Entrance Exam	
Didactic Credits/Hours	15/180	17/204	12.5/150	3.67/44
Clinical Studies	CL568 Clinical Rounds II 2/48	CL620 Clinic Trainee I 2/48	CL621 Clinic Trainee II 2/48 CL686 Integrated Clinic 1.5/36	CL622 Clinic Trainee III 2/48
TOTAL Credits/Hours	17/228	19/252	16/234	5.67/92

Year 4

Department	Quarter 13 Fall	Quarter 14 Winter	Quarter 15 Spring	Quarter 16 Summer	Total Credits	Total Hours
Chinese Medicine	CM644 Acupuncture Therapeutics IV (OB/GYN) 2/24 CM664 Herbal Therapeutics IV (OB/GYN) 1/12	CM645 Acupuncture Therapeutics V (Behavioral Health) 2/24 CM646 Acupuncture Therapeutics VI (Pediatrics) 1/12 CM665 Herbal Therapeutics V (Behavioral Health) 1/12 CM666 Herbal Therapeutics VI (Pediatrics) 1/12	CM647 Acupuncture Therapeutics VII (Geriatrics/Chronic) 2/24 CM667 Herbal Therapeutics VII (Geriatrics/Chronic) 1/12 Selective Course 3/36		71.75	870
Acupuncture, Qi Cultivation, and Bodywork					38.75	576
Integrative Medicine	CL590 Advanced Case Analysis and Clinical Research I 1/12 IM554 Western Clinical Medicine IV (OB/GYN) 2/24 IM654 Integrative Case Management IV (OB/GYN) 1/12	CL591 Advanced Case Analysis and Clinical Research II 1/12 IM555 Western Clinical Medicine V (Behavioral Health) 2/24 IM655 Integrative Case Management V (Behavioral Health) 0.5/6 IM556 Western Clinical Medicine VI (Pediatrics) 0.5/6	CL592 Advanced Case Analysis and Clinical Research III 1/12 IM557 Western Clinical Medicine VII (Geriatrics/Chronic) 2/24 IM657 Integrative Case Management VII (Geriatrics/Chronic) 1/12	CL593 Advanced Case Analysis and Clinical Research IV 1/12 PD505 Community Outreach Practicum 0.89/32	74.67	920
Assessment		Clinic Exit Exam (PLE)	Clinic Exit Exam (Case Study)			
Didactic Credits/Hours	7/84	9/108	10/120	1.89/44	185.17	2,366
Clinical Studies	CL633 Case Management I 1.5/18 CL655 Clinic Paired Internship 7.72/185.25 CL674 Herbal Internship I 2.57/61.75	CL634 Case Management II 1.5/18 CL656 Clinic Intern I 4.75/114 CL675 Herbal Internship I 2.38/57	CL635 Case Management III 1.5/18 CL657 Clinic Intern II 7.13/171 CL659 Integrative Clinic 2.38/57	CL636 Case Management IV 1.5/18 CL658 Clinic Intern II 4.75/114	58.18	1,312
TOTAL Credits/Hours	18.79/349	17.63/297	21.01/366	8.14/176	243.35	3,678

In addition to the listed courses, three electives must be taken to fulfill the program (see Selective and Elective Descriptions). A minimum of 8 credits/96 hours will be added to the total program credits/hours to complete these electives. Actual hours may vary depending on student interest and elective availability.

DACM Degree Completion Track

Licensed acupuncturists with a master's degree in Chinese medicine from an accredited institution interested in obtaining a professional doctorate may apply to the **DACM Degree Completion Track** and earn the Doctor of Acupuncture and Chinese Medicine (DACM) degree.

Statement of Purpose

The DACM Degree Completion Track enables graduates of master's programs of acupuncture and Chinese medicine to augment their knowledge, skills, and behaviors to a level consistent with OCOM's entry-level DACM standards. The program enables master's graduates to attain degree parity with licensed acupuncturists who hold the entry-level DACM by filling in any gaps between their master's degree education and current entry-level doctoral degree education. The 28 advanced doctoral competencies listed below — mandated by ACAHM — are the additional professional competencies beyond the master's level that constitute the entry-level doctorate. These advanced competencies are the same for both the entry-level DACM degree program and the DACM Degree Completion Track, and a student who enters with a master's degree or equivalent in Chinese medicine will earn a DACM degree upon graduation.

DACM Degree Completion Track Goals

Content Area 1: Patient Care Domain

Graduates of OCOM's DACM Degree Completion Track will be able to:

- A. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.
- B. Explain the clinical indications, risks, and benefits for diagnostic procedures.
- C. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.
- D. Assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other health care providers.
- E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.
- F. Communicate effectively with other health care providers regarding the results of diagnostic studies.

Content Area 2: Systems-based Medicine

Graduates of OCOM's DACM Degree Completion Track will be able to:

- A. Guide a patient into health care systems, e.g., homeless care, elder care, and family services.
- B. Identify, describe, and assess possible solutions to health care disparities due to socioeconomic factors.
- C. Describe the role of acupuncture and Chinese medicine professionals within current health care systems and the impact of that role on patient care.
- D. Employ patient care in the context of relevant health care systems.
- E. Differentiate between models of care and treatment modalities.

Content Area 3: Collaborative Care

Graduates of OCOM's DACM Degree Completion Track will be able to:

- A. Recognize the impact that organizational culture and established systems have on patient care.
- B. Interact appropriately and skillfully with other members of the health care team and within that health care system.
- C. Describe the prevailing and emerging organization, structure, and responsibilities of the health care team.
- D. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the health care team.
- E. Articulate the importance of supporting and participating in professional activities and organizations.
- F. Compare and contrast common medical models.

Content Area 4: Formulating and Implementing Plans for Individual Professional Development

Graduates of OCOM's DACM Degree Completion Track will be able to:

- A. Identify and remediate areas of professional weakness.
- B. Propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.
- C. Identify sources of ongoing professional development, education, and research, both classical and contemporary.
- D. Describe emerging technology systems for information access and management.
- E. Assess professional development needs and use

available professional development resources to respond to changes in the local, state, regional, and national health care environment.

Content Area 5: Incorporating Scholarship, Research, and Evidence-Based Medicine/ Evidence-Informed Practice into Patient Care
Graduates of OCOM's DACM Degree Completion Track will be able to:

- A. Describe evidence-based medicine and evidence informed practice and differentiate between the two.
- B. Describe data collection methods to facilitate information dissemination in the field.
- C. Assess research, including hypothesis, design, and methods, both qualitative and quantitative.
- D. Describe the role and purposes of outcomes research.
- E. Modify treatment plans and protocols using new information from current quantitative and qualitative research.
- F. Use evidence-based medicine and/or evidence informed practice to improve the patient care process.

DACM Degree Completion Track Curriculum Guide

The DACM Degree Completion Track is delivered in residential format and consists of a total of 300 hours (21 quarter credits), of which a minimum of 130 hours must have clinically relevant coursework. 172 hours/10.17 credits of core courses provide the basis by which each student's program is individually designed, with the remainder of the hour requirements fulfilled through doctoral-level advance topic electives. After an analysis of master's-level coursework, a degree plan is developed with each student. The student will choose from a variety of content areas to add additional required or desired course content in areas of their concentration (some course offerings depend on availability and minimum enrollment requirements).

Transfer credit may be awarded on a case-by-case basis for up to 20 percent of the total hour requirement for coursework at the master's level that was in excess of ACAHM master's-level minimum hour and competency requirements and is at a level of rigor commensurate with DACM-program course requirements. Note: students who do not meet the research requirements for OCOM's entry-level degree programs may be required to do additional coursework.

DACM Degree Completion Track Schedule

DACM courses are considered resident courses and are all offered in synchronous (real time) format. Some courses require clinical practicum (face-to-face) instruction. CL687 Integrative Clinic is a clinic rotation conducted on a monthly modular basis in the DAOM degree clinic, scheduled from 8:00 AM to 5:00 PM on the Sundays during which the DAOM program is in session.

The courses that fulfill the DACM Completion Program are courses offered in the DACM program. These courses are attended by both entry-level DACM and completion track DACM students. The courses are scheduled during weekday hours, Monday-Friday, 8:00 AM-6:00 PM.

Courses for the DACM Degree Completion Track

The following tables list the Core required courses, as well as any additional required courses for the DACM Completion Track. The Content Areas 1-5 refer to the five corresponding content areas described above as program goals. Content Area 6 is clinically relevant coursework.

Core DACM Completion Track Courses

Course Number	Course Name	Hours	Credits	Content Area	Format
CL590	Advanced Case Analysis and Clinical Research I	12	1	5,6	Synchronous Didactic Course
CL689	Integrative Clinic	64	2.67	1,2,3,5,6	Modular Clinic Practicum
CL591	Advanced Case Analysis and Clinical Research II	12	1	1,5,6	Synchronous Didactic Course
CL592	Advanced Case Analysis and Clinical Research III	12	1	1,5,6	Synchronous Didactic Course
CL541	Integrative Clinical Theater	36	1.5	1,2,3,5,6	Clinic Practicum
CL593	Advanced Case Analysis and Clinical Research IV	12	1	1,5,6	Synchronous Didactic Course
IM660	Comparative Health Professions and Practice	24	2	2,3,4	Synchronous Didactic Course
Total		172	10.17		

Classical Chinese Medicine Courses

Course Number	Course Name	Hours	Credits	Content Area	Format
CM532	Pre-Han Classical Texts I*	24	2	4	Synchronous Didactic Course
CM533	Pre-Han Classical Texts II	24	2	4	Synchronous Didactic Course
CM537	Pre-Han Classical Texts III	24	2	4	Synchronous Didactic Course
CM534	Shang Han Lun*	24	2	4	Synchronous Didactic Course
CM535	Wen Bing Xue*	24	2	4	Synchronous Didactic Course

*Required course if not completed in master's-level degree

Advanced Therapies Courses

Course Number	Course Name	Hours	Credits	Content Area	Format
AC652	Orthopedic Acupuncture*	36	3	1,4,5	Synchronous Practicum
AC657	Japanese Meridian Therapy	36	3	4	Synchronous Practicum

*Required course if not completed in master's-level degree

Integrative Management Courses

Course Number	Course Name	Hours	Credits	Content Area	Format
IM652	Integrative Case Management II (EENT / Pulmonary)	12	1	1,4,5	Synchronous Didactic Course
IM653	Integrative Case Management III (GI / Hepatobiliary / Dermatology)	12	1	1,4,5	Synchronous Didactic Course

*Required course if not completed in master's-level degree

Continued

Integrative Management Courses *continued*

Course Number	Course Name	Hours	Credits	Content Area	Format
IM654	Integrative Case Management IV (OB / Gyn)	12	1	1,4,5	Synchronous Didactic Course
IM655	Integrative Case Management V (Behavioral Health)	6	0.5	1,4,5	Synchronous Didactic Course
IM656	Integrative Case Management VI (Pediatrics)	6	0.5	1,4,5	Synchronous Didactic Course
IM657	Integ. Case Management VII (Geriatrics / Chronic Diseases)	12	1	1,4,5	Synchronous Didactic Course

Advanced Practice Topics

Course Number	Course Name	Hours	Credits	Content Area	Format
AC653	Advanced Topics in Neuro-Orthopedic Acupuncture	36	3	1,3,4	Synchronous Didactic Course
AC654	Advanced Topics in Obstetrics and Gynecology	36	3	1,3,4	Synchronous Didactic Course
AC655	Advanced Topics in Behavioral Health	36	3	1,3,4	Synchronous Didactic Course

Model Curriculum for OCOM MAcOM/MACM Graduates

Course Number	Course Name	Hours	Credits	Content Area	Format
CL590	Advanced Case analysis and Clinical Research I	12	1	1,5,6	Synchronous Didactic Course
CL687	Integrative Clinic	64	2.67	1,2,3,5,6	Modular Clinic Practicum
CL591	Advanced Case analysis and Clinical Research II	12	1	1,5,6	Synchronous Didactic Course
CL592	Advanced Case analysis and Clinical Research III	12	1	1,5,6	Synchronous Didactic Course
CL686	Integrative Clinical Theater	36	1.5	1,2,3,5,6	Clinic Practicum
CL593	Advanced Case analysis and Clinical Research IV	12	1	1,5,6	Synchronous Didactic Course
IM660	Comparative Health Professions and Practice	24	2	2,3,4	Synchronous Didactic Course
AC652	Orthopedic Acupuncture*	36	3	1,4,5	Synchronous Practicum
AC657	Japanese Meridian Therapy	36	3	4	Synchronous Practicum
CM532	Pre-Han Classic I*	24	2	4	Synchronous Didactic Course
CM533	Pre-Han Classic II	24	2	4	Synchronous Didactic Course
CM537	Pre-Han Classic III	24	2	4	Synchronous Didactic Course
CM534	Shang Han Lun*	24	2	4	Synchronous Didactic Course
CM535	Wen Bing Xue*	24	2	4	Synchronous Didactic Course

*Required course if not completed in master's-level degree

Financial Aid

Financial Aid is available for Fall, Winter, and Spring quarters. Students interested in this program should meet with the Director of Financial Aid.

International Students

The DACM Completion Track is not a full-time program and is therefore not eligible to international students.

Master of Acupuncture and Chinese Medicine (MACM)

The **Master of Acupuncture and Chinese Medicine (MACM)** degree program is a four-year, full-time graduate professional degree program consisting of 3,405 hours (224.47 quarter credits), of which 1,219 hours are devoted to clinical training and 2,186 hours are devoted to didactic training.

Students awarded the MACM degree will:

- Receive comprehensive training in acupuncture and Chinese herbal medicine;
- Learn how to apply biomedical information and skills into the practice of Chinese medicine to better evaluate and manage their patients' conditions;
- Receive training in practice management skills that prepares them to work successfully as independent health care providers;
- Be qualified to practice in states that do not recognize first professional doctorate training in acupuncture and Chinese medicine (including California).

Statement of Purpose

OCOM's Master of Acupuncture and Chinese Medicine (MACM) degree program is designed to train highly skilled practitioners who are capable of working successfully as independent health care providers and to provide foundational coursework for lifelong learning and professional development. The program presents coursework and training in all aspects of Chinese medicine, including the theory and practice of acupuncture, Chinese herbal medicine, nutrition, traditional Asian bodywork, exercise, and qi cultivation; coursework in biomedicine, including anatomy and physiology, integrated pathology, pharmacology, and clinical diagnosis; relevant coursework in public and community health, practice management and practitioner/patient dynamics; coursework in research literacy and research principles and methods as they apply to acupuncture and Chinese medicine; and varied clinical experiences observing and providing supervised patient care.

The MACM degree program is designed to meet the standards of the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and the California Acupuncture Board (CAB), and enables graduates to take the Acupuncture and/or Oriental Medicine certification exams administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) and the California

Acupuncture Licensing Exam (CALE).

Students wishing to pursue the MACM degree should check state licensing laws to see whether or not they may obtain a license to practice in a particular state.

Program Goals

The MACM program emphasizes four broad programmatic goals:

1. Provide students with a thorough understanding of the theories and systems of Chinese medicine, including their historical roots and modern applications;
2. Provide students with a foundation in basic biosciences and a fundamental understanding of clinical biomedicine in patient care;
3. Train students in the clinical skills required to safely and effectively apply this knowledge to the treatment of illness and the maintenance of health of their patients;
4. Provide students with an understanding of their roles and responsibilities in the contemporary health care system.

Learning Outcomes

In support of these goals, the college has developed the following list of anticipated learning outcomes. Graduates of the Master of Acupuncture and Chinese Medicine program will:

1. Practice Chinese medicine safely and effectively in a clinical setting by:
 - a. demonstrating a thorough knowledge of Chinese medical theory and its application in the practice of acupuncture, Chinese herbal medicine, and other modalities;
 - b. interviewing and examining patients utilizing traditional and modern diagnostic methods;
 - c. analyzing information gathered from the history and physical examination to formulate a diagnosis;
 - d. creating a treatment plan and report of findings;
 - e. employing appropriate modalities and techniques;
 - f. modifying treatments appropriately according to changes in a patient's presentation; and,
 - g. recognizing their limitations and seeking assistance when confronted with complex patient care situations.
2. Apply biomedical knowledge to better evaluate and manage their patients' conditions.

3. Recognize situations requiring referral or emergency interventions and respond appropriately.
4. Communicate effectively with other health care providers and appreciate additional approaches to patient care and treatment.
5. Communicate effectively with patients by:
 - a. active and empathetic listening;
 - b. counseling and educating them on lifestyle;
 - c. working effectively with a wide range of patient populations and health conditions;
 - d. demonstrating awareness of the many issues that influence health, including but not limited to: addictions, socioeconomics, culture/ethnicity, and family/community.
6. Apply the principles of evidence-informed practice to patient care using information from a variety of sources, including texts, research data, continuing education seminars, journals, professional consultations, and other medical information sources.
7. Demonstrate the necessary skills to establish, manage, and grow a private practice, including:
 - a. recruiting new patients and retaining established patients;
 - b. practicing within established ethical, legal, and professional guidelines to reduce risk and ensure quality of care;
 - c. employing appropriate documentation and coding systems for diagnosis, evaluation, treatment, and claims management purposes;
 - d. developing a business and marketing plan based on an evaluation of multiple practice and business models;
 - e. demonstrating facility with electronic health records and electronic medical records systems.
8. Understand the importance of lifelong learning, including developing their awareness of qi in themselves, both professionally and personally, and their patients.

Progression Through the MACM Degree Program

Stage I

Didactic

Students study the main theories of Chinese medicine, diagnostic methods, the medicinal uses of Chinese herbs, acupuncture theory and point location, and needling techniques. They are also introduced to the practices of qigong and taijiquan, Asian bodywork (shiatsu and tuina), and receive training in basic research literacy and research methodology. By the end of Stage I, students will have completed basic science requirements in Integrative Medicine.

Clinical

MACM students are introduced to the fundamental skills necessary to practice safely, professionally, and effectively in a clinical medicine setting and observe the treatment of patients by experienced practitioners in clinical theater settings and in clinical rounds in OCOM's clinics.

As they continue through Stage I, MACM students may be asked by their supervisor to assume a more active role in the patient's treatment by conducting patient interviews, practicing Chinese medical examination and diagnostic procedures and Western orthopedic exams, participating in patient diagnosis and development of treatment plans, and assisting the clinical supervisor with treatments by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary.

MACM students will prepare herbal formulas in the college medicinary in Stage I. Finally, some students may choose to observe faculty treating patients with herbs in Herbal Rounds, while others may choose to do an Asian Bodywork selective, treating patients in the clinic under supervision.

Stage II

Didactic

Students deepen their knowledge of acupuncture techniques, and begin the simultaneous study of Western and Chinese clinical medicine, where they learn to analyze case studies in greater depth. Students are exposed to more advanced concepts in herbal medicine and also explore the vital role that diet and nutrition play in patient care and the cultural and environmental forces that contribute to health and illness in society. These courses enhance their skills as independent practitioners and develop their

ability to communicate effectively with their patients and other practitioners. Practice management skills with immediate clinical application are introduced.

Clinical

In Stage II (Clinic Trainee), MACM students participate in all facets of patient care, including needling, under the direct supervision of a clinical supervisor, who is physically present to observe all patient interactions. Students at this stage are expected to put the practice management skills they are learning into practice.

Stage II serves as a bridge between clinical observation and clinical internship. Over the three quarters of Clinic Trainee I-III, students progressively develop the skills to proceed confidently into clinical internship, where they will function with greater autonomy in caring for patients.

Stage III

Didactic

Students continue their study of Western and Chinese clinical medicine with a focus on specialized topics in obstetrics and gynecology, behavioral health, pediatrics, and geriatrics. They continue to learn common physical exams, study advanced principles and techniques of orthopedic acupuncture, and complete their study of practice management.

Clinical

MACM students develop greater clinical autonomy in creating treatment plans and treating patients, and engage in case studies with their faculty and peers to better manage their patients' cases. Students develop interprofessional communication skills at partner internship and externship sites and employ the practice management skills that will support their practice success upon graduation.

MACM Degree Program Curriculum Guide

A curriculum guide for the MACM degree program appears below. Courses are subject to change and may be reassigned to different terms. Scheduling of clinical components is variable; therefore, this summary is merely a representational example.

The COVID-19 situation, in particular, has impacted and will continue to impact course offerings (including selectives and electives), and their manner of delivery. Questions about these impacts should be directed to an Admissions Team member or to the appropriate program dean or the Vice President of Academic Affairs.

Year 1

Department	Quarter 1 Fall	Quarter 2 Winter	Quarter 3 Spring	Quarter 4 Summer
Chinese Medicine	CM504 CM Theory I 4/48	CM505 CM Theory II 4/48	CM506 CM Theory III 4/48	CM507 Diagnosis Lab 0.75/18 CM519 Intro to Chinese Herbal Medicine 1/12
Acupuncture, Qi Cultivation, and Bodywork	AC511 Shiatsu I 0.75/18 AC523 Tuina I 0.75/18 AC530 Acupuncture Channels and Points I 4/48 AC534 Qigong I 0.5/12 AC537 Taiji I 0.5/12	AC512 Shiatsu II or AC524 Tuina II 1.5/36 AC531 Acupuncture Channels and Points II 4/48 AC535 Qigong II or AC538 Taiji II 1/24 AC554 Accessory Techniques 0.75/18	AC513 Shiatsu III or AC525 Tuina III 1.5/36 AC532 Acupuncture Channels and Points III 4/48 AC536 Qigong III or AC539 Taiji III 1/24	AC526 Tuina IV, AC527 Shiatsu IV, AC560 Qigong IV, or AC693 Taiji Quan IV 1/24 AC533 Acupuncture Channels and Points IV 2/24 AC610 Acupuncture Techniques I 1.5/18
Integrative Medicine	IM501 Western Medical Terminology 2/24 IM502 Anatomy and Physiology I 2.5/30 IM505 Living Anatomy I 2/24 PD504 Intro Community Outreach Practicum 0.11/4	IM503 Anatomy and Physiology II 2.5/30 IM506 Living Anatomy II 2/24	IM504 Anatomy and Physiology III 2.5/30 IM507 Living Anatomy III 2/24	IM 508 Medical Charting 1/12 RE502 Integrative Medical Research I 1/12
Assessment				
Didactic Credits/Hours	17.11/238	15.75/228	15/210	8.25/120
Clinical Studies	CL535 Intro to Clinic Observation 1/12	CL538 Clinical Theater I 2/48	CL539 Clinical Theater II 2/48	
TOTAL Credits/Hours	18.11/250	17.75/276	17/258	8.25/120

Year 2

Department	Quarter 5 Fall	Quarter 6 Winter	Quarter 7 Spring	Quarter 8 Summer
Chinese Medicine	CM521 Chinese Herbal Medicine I: The Pharmacopoeia 4/48	CM522 Chinese Herbal Medicine II: The Pharmacopoeia 4/48	CM526 Chinese Herbal Medicine III: The Pharmacopoeia 3/36	CM527 Chinese Herbal Medicine III: Review 1/12 CM528 Chinese Herbal Medicine III: Pao Zhi 1/12 CM603 Chinese Nutrition 1.5/18
Acupuncture, Qi Cultivation, and Bodywork	AC611 Acupuncture Techniques II 3/36	AC612 Acupuncture Techniques III 3/36	AC613 Acupuncture Techniques IV 2/24 AC614 Acupuncture Microsystems (Auricular, Scalp, Hand and Wrist) 3/36	
Integrative Medicine	IM521 Western Pathology I 2/24 IM560 Community Health/Chemical Dependency 2/24 RE602 Integrative Medical Research (IMR) II 2/24	IM509 Medical History Taking 2/24 IM522 Western Pathology II 2/24 IM643 General Physics 2/24 PD500 Medical History: East West 2/24	IM523 Western Pathology III 2/24 IM640 Diet and Nutrition 2.5/30 IM650 Structural Diagnosis 3/36 PD550 Patient-Practitioner Relationship 2/24	IM530 Issues in Public Health 1/12 IM531 Western Pharmacology I 1/12
Assessment	CNT Course			
Didactic Credits/Hours	13/156	15/180	17.5/210	5.5/66
Clinical Studies	CL567 Clinic Rounds I 1/24	CL598 Herbal Rounds I, or CL616 Asian Bodywork Clinic 2/48	CL611 Herbal Medicinary Practicum 2/48	CL599 Herbal Rounds II, or CL618 Asian Bodywork Clinic 1/24
TOTAL Credits/Hours	14/180	17/228	19.5/258	6.5/90

Year 3

Department	Quarter 9 Fall	Quarter 10 Winter	Quarter 11 Spring	Quarter 12 Summer
Chinese Medicine	CM621 Chinese Herbal Medicine IV: Formulas 4/48 CM625 Dui Yao 2/24 CM 640 Acupuncture Therapeutics I (Orthopedics, Traumatology, Pain) 2/24 CM660 Herbal Therapeutics I (Orthopedics, Traumatology, Pain) 1/12	CM622 Chinese Herbal Medicine V: Formulas 4/48 CM641 Acupuncture Therapeutics II (EENT/ Respiratory) 2/24 CM661 Herbal Therapeutics II (EENT/Respiratory) 1/12	CM633 Herbal Prescription Strategies 2/24 CM642 Acupuncture Therapeutics III (GI/Hepatobiliary) 2/24 CM643 Acupuncture Therapeutics VIII (Dermatology) 1/12 CM662 Herbal Therapeutics III (GI/ Hepatobiliary) 1/12 CM663 Herbal Therapeutics VIII (Dermatology) 0.5/6	CM632 Herbal Prepared Medicine 1/12
Acupuncture, Qi Cultivation, and Bodywork		AC652 Orthopedic Acupuncture 3/36		
Integrative Medicine	IM532 Western Pharmacology II 1/12 IM551 Western Clinical Medicine I (Pain) 2/24 PD654 Practice Management II 1/12	IM533 Western Pharmacology III 1/12 IM552 Western Clinical Medicine II (EENT/Respiratory) 2/24 IM652 Integrative Case Management II (EENT/Respiratory) 1/12 PD655 Practice Management III 1/12	IM553 Western Clinical Medicine III (GI/Hepatobiliary) 2/24 IM653 Integrative Case Management III (GI/ Hepatobiliary/ Dermatology) 1/12 PD656 Practice Management IV 1/12	IM606 CPR/First Aid 0.67/8 PD601 Ethics and Jurisprudence 0.5/6 PD653 Practice Management I 1.5/18
Assessment			Clinic Entrance Exam	
Didactic Credits/Hours	13/156	15/180	10.5/126	3.67/44
Clinical Studies	CL568 Clinical Rounds II 2/48	CL620 Clinic Trainee I 2/48	CL621 Clinic Trainee II 2/48	CL622 Clinic Trainee III 2/48
TOTAL Credits/Hours	15/204	17/228	12.5/174	5.67/92

Year 4

Department	Quarter 13 Fall	Quarter 14 Winter	Quarter 15 Spring	Quarter 16 Summer	Total Credits	Total Hours
Chinese Medicine	CM644 Acupuncture Therapeutics IV (OB/GYN) 2/24 CM664 Herbal Therapeutics IV (OB/GYN) 1/12	CM645 Acupuncture Therapeutics V (Behavioral Health) 2/24 CM646 Acupuncture Therapeutics VI (Pediatrics) 1/12 CM665 Herbal Therapeutics V (Behavioral Health) 1/12 CM666 Herbal Therapeutics IV (Pediatrics) 1/12	CM647 Acupuncture Therapeutics VII (Geriatrics/Chronic) 2/24 CM667 Herbal Therapeutics VII (Geriatrics/Chronic) 1/12		62.75	726
Acupuncture, Qi Cultivation, and Bodywork					38.75	576
Integrative Medicine	IM554 Western Clinical Medicine IV (OB/GYN) 2/24 IM654 Integrative Case Management IV (OB/GYN) 1/12	IM555 Western Clinical Medicine V (Behavioral Health) 2/24 IM556 Western Clinical Medicine VI (Pediatrics) 0.5/6 IM655 Integrative Case Management V (Behavioral Health) 0.5/6	IM557 Western Clinical Medicine VII (Geriatrics/Chronic) 2/24 IM657 Integrative Case Management VII (Geriatrics/Chronic) 1/12	PD505 Community Outreach Practicum 0.89/32	68.67	848
Assessment		Clinic Exit Exam (PLE)	Clinic Exit Exam (Case Study)			
Didactic Credits/Hours	6/72	8/96	6/72	0.89/32	170.17	2,186
Clinical Studies	CL633 Case Management I 1.5/18 CL655 Clinic Paired Internship 7.72/185.25 CL674 Herbal Internship I 2.57/61.75	CL634 Case Management II 1.5/18 CL656 Clinic Intern I 4.75/114 CL675 Herbal Internship I 2.38/57	CL635 Case Management III 1.5/18 CL657 Clinic Intern II 7.13/171	CL636 Case Management IV 1.5/18 CL658 Clinic Intern II 4.75/114	54.3	1,219
TOTAL Credits/Hours	17.79/337	16.63/285	14.63/261	7.14/164	224.47	3,405

In addition to the listed courses, three electives must be taken to fulfill the program (see Selective and Elective Descriptions). A minimum of 6 credits/72 hours will be added to the total program credits/hours to complete these electives. Actual hours may vary depending on student interest and elective availability.

Master of Acupuncture (MAc)

OCOM's **Master of Acupuncture (MAc)** degree program is a graduate professional degree program consisting of 2,321.5 hours (158.07 quarter credits) and is designed to be completed in two years and 10 months. The MAc degree program includes 723.5 hours of clinical training and 1,598 hours of didactic training.

The MAc degree program is specifically designed for:

- Students who want to focus their studies on acupuncture theory and practice (i.e., those who do not want to study Chinese herbal medicine).
- MDs and other licensed medical and health care practitioners who are interested in learning the full scope of acupuncture theory and practice.

Statement of Purpose

OCOM's Master of Acupuncture (MAc) degree program is designed to train highly skilled practitioners who are capable of working successfully as independent health care providers and to provide foundational coursework for lifelong learning and professional development. The program presents coursework and training in all aspects of Chinese medicine, including the theory and practice of acupuncture, nutrition, traditional Asian bodywork, exercise, and qi cultivation; coursework in biomedicine, including anatomy and physiology, integrated pathology, pharmacology, and clinical diagnosis; relevant coursework in public and community health, practice management and practitioner/patient dynamics; coursework in research literacy and research principles and methods as they apply to acupuncture and Chinese medicine; and varied clinical experiences observing and providing supervised patient care.

The MAc degree program is designed to meet the standards of the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and enables graduates to take the Acupuncture certification exam modules administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). The MAc degree does not qualify graduates to sit for the California Acupuncture Licensing Exam (CALE).

Students wishing to pursue the MAc degree should check state licensing laws to see whether or not they may obtain a license to practice in a particular state.

Program Goals

The Master of Acupuncture degree program emphasizes four broad programmatic goals:

1. Provide students with a thorough understanding of the theories and systems of Chinese medicine including their historical roots and modern applications;
2. Provide students with a foundation in basic biosciences and a fundamental understanding of clinical biomedicine in patient care;
3. Train students in the clinical skills required to safely and effectively apply this knowledge to the treatment of illness and the maintenance of health of their patients;
4. Provide students with an understanding of their roles and responsibilities in the contemporary health care system.

Learning Outcomes

In support of these goals, the college has developed the following list of anticipated learning outcomes. Graduates of OCOM's Master of Acupuncture degree program will:

1. Practice Chinese medicine safely and effectively in a clinical setting by:
 - a. demonstrating a thorough knowledge of Chinese medical theory and its application in the practice of acupuncture and other modalities;
 - b. interviewing and examining patients utilizing traditional and modern diagnostic methods;
 - c. analyzing information gathered from the history and physical examination to formulate a diagnosis;
 - d. creating a treatment plan and report of findings;
 - e. employing appropriate modalities and techniques;
 - f. modifying treatments appropriately according to changes in the patient's presentation;
 - g. recognizing their limitations and seeking assistance when confronted with complex patient care situations.
2. Apply biomedical knowledge to better evaluate and manage their patients' conditions;
3. Recognize situations requiring referral or emergency interventions and respond appropriately;
4. Communicate effectively with other health care providers and appreciate additional approaches to patient care and treatment;

5. Communicate effectively with patients by:
 - a. active and empathetic listening;
 - b. counseling and educating them on lifestyle;
 - c. working effectively with a wide range of patient populations and health conditions;
 - d. demonstrating awareness of the many issues that influence health, including but not limited to addictions, socioeconomics, culture/ethnicity, and family/community.
6. Apply the principles of evidence-informed practice to patient care using information from a variety of sources, including texts, research data, continuing education seminars, journals, professional consultations, and other medical information sources;
7. Demonstrate the necessary skills to establish, manage, and grow a private practice, including:
 - a. recruiting new patients and retaining established patients;
 - b. practicing within established ethical, legal, and professional guidelines to reduce risk and ensure quality of care;
 - c. employing appropriate documentation and coding systems for diagnosis, evaluation, treatment, and claims management purposes;
 - d. developing a business and marketing plan based on an evaluation of multiple practice and business models;
 - e. demonstrating facility with electronic health records and electronic medical records systems.
8. Understand the importance of lifelong learning, including developing their awareness of qi in themselves, both professionally and personally, and their patients.

Progression Through the MAc Degree Program

Stage I

Didactic

MAc students study the main theories of Chinese medicine, diagnostic methods, acupuncture theory and acupuncture point location, and needling techniques. They are also introduced to the practices of qigong and taiji quan, Asian bodywork (shiatsu and tuina), and receive training in basic research literacy and research methodology.

By the end of Level I, students will have completed basic science requirements in Integrative Medicine and begin the simultaneous study of Western and

Chinese clinical medicine, where they learn to analyze case studies in greater depth. They also explore the vital role that diet and nutrition play in patient care and the cultural and environmental forces that contribute to health and illness in society. These courses enhance their skills as independent practitioners and develop their ability to communicate effectively with their patients and other practitioners. Practice management skills with immediate clinical application are introduced.

Clinical

Students are introduced to the fundamental skills necessary to practice safely, professionally, and effectively in a clinical medicine setting and observe the treatment of patients by experienced practitioners in clinical theater settings and in clinical rounds in OCOM's clinics.

As they continue through Stage I, MAc students may be asked by their supervisor to assume a more active role in the patient's treatment by recording chart notes for the supervisor, conducting patient interviews, practicing Chinese medical examination and diagnostic procedures and Western orthopedic exams, participating in patient diagnosis and development of treatment plans, and assisting the clinical supervisor with treatments by administering cupping, gua sha, and moxibustion as necessary.

Stage II

Didactic

Students continue their study of Western and Chinese clinical medicine with a focus on specialized topics in obstetrics and gynecology, behavioral health, pediatrics, and geriatrics. They also study advanced principles and techniques of orthopedic acupuncture and complete their study of practice management.

Clinical

Students in MAc Team internship I and II work in pairs under the direct supervision of a clinical supervisor who is physically present to observe all needling of patients.

As they move through MAc Internship I-III, students develop greater clinical autonomy in creating treatment plans and treating patients, and engage in case studies with their faculty and peers to better manage their patients' cases. Students also develop interprofessional communication skills at partner internship and externship sites and employ the practice management skills that will support their practice success upon graduation.

MAc Degree Program Curriculum Guide

Typical course progressions for the MAc degree program are shown below. Courses are subject to change and may be reassigned to different terms. Scheduling of clinical components is variable; therefore, this summary is merely a representational example.

The COVID-19 situation, in particular, has impacted and will continue to impact course offerings (including selectives and electives), and their manner of delivery. Questions about these impacts should be directed to an Admissions team member or to the Vice President of Academic Affairs.

Year 1

Department	Quarter 1 Fall	Quarter 2 Winter	Quarter 3 Spring	Quarter 4 Summer
Chinese Medicine	CM504 CM Theory I 4/48	CM505 CM Theory II 4/48	CM506 CM Theory III 4/48	CM507 Diagnosis Lab 0.75/18 CM603 Chinese Nutrition 1.5/18
Acupuncture, Qi Cultivation, and Bodywork	AC511 Shiatsu I 0.75/18 AC523 Tuina I 0.75/18 AC530 Acupuncture Channels and Points I 4/48 AC534 Qigong I 0.5/12 AC537 Taiji I 0.5/12	AC531 Acupuncture Channels and Points II 4/48 AC535 Qigong II or AC538 Taiji II 1/24 AC554 Accessory Techniques 0.75/18	AC532 Acupuncture Channels and Points III 4/48 AC536 Qigong III or AC539 Taiji III 1/24	AC533 Acupuncture Channels and Points IV 2/24 AC610 Acupuncture Techniques I 1.5/18
Integrative Medicine	IM501 Western Medical Terminology 2/24 IM502 Anatomy and Physiology I 2.5/30 IM505 Living Anatomy I 2/24 PD504 Intro Community Outreach Practicum 0.11/4	IM503 Anatomy and Physiology II 2.5/30 IM506 Living Anatomy II 2/24	IM504 Anatomy and Physiology III 2.5/30 IM507 Living Anatomy III 2/24 PD550 Patient-Practitioner Relationship 2/24	IM508 Medical Charting 1/12 RE502 Integrative Medical Research I 1/12
Assessment				
Didactic Credits/Hours	17.11/238	14.25/192	15.5/198	7.75/102
Clinical Studies	CL535 Intro to Clinic Observation 1/12	CL536 MAc Clinic Theater I 1/24	CL537 MAc Clinic Theater II 1/24	
TOTAL Credits/Hours	18.11/250	15.25/216	16.5/222	7.75/102

Year 2

Department	Quarter 5 Fall	Quarter 6 Winter	Quarter 7 Spring	Quarter 8 Summer
Chinese Medicine	CM640 Acupuncture Therapeutics I (Orthopedics, Traumatology, Pain) 2/24	CM641 Acupuncture Therapeutics II (EENT/Respiratory) 2/24	CM642 Acupuncture Therapeutics III (GI/Hepatobiliary) 2/24	CM643 Acupuncture Therapeutics VIII (Dermatology) 1/12
Acupuncture, Qi Cultivation, and Bodywork	AC611 Acupuncture Techniques II 3/36	AC612 Acupuncture Techniques III 3/36	AC613 Acupuncture Techniques IV 2/24 AC614 Acupuncture Microsystems (Auricular, Scalp, Hand and Wrist) 3/36	
Integrative Medicine	IM521 Western Pathology I 2/24 IM551 Western Clinical Medicine I (Pain) 2/24 RE602 Integrative Medical Research (IMR) II 2/24	IM509 Medical History Taking 2/24 IM522 Western Pathology II 2/24 IM552 Western Clinical Medicine II (EENT/ Respiratory) 2/24 PD500 Medical History: East West 2/24	IM523 Western Pathology III 2/24 IM553 Western Clinical Medicine III (GI/Hepatobiliary) 2/24 IM640 Diet and Nutrition 2.5/30 IM650 Structural Diagnosis 3/36	IM530 Issues in Public Health 1/12 IM531 Western Pharmacology I 1/12 IM606 CPR/First Aid 0.67/8 PD601 Ethics and Jurisprudence 0.5/6 PD653 Practice Management I 1.5/18
Assessment	CNT Course		Clinic Entrance Exam	
Didactic Credits/Hours	11/132	13/156	16.5/198	5.67/68
Clinical Studies	CL565 MAc Clinic Rounds I 2/48	CL566 MAc Clinic Rounds II 2/48	CL624 MAc Clinic Team I 2/48	CL629 MAc Clinic Team II 2.38/57
TOTAL Credits/Hours	13/180	15/204	18.5/246	8.05/125

Year 3

Department	Quarter 9 Fall	Quarter 10 Winter	Quarter 11 Spring	Total Credits	Total Hours
Chinese Medicine	CM644 Acupuncture Therapeutics IV (OB/GYN) 2/24	CM645 Acupuncture Therapeutics V (Behavioral Health) 2/24 CM646 Acupuncture Therapeutics VI (Pediatrics) 1/12	CM647 Acupuncture Therapeutics VII (Geriatrics/Chronic) 2/24	28.25	348
Acupuncture, Qi Cultivation, and Bodywork		AC652 Orthopedic Acupuncture 3/36		34.75	480
Integrative Medicine	IM532 Western Pharmacology II 1/12 IM554 Western Clinical Medicine IV (OB/GYN) 2/24 IM560 Community Health/ Chemical Dependency 2/24 PD654 Practice Management II 1/12	IM533 Western Pharmacology III 1/12 IM555 Western Clinical Medicine V (Behavioral Health) 2/24 IM556 Western Clinical Medicine VI (Pediatrics) 0.5/6 PD655 Practice Management III 1/12	IM557 Western Clinical Medicine VII (Geriatrics/Chronic) 2/24 PD505 Community Outreach Practicum 0.89/32 PD656 Practice Management IV 1/12	62.17	770
Assessment		Clinic Exit Exam (PLE)	Clinic Exit Exam (Case Study)		
Didactic Credits/Hours	8/96	10.5/126	5.89/92	125.17	1,598
Clinical Studies	CL626 MAc Clinic Intern I 5.14/123.5 CL630 MAc Case Management I 1.5/18	CL627 MAc Clinic Intern II 4.75/114 CL631 MAc Case Management II 1.5/18	CL628 MAc Clinic Intern III 7.13/171 CL632 MAc Case Management III 1.5/18	32.9	723.5
TOTAL Credits/Hours	14.64/237.5	16.75/258	14.52/281	158.07	2,321.5

In addition to the listed courses, three electives must be taken to fulfill the program (see Selective and Elective Descriptions). An additional minimum 7 credits/84 hours will be added to the total program credits/hours to complete these electives. Actual hours may vary depending on student interest and elective availability.

Additional Elements of the Entry-level Professional Degree Curricula

Electives

All students in OCOM's entry-level, professional degree programs are required to take the equivalent of three electives to complete their course of study. These courses allow students to pursue their interests, deepen their knowledge, and broaden their understanding of the study of Chinese medicine.

OCOM reserves the right to cancel elective courses based on enrollment or faculty availability. Specific electives, however, may not always be available to every student, typically due to scheduling conflicts with other mandatory courses. The COVID-19 situation, in particular, has and will continue to impact course offerings — including selectives and electives — and their manner of delivery. Questions about these impacts should be directed to an Admissions Team member or to the appropriate program dean or the Vice President of Academic Affairs.

OCOM can therefore make no guarantees about the specific electives available to students during their period of enrollment.

Additional lab or other fees may apply to some electives.

Community Outreach Practicum

Each student is required to complete 36 hours of Community Outreach. This experience allows students to share their knowledge about acupuncture and Chinese medicine with the public and other health care practitioners. By discussing the unique nature and benefits of the medicine with people of different backgrounds, students acquire skills that will prove invaluable in their future practices. Examples of Community Outreach activities include participating in health fairs, speaking to community organizations, and staffing community education forums.

Course Descriptions: MAc, MACM, and DACM

Course descriptions are presented within their departmental designation:

Chinese Medicine
Acupuncture, Qi Cultivation, and Bodywork
Integrative Medicine
Clinical Studies

Course prerequisites have been determined and are controlled by the order in which courses are taught for each program of enrollment. Refer to the curriculum guide for your respective program for further information.

Required Courses¹

Chinese Medicine Department

CM504/CM505/CM506

Chinese Medical Theory I-III

12 credits/144 hours

This three-quarter course series provides students with foundation work in the basic theoretical concepts of Chinese medicine. Students explore yin/yang theory; the five phases (wu xing); traditional models for physiologic function, including the zang and fu organs, and the substrates of energy (qi), essence (jing), blood (xue), and fluids (jin/ye); the origins and processes of disease, including the four levels of disease (wen-bing xue) and the six stages of cold-induced disorders (shang-han bing); as well as the fundamentals of diagnostic theory (four methods). The study of selected, relevant portions of Chinese classic texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) is integrated into the study of these theories. Prerequisite: For CM505, CM504 is a prerequisite. For CM506, CM505 is a prerequisite.

CM507

Chinese Medicine Diagnosis Lab

.75 credit/18 hours

Students will practice the diagnostic skills required of the Chinese medical practitioner — pulse reading, tongue observation, questioning, and palpation. Prerequisite: CM506.

CM603

Chinese Nutrition

1.5 credits/18 hours

Utilizing Chinese dietary principles in conjunction with acupuncture and herbal treatment will enable the practitioner to better aid their patients in achieving “balance” and improved health. This course emphasizes Chinese classification of foods into categories and combining foods with Chinese herbs to create clinically effective recipes. Foods that are to be eaten or avoided during particular disorders are discussed and a portion of the class involves hands-on preparation of special dishes for specific illnesses. Prerequisite: CM506.

CM519

Introduction to Chinese Herbal Medicine

1 credit/12 hours

This course begins the Chinese herbal medicine series of individual herbs, substances, and herbal formulas, and introduces the practice of Chinese herbal medicine. It provides a general overview of the concepts of herbal

¹ Curriculum development at OCOM is a dynamic and ongoing process, paralleling the rapid evolution within the Chinese medicine profession itself and the changing environments of health care and higher education. Our programs are subject to change based on these influences.

alchemy, herbal energetics including natures and flavors, herbal directional movement, botany, taxonomy, pharmacology, ethics, philosophy, and theoretical application of herbs, and addresses the historical development of Chinese herbal medicine in Asia and the United States. It introduces categories of individual herbs and formulas, preparation of herbal formulas, general precautions, and potential problems with herbs (including herb-drug interactions), and relevant research on Chinese herbs. Prerequisite: CM504.

CM521/CM522/CM526

Chinese Herbal Medicine I-III: The Pharmacopoeia

11 credits/132 hours

This three-quarter sequence is designed to introduce approximately 365 of the most commonly used medicinal substances in Chinese medicine. Included in that study are the names of the substances cross-referenced by botanical, pharmaceutical, common English and Chinese name; substance identification; nature and flavor; major functions, actions, and indications; precautions, herb-drug interactions; preparation methods and relevant research describing physiological action.

Chinese Herbal Medicine I: The Pharmacopoeia (4 credits/48 hours) – This quarter begins with the study of the 50 most common medicinal substances from all categories. Once students have achieved mastery of these 50 key medicinals the following herb categories are covered: Acid Warm to Release the Exterior and Acid Cool to Release the Exterior, Clear Heat Reduce Fire, Clear Heat Cool the Blood, Clear Heat Dry Damp, Clear Heat Toxins, Downward Draining, Clear Deficiency Heat (135 herbs). Prerequisite: CM506, CM519.

Chinese Herbal Medicine II: The Pharmacopoeia (4 credits/48 hours) – This continues review of the 50 most common medicinal substances and the following categories covered: Aromatic to Transform Damp, Warm Interior, Regulate Qi, Stop Bleeding, Invigorate Blood and Remove Blood Stasis, Clear Food Stagnation, Stop Cough and Wheezing, Transform Phlegm, Drain Dampness and Excrete Water, Expel Wind Dampness, Open Orifice Herbs (155 herbs). Prerequisite: CM521.

Chinese Herbal Medicine III: The Pharmacopoeia (3 credits/36 hours) – This continues review of the 50 most common medicinal substances and the following categories covered: Calm Shen, Nourish Blood, Tonify Qi, Tonify Yang, Tonify Yin, Expel Parasites, Topical Use Herbs, Subdue Liver Yang and Extinguish Wind (75 herbs). Prerequisite: CM522.

CM527

Chinese Herbal Medicine III: The Pharmacopoeia - Review

1 credit/12 hours

This class reviews all single herbs and herb categories covered in Chinese Herbal Medicine I-III: The Pharmacopoeia. Prerequisite: CM526.

CM528

Chinese Herbal Medicine III: Pao Zhi

1 credit/12 hours

This class introduces students to different Pao Zhi preparations that can give a single herb different functions. Students prepare both single herbs and formulas while simultaneously reviewing the main functions of commonly used clinical medicinals. The course covers a cross section of herbs from Chinese Herbal Medicine I-III: The Pharmacopoeia. Prerequisite: CM526.

CM625

Dui Yao

2 credits/24 hours

This course serves as a bridge between the learning of single herb medicinals and herbal formulas. The course provides students with an understanding of how Chinese medicinals combine for greater synergy and how these combinations serve as the building blocks of the most common formulations. Herbal pairs, triads and larger groupings are studied in depth to understand the therapeutic mechanisms and foundational methodologies that are the bedrock of formula science. Prerequisite: CM526.

CM621/CM622

Chinese Herbal Medicine IV-V: Formulas

8 credits/96 hours

In this course sequence, students learn how the individual medicinal substances of Chinese herbal medicine are combined into coherent, clinically specific formulas. Study focuses primarily upon the approximately 150 classical formulas and their variations. These classical formulas are used to determine a recommended strategy, and modified for individual clinical presentations. Prerequisite: CM526.

CM632

Herbal Prepared Medicine

1 credit/12 hours

This portion of the program in traditional Chinese herbal medicine introduces the study and application of prepared powders, pills and tablets, as well as substances for external application (e.g., traditional Chinese medical liniments). Study focuses on preparations from mainland China as well as products produced in the United States. The concept of quality control is emphasized. Prerequisite: CM621, CM622.

CM633

Herbal Prescription Strategies

2 credits/24 hours

Utilizing case studies, students will explore strategies for writing and modifying herbal prescriptions. They will also learn how to counsel patients regarding herbal formulas, their preparation, potential side effects, and interactions. Prerequisite: CM621, CM622.

Chinese Clinical Medicine: Acupuncture and Herbal Therapeutics I-VIII

21.5 credits/258 hours

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders.

Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding.

(Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

CM640

CCM: Acupuncture Therapeutics I (Orthopedics, Traumatology, Pain)

2 credits/24 hours. Prerequisite: AC533, AC610, CM506, CM507. Co-requisite: AC611, IM521, IM551.

CM660

CCM: Herbal Therapeutics I (Orthopedics, Traumatology, Pain)

1 credit/12 hours. Prerequisite: IM521, IM522, IM523. Co-requisite: CM621, CM640, IM551.

CM641

CCM: Acupuncture Therapeutics II (EENT/Respiratory)

2 credits/24 hours. Prerequisite: AC533, AC610, CM506, CM507. Co-requisite: AC612, IM522, IM552.

CM661

CCM: Herbal Therapeutics II (EENT/Respiratory)

1 credit/12 hours. Prerequisite: CM621, IM521, IM522, IM523. Co-requisite: CM622, CM641, IM552.

CM642

CCM: Acupuncture Therapeutics III (GI/Hepatobiliary)

2 credits/24 hours. Prerequisite: AC533, AC612, CM506, CM507. Co-requisite: AC613, AC814, IM523, IM553.

CM662

CCM: Herbal Therapeutics III (GI/Hepatobiliary)

1 credit/12 hours. Prerequisite: CM621, IM521, IM522, IM523. Co-requisite: CM642, IM553.

CM644

CCM: Acupuncture Therapeutics IV (OB/GYN)

2 credits/24 hours. Prerequisite: AC533, AC613, AC614, CM506, CM507, IM521, IM522, IM523. Co-requisite: IM554.

CM664

CCM: Herbal Therapeutics IV (OB/GYN)

1 credit/12 hours. Prerequisite: CM621, CM622, IM521, IM522, IM523. Co-requisite: CM644, IM554.

CM645

CCM: Acupuncture Therapeutics V (Behavioral Health)

2 credits/24 hours. Prerequisite: AC533, AC613, AC614, CM506, CM507, IM521, IM522, IM523. Co-requisite: IM555.

CM665

CCM: Herbal Therapeutics V (Behavioral Health)

1 credit/12 hours. Prerequisite: CM621, CM622, IM521, IM522, IM523. Co-requisite: CM645, IM555.

CM646

CCM: Acupuncture Therapeutics VI (Pediatrics)

1 credit/12 hours. Prerequisite: AC533, AC613, AC614, CM506, CM507, IM521, IM522, IM523. Co-requisite: IM556.

CM666

CCM: Herbal Therapeutics VI (Pediatrics)

1 credit/12 hours. Prerequisite: CM621, CM622, IM521, IM522, IM523. Co-requisite: CM646, IM556.

CM647

CCM: Acupuncture Therapeutics VII (Geriatric Care)

2 credits/24 hours. Prerequisite: AC533, AC613, AC614, CM506, CM507, IM521, IM522, IM523. Co-requisite: IM557.

CM667

CCM: Herbal Therapeutics VII (Geriatric Care)

1 credit/12 hours. Prerequisite: CM621, CM622, IM521, IM522, IM523. Co-requisite: CM647, IM557.

CM643

CCM: Acupuncture Therapeutics VIII (Dermatology)

1 credit/12 hours. Prerequisite: AC533, AC612, CM506, CM507.

CM663

CCM: Herbal Therapeutics VIII (Dermatology)

0.5 credits/6 hours. Prerequisite: CM621, IM521, IM522, IM523.

CM532

Pre-Han Classical Texts I: Yi Jing, Dao De Jing, Huang Di Nei Jing

2 credits/24 hours

This course introduces students to the foundational texts of Chinese culture and medicine: the Yi Jing (“The Book of Changes”), the Dao De Jing (“Classic of the Way and Its Virtue”), and the Huang Di Nei Jing (“The Yellow Emperor’s Internal Classic”), which has two component parts: the Su Wen (“Basic Questions”) and the Ling

Shu (“Spiritual Pivot”). By studying these pre-Han classical texts, students will both broaden and deepen their understanding of the theoretical foundations of Chinese medicine and gain an appreciation of their usefulness in the modern clinic.

Attention will be paid both to how these classic texts infuse and inform Chinese medical theory and clinical practice throughout the history of Chinese medicine and the ways in which Chinese medical theory, clinical practice, and terminology has evolved since the time these texts were written.

This required course will focus on basic concepts of Chinese medicine theory and philosophy as exemplified in the Pre-Han texts. Concepts like Yin Yang theory, 3 Treasures, 4 Directions, 5 phases, and other numerologically significant ideas will be discussed in great detail with a lens towards how the perspective presented in these classics provides a fully integrated worldview that has practical applications for the practice of Chinese medicine in the modern clinic. Prerequisite: CM504, CM505, CM506.

CM533

Pre-Han Classical Texts II: Yi Jing, Dao De Jing, Huang Di Nei Jing

24 hours/2 credits

This course introduces students to the foundational texts of Chinese culture and medicine: the Yi Jing (“The Book of Changes”), the Dao De Jing (“Classic of the Way and It’s Virtue”), and the Huang Di Nei Jing (“The Yellow Emperor’s Internal Classic”), which has two component parts: the Su Wen (“Basic Questions”) and the Ling Shu (“Spiritual Pivot”). By studying these pre-Han classical texts, students will both broaden and deepen their understanding of the theoretical foundations of Chinese medicine and gain an appreciation of their usefulness in the modern clinic.

Attention will be paid both to how these classic texts infuse and inform Chinese medical theory and clinical practice throughout the history of Chinese medicine and the ways in which Chinese medical theory, clinical practice and terminology has evolved since the time these texts were written.

This elective course, a continuation of the required course by the same name, will emphasize the organ clock and discuss how the perspective presented in the classics provides a fully integrated worldview which has practical applications for the practice of Chinese medicine in the modern clinic. Prerequisite: CM504, CM505, CM506, CM532.

CM534

Shang Han Lun

2 credits/24 hours

The Shang Han Lun (“Treatise on Cold Damage”), written by Zhang Zhong-Jing during the Han dynasty, is considered the seminal text of Chinese herbal medicine, and its revolutionary theories and formulas continue to inform clinical practice to this day. Students will study the theories and formulas of the Shang Han Lun within their original context for the treatment of conditions affecting the “six warps (or six stages)” arising from “cold damage,” and learn how these formulas and theories can be extended more broadly to other types of theoretical/clinical situations. Prerequisite: CM621.

CM535

Wen Bing Xue

2 credits/24 hours

This course focuses on the study of Wen Bing Xue (“Warm Pathogen Diseases”), a major school of theory and clinical practice that developed in the Ming and Qing dynasties as a response to epidemic febrile diseases afflicting China at that time.

The course covers the historical development of Wen Bing Xue and its major contributors (Wu You Ke, Ye Tian Shi, Xue Sheng Bai, Wu Ju Tong, and Wang Meng Ying), and presents the etiology, pathogenesis, diagnosis, and treatment of disease within the context of the two main theoretical systems within the Wen Bing Xue school: the Four Levels and San Jiao systems. The major formulas associated with each of these systems are covered, and implications for the applications of Wen Bing theory and herbal formulas to modern diseases are discussed. Prerequisite: CM622.

CM537

Pre-Han Classical Texts III: Yi Jing, Dao De Jing, Huang Di Nei Jing

24 hours/2 credits

This course introduces students to the foundational texts of Chinese culture and medicine: the Yi Jing (“The Book of Changes”), the Dao De Jing (“Classic of the Way and It’s Virtue”), and the Huang Di Nei Jing (“The Yellow Emperor’s Internal Classic”), which has two component parts: the Su Wen (“Basic Questions”) and the Ling Shu (“Spiritual Pivot”). By studying these pre-Han classical texts, students will both broaden and deepen their understanding of the theoretical foundations of Chinese medicine and gain an appreciation of their usefulness in the modern clinic. Attention will be paid both to how these classic texts infuse and inform Chinese medical theory and clinical practice throughout the history of Chinese medicine and the ways in which Chinese medical theory, clinical practice and terminology has evolved since the time these texts were written.

This elective is a third course in a series and will emphasize the Ling Shu (Spiritual Pivot) and the role of SHEN in Chinese medicine and especially in the practice of Acupuncture. We will discuss how the perspective presented in the classics provides a fully integrated worldview which has practical applications for the practice of Chinese medicine in the modern clinic. Prerequisites: CM504, CM505, CM506, CM532.

Acupuncture, Qi Cultivation, and Bodywork Department

Acupuncture

AC530

Acupuncture Channels and Points I

4 credits/48 hours

This first course in the Acupuncture Channels and Points course sequence presents the fundamental concepts of acupuncture channel theory and is designed to familiarize students with the role of the channel system as it functions within the practice of acupuncture.

Students are introduced to the general concepts and components of the channel system, including detailed information on the nomenclature, distributing rules, and functions of the channel system. They will then apply this foundation to learning the pathways, functions, and pathologies of the 12 primary channels, the eight extraordinary vessels, the 12 divergent channels, the 15 luo collateral vessels, the 12 muscle-sinew channels, and the six cutaneous regions and their relationship to the zang-fu. In addition to lecture, students will have practical opportunities, including hands-on practice, to learn the pathways of the various channels. Co-requisite: CM504

AC531

Acupuncture Channels and Points II

4 credits/48 hours

This second course in the Acupuncture Channels and Points course sequence begins by providing students with a thorough introduction to acupuncture points, including their historical development, definition, general functions, nomenclature, and their major theoretical and functional point categories. Students also learn how to use both anatomical landmarks and traditional, proportional measurement systems to accurately locate acupuncture points.

Then, through a combination of lecture, demonstration, and hands-on practice, students learn to apply this information to locate points of the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine channels and Du Mai and understand their applications through a study of their actions, indications, and designated point categories. Prerequisite: AC530.

AC532

Acupuncture Channels and Points III

4 credits/48 hours

Through a combination of lecture, demonstration, and hands-on practice, students learn to accurately locate points of the Bladder, Kidney, Pericardium, San Jiao, Gallbladder, and Liver channels and Ren Mai understanding their

applications through a study of their actions, indications, and designated point categories. Prerequisite: AC531.

AC533

Acupuncture Channels and Points IV

2 credits/24 hours

Through a combination of lecture, demonstration, and hands-on practice, students learn to accurately locate the most common Extra Points and understand their applications through a study of their actions and indications. Students are also introduced to general principles and methods of acupuncture treatment. Remaining classes are devoted to regional review of the main points on each channel, and a comparison of the actions and indication of major acupuncture points. Prerequisite: AC532.

AC554

Accessory Techniques

0.75 credits 18 hours

Students learn and practice non-needling acupuncture techniques including moxibustion, cupping, and gua sha.

AC610

Acupuncture Techniques I

1.5 credits/18 hours

This course sequence introduces students to the clinical tools and essential skills of the acupuncturist. Its objective is to provide a solid foundation in needle techniques and to review the related skills of moxibustion, cupping, gua sha.

Techniques I is focused on the basic needling techniques, such as needle insertion, techniques to obtain Qi sensation, simple reinforcing and reducing techniques, auxiliary needling techniques etc. Attention is also paid to general issues of patient safety, with emphasis on appropriate needle depths and angles, and learning the basic skills of Clean Needle Technique. Prerequisite: AC532.

AC611

Acupuncture Techniques II

3 credits/36 hours

This course sequence continues to train students to the clinical tools and essential skills of the acupuncturist, Blood-letting techniques, cutaneous (7-star) needling techniques and warm-needling techniques are introduced. Its objective is to provide a solid foundation in needling the different areas of the body and to review the related skills of moxibustion, cupping, gua sha. Appropriate needle depths and angles, maintaining clean fields, and application of aseptic and sterile procedures are continually emphasized as well.

Note: Completion of this course sequence also requires successful completion of the Clean Needle Technique (CNT) class sponsored by the Council of Colleges of Acupuncture and Herbal Medicine (CCAHM). There is an additional fee for the CNT class. The CNT course is currently offered online. Students should complete it during the quarter they are enrolled in the Acupuncture II course. Prerequisite: AC554, AC610. Co-requisite: CCAHM CNT Certificate Course.

AC612

Acupuncture Techniques III

3 credits/36 hours

This course sequence continues to train students to the clinical tools and essential skills of the acupuncturist, electroacupuncture setting, Five element treatment, holographic theory, motor and trigger points protocol, extraordinary channel theory, Luo vessel treatment, muscle sinew treatment protocol etc. are introduced. The objective is to provide a solid foundation in needle techniques and to review the related skills of moxibustion, cupping, gua sha. Attention is also paid to general issues of patient safety, with emphasis on appropriate needle depths and angles, maintaining clean fields, and application of aseptic and sterile procedures. Prerequisite: AC611; CCAHM CNT.

AC613

Acupuncture Techniques IV

2 credits/24 hours

Students continue to practice and refine the basic skills acquired in Acupuncture Techniques I-III as they learn new acupuncture techniques to utilize in clinical practice. In addition, students begin to combine and apply these skills to complete acupuncture treatment protocols for some of the more commonly seen conditions in the clinic (e.g., reproductive issues, headache, neck pain, low back pain, stress, gastrointestinal issues). This course is designed to bring students to the required level of proficiency in acupuncture skills for entrance into Clinic Trainee. Prerequisite: AC612.

AC614

Acupuncture Microsystems (Auricular, Scalp, Hand and Wrist)

3 credits/36 hours

Apart from the main channel system, Chinese medicine also utilizes a variety of local, “holographic” microsystems in acupuncture therapy. Through lecture, demonstration and practice, this course introduces the basic theory behind the three most important acupuncture microsystems of Chinese medicine - auricular, scalp and wrist/ankle acupuncture microsystems — and how they are utilized in treating such conditions as pain, stroke and musculoskeletal disorders. Auricular Acupuncture: Students will learn the Chinese auricular system (the French Nogier system will be introduced in the course of the class). Ear diagnosis class). Ear diagnosis and master points will be discussed along with how to build a point protocol for patients. The National Acupuncture Detoxification Association (NADA) protocol will be introduced, along with its development in both chemical dependency and mental health treatment settings. Prerequisite: AC612.

AC652

Orthopedic Acupuncture

3 credit/36 hours

Students will learn a comprehensive approach to understanding, diagnosing, treating and managing several orthopedic/musculoskeletal conditions. Students will review specific anatomy, common pathologies, patient exam and orthopedic testing. Chinese medicine and allopathic diagnosis will be differentiated as part of a multifaceted treatment plan. Students will learn to clearly project and report their prognosis and expected measurable outcomes. Treatment strategies will emphasize points selected by anatomical palpation, motor/ trigger points, and associated meridian points to increase range of motion and reduce pain. Use of electro-stimulators will be demonstrated and discussed. Students will learn how to chart appropriately, analyze clinical outcomes and report cases. Prerequisite: AC533; AC611; AC612, IM515, IM516, IM517, IM650.

Asian Bodywork

All students study six weeks of both Shiatsu and Tuina in Fall quarter (Shiatsu I and Tuina I). Students in the MAC degree program are only required to take Shiatsu I and Tuina I, while students in the MACM and DACM degree program are required to take Shiatsu I and Tuina I, and then choose between either Shiatsu II and III or Tuina II and III. All students may take additional Asian bodywork courses as electives beyond what is required in their program of study.

AC511

Shiatsu I

0.75 credits/18 hours

Originating in Japan, shiatsu is a highly effective system of massage therapy that develops the practitioner’s sensitivity, awareness, and responsiveness both in diagnosis and in treatment. Through palpation of the channels through which qi flows, the practitioner is able to determine the nature and quality of energetic imbalances, and through finger and hand pressure to correct those imbalances and bring the body into greater alignment and health. Because of its potency for relieving stress and stimulating energy circulation, shiatsu is used to treat specific

disorders and is used as a preventative modality. Since shiatsu requires skill in channel palpation, this course provides an important practical support for coursework in point location and channel trajectories. Principles of professional interaction for manual therapy (including respectful touch, appropriate draping, body language, and verbal communication) are introduced at the beginning of Shiatsu I.

AC523

Tuina I

0.75 credits/18 hours

Tuina, traditional Chinese massage therapy, forms the basis of Chinese physical therapy and is an important modality within Chinese medicine. Over three quarters, students are trained to a level of basic proficiency in the treatment of structural and soft-tissue injury and dysfunction. Such training is intended to develop the student's physical approach to bodywork, as well as their healing presence and extension of qi toward a healing objective. This is applicable to tuina as an independent modality, as well as to later work with acupuncture needle technique. Students are trained in basic clinical preparatory treatments, including general health, shoulder, neck, abdominal, common cold, and headache protocols during the three quarters. Principles of professional interaction for manual therapy (respectful touch, appropriate draping, body language, and verbal communication) are reviewed at the beginning of Tuina I.

AC512/AC513

Shiatsu II-III

3 credits/72 hours

In Shiatsu II, students learn the location, basic functions, terminology, and treatments associated with the classical and extended meridians of the Lung/Large Intestine, Stomach/Spleen, and Heart/Small Intestine. Students are also introduced to the diagnostic areas in the hara and learn how to perform a basic hara diagnosis. In Shiatsu III, students learn the location, basic functions, terminology, and treatments associated with the classical and extended meridians of the Bladder/Kidney, Pericardium/Triple Heater, Gall Bladder/Liver. Students learn how to apply the principles of shiatsu, including hara diagnosis, in a full-body session. Prerequisite AC512: AC511; prerequisite AC513: AC512.

AC524/AC525

Tuina II-III

3 credits/72 hours

Tuina II teaches students how to assess and treat diseases of the low back using subjective information, orthopedic exams, and tuina. Tuina III teaches students how to assess and treat diseases of the head, neck, and shoulders using subjective information, orthopedic exams, and tuina. Both courses train students in the development of clinical reasoning skills and the ability to differentiate between diseases. Prerequisite AC524: AC523; prerequisite AC525: AC524.

Qi Cultivation

All students at OCOM are required to take Qigong I (0.5 credits/12 hours) and Taiji Quan I (0.5 credits/12 hours), and then select either Qigong II and III or Taiji Quan II and III. All students may take additional qi cultivation courses beyond these requirements as electives.

AC534

Qigong I

0.5 credit/12 hours

In Qigong I, students are introduced to the fundamentals of qigong practice and the philosophy that underlies this ancient healing practice integral to the practice of Chinese medicine. Students explore theory through the practice of foundational standing, moving, and seated forms — Shaking, San Yuan Gong (3 Sources Qigong), and Wu Xing Gong (5 Element Qigong).

AC537

Taiji Quan I

0.5 credit/12 hours

The practice of taiji quan gives students an understanding and perception of the flow of qi in the body. In Taiji Quan, a set of individual physical poses are performed together as a single, fluid meditative form. In this course, students learn the basic principles and history of taiji and are introduced to the correct posture and movements of a modified yang-style taiji form.

AC535/AC536

Qigong II-III

2 credits/48 hours

In Qigong II, students build on the knowledge and practice from Qigong I and are introduced to the study and practice of One Thousand Hands Buddha. One Thousand Hands Buddha, from the Liu family lineage, is a seated qigong form that incorporates the use of elegant mudra (hand positions). It is an excellent form for quieting the heart/mind and providing clarity of thought and purpose and thus is an effective practice to support the study of Chinese medicine.

Qigong III builds on the knowledge and practice from Qigong I-II and introduces students to the study and practice of Eight Treasures Qigong (Ba Duan Jin). Eight Treasures is one of the four oldest and most famous qigong methods in China, dating back to the early 12th century. The name Eight Treasures refers to its eight routines, each a treasure in itself. It is a simple standing form that is easy to learn and powerful in its application. It benefits the bones, tendons, organ-energy systems, and seven emotions. Prerequisite AC535: AC534; prerequisite AC536: AC535.

AC538/AC539

Taiji Quan II-III

2 credits/48 hours

Taiji Quan II and III build on the foundations laid in Taiji Quan I. Through intensive practice and regular instructor feedback of their posture and movement through the forms, students improve their skills, begin to acquire the ability to experience qi and recognize the symptoms of blockage and opening of qi circulation. Prerequisite AC538: AC537; prerequisite AC539: AC538.

Integrative Medicine Department

Basic and Clinical Sciences

IM501

Western Medical Terminology

2 credits/24 hours

This course helps students build a working medical vocabulary of the most frequently encountered prefixes, suffixes, and word roots encountered in biomedicine. Medical terms are introduced in the context of human anatomy and physiology to help students understand exactly what they mean, and case studies, vignettes, and activities demonstrate how they're used in clinical practice.

IM502/IM503/IM504

Anatomy and Physiology I-III

37.5 credits/90 hours

The purpose of this course is to introduce students to medically relevant terminology and the structures and functions of human cells, tissues and organ systems. Concepts of homeostasis and the interrelationship of organ system function will be introduced.

IM502 – This is the first course in a three-course sequence. Systems covered include the integumentary, skeletal, muscular, special senses, and nervous systems including nervous histology, physiology, spinal cord and nerves.

IM503 – This is the second course in a three-course sequence. Systems covered include a continuation of the nervous system, including brain, cranial nerves, and autonomic nervous system, the endocrine, cardiovascular and immune systems.

IM504 – This is the third course in a three-course sequence. Systems covered include the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances, embryology and genetics.

IM505/IM506/IM507

Living Anatomy I-III

6 credits/72 hours

As a practitioner of a physical medicine, an acupuncturist utilizes information from the body's palpable structures, including skeletal structures, muscles, and neurovasculature, to formulate a diagnosis and treatment strategy. Through supervised, hands-on practice, Living Anatomy trains students to recognize, effectively locate, and skillfully palpate the surface structures of the body. Co-requisite: IM505: IM502; Co-requisite: IM506: IM503; Co-requisite: IM507: IM504; .

IM521/IM522/IM523

Western Medical Pathology I-III

6 credits/72 hours

In this course, students become familiar with Western biomedical approaches to disease development and progression with the goal of cultivating a deeper understanding of disease processes, the ability to communicate with other health professionals, proficiency in reviewing medical documents relevant to patient care, and understanding of when to refer to urgent care. Pathologies of each of the major body and organ systems are covered, including the cardiovascular, neurological, respiratory, musculoskeletal, urogenital, gynecological, endocrine, hematopoietic, skin, gastrointestinal, hepatic and pancreatic systems. Microbiology and immunology are addressed in the context of both acute and chronic diseases, as well.

IM531/IM532/IM533

Western Pharmacology I-III

3 credit/36 hours

This course provides students with a basic understanding of the important pharmaceutical products commonly prescribed today, including their physiological functions, recommended dosages, prominent effects and proprietary and generic names. Interaction of pharmaceuticals with herbs and nutrients is addressed. Emphasis placed on the most popular pharmaceuticals prescribed today to treat the most common drug-treated conditions in North America: cardiovascular disease, diabetes, and chronic pain. Prerequisite IM531: IM501, IM502, IM503, IM504, IM505, IM506, IM507; prerequisite IM532 and IM533: IM521.

IM508

Medical Charting

1 credit/12 hours

Addressing medical charting from both the clinical and legal perspectives, this course introduces students to the professional standards for medical documentation. Through a combination of lecture, in-class exercises and faculty and peer assessment of charting assignments, students will learn high-quality charting behaviors that minimize risk and maximize patient safety and clinical outcomes.

IM530

Issues in Public Health

1 credit/12 hours

This course explores cultural and environmental forces that contribute to health and illness among individuals in our society. Topics include the economics of the health care delivery system, disenfranchised populations, maternal and child health, occupational health, epidemiology, and world health. Particular attention is paid to ways in which the practitioner interfaces with, affects, and is affected by this system.

IM660

Comparative Health Professions and Practices

2 credits/24 hours

The aim of this course is to foster awareness of the range of health care professions in our society and develop an understanding and appreciation of their different philosophies, cultures, and health care practices. Particular attention is paid to exploring the many ways in which health care professionals from diverse professions may collaborate and refer patients in the delivery of cost effective health care. (This course is for DACM students only.) Prerequisite: CL538, PD550.

IM560

Community Health and Chemical Dependency

2 credits/24 hours

Dependence on alcohol and drugs is a major public health issue in our culture. Chinese medicine, in combination with appropriate counseling and support networks, has emerged as the preeminent drugless therapy in the treatment of chemical dependency and the facilitation of detoxification and withdrawal. In this class, students focus on the special physiological, socioeconomic, cultural, and spiritual issues of chemical dependency, and clinical approaches of the chemical dependency acupuncture therapist. Additionally, coursework includes information and training in HIV/AIDS education and models for utilizing Chinese medicine for community health.

IM606/IM607

Adult and Child CPR/First Aid/AED;

0.67 credits/8 hours

In these courses, students learn and practice CPR, AED, and First Aid techniques specific to adults and children, and emergency protocols related to both populations. They are conducted in both lecture and demonstration format. To earn their certification, participants will demonstrate all skill sets. OCOM can only accept CPR/First Aid/AED certification from the American Heart Association or Red Cross. A copy of the certification needs to be current through graduation if not taking the course at OCOM. (Note: First Aid is a separate course for students who may already have CPR certification, but need First Aid training, which is required at OCOM.)

IM650

Structural Diagnosis

3 credits/36 hours

Utilizing lecture and hands-on practice, students continue the work begun in Living Anatomy I-III by focusing on differentiating musculoskeletal and neurological disorders using orthopedic and other evaluative procedures. This course provides the student with assessment approaches for musculoskeletal and neurological disorders, which are among the most common conditions seen in acupuncture and Chinese medical practices. Prerequisite: IM505, IM506, IM507, IM521.

IM640

Diet and Nutrition

2.5 credits/30 hours

This course explores the vital role that diet and nutrition play in an overall approach to patient care. Students study this topic from a modern Western perspective, focusing on developing a broad understanding of the essential elements of nutritional physiology, the roles of vitamins and minerals in health maintenance and as therapeutic supplements, and the use of food as medicinal substances. Clinical applications of nutrition and lifestyle counseling are discussed. Prerequisite: IM501, IM502, IM503, IM504..

IM509

Medical History Taking

2 credits/24 hours

The medical history serves as one of the pillars of medical diagnosis and is traditionally the first step in virtually every clinical encounter. A thorough history allows the clinician to define the patient's problem and, along with the

results of physical examination, assists in formulating a diagnosis in most cases.

Through a combination of lecture, demonstration, and practice, this course is designed to develop student confidence in taking a detailed clinical history. Principles of clinical reasoning and interviewing technique are presented in detail, and tips for maintaining clinical focus are discussed. Medical documentation, from both the clinical and legal perspectives, are reviewed, and how the interview informs physical examination and assessment is discussed.

IM551

Western Clinical Medicine I (Pain):

2 credits/24 hours

This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of traumatic, musculoskeletal, neuropathic, rheumatological, visceral, somatic, and other pain. The course will cover many common painful conditions such as headaches, arthritis, neuropathies, chronic pain, carpal tunnel syndrome, fibromyalgia, and sciatica. Co-requisite: CM640, IM521.

IM552

Western Clinical Medicine II (EENT/Respiratory):

2 credits/24 hours

This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of many common eye, ear, nose, throat (EENT) conditions, such as cataracts, glaucoma, macular degeneration, diabetic retinopathy, conjunctivitis, tonsillopharyngitis, rhinosinusitis, otitis, and hearing loss, and respiratory conditions such as asthma, chronic obstructive pulmonary disease (COPD), pneumonia, among others. Co-requisite: CM641, IM522.

IM652

Integrative Case Management II (EENT/Respiratory)

1 credit/12 hours

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and coordination with other medical providers.

Using a combination of lecture, demonstration, and case-based web learning, this course will: 1) develop student competency in determining whether integrative care is indicated for a patient, 2) define medically necessary interventions and clarify medical record keeping guidelines for complex cases, 3) enhance student ability to understand clinical lab data, radiographic and diagnostic study reports and integrate this information into treatment plans, and 4) familiarize students with common integrative treatment modalities, procedures and treatment plans to improve their care of patients with EENT/Respiratory conditions. Co-requisite: CM641, IM522, IM552 or enrollment DACM Completion Track.

IM553

Western Clinical Medicine III (GI/Hepatobiliary/Dermatology):

2 credits/24 hours

This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of many common gastrointestinal (GI), hepatobiliary, and dermatological conditions such as irritable bowel syndrome, inflammatory bowel disease, hepatitis, acne, cellulitis, eczema, psoriasis, herpes zoster, and skin cancers such as basal cell carcinoma, squamous cell carcinoma, and melanoma. Co-requisite: CM642, IM523.

IM653

Integrative Case Management III (GI/Hepatobiliary/Dermatology)

1 credit/12 hours

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and coordination with other medical providers.

Using a combination of lecture, demonstration, and case-based web learning, this course will: 1) develop student competency in determining whether integrative care is indicated for a patient, 2) define medically

necessary interventions and clarify medical record keeping guidelines for complex cases, 3) enhance student ability to understand clinical lab data, radiographic and diagnostic study reports and integrate this information into treatment plans, and 4) familiarize students with common integrative treatment modalities, procedures and treatment plans to improve their care of patients with gastrointestinal, hepatobiliary, and dermatological conditions. Co-requisite: CM642, CM643, IM523, IM553 or enrollment DACM Completion Track.

IM554

Western Clinical Medicine IV (OB/GYN):

2 credits/24 hours

This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of many common obstetric (OB) and gynecological (GYN) conditions. Prerequisite: IM522, IM523. Co-requisite: CM644.

IM654

Integrative Case Management IV (OB/GYN)

1 credit/12 hours

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and coordination with other medical providers.

Using a combination of lecture, demonstration, and case-based web learning, this course will: 1) develop student competency in determining whether integrative care is indicated for a patient, 2) define medically necessary interventions and clarify medical record keeping guidelines for complex cases, 3) enhance student ability to understand clinical lab data, radiographic and diagnostic study reports and integrate this information into treatment plans, and 4) familiarize students with common integrative treatment modalities, procedures and treatment plans to improve their care of patients with many common obstetric (OB) and gynecological (GYN) conditions. Prerequisite: IM522, IM523. Co-requisite: CM644, IM554 or enrollment in DACM Completion Track.

IM555

Western Clinical Medicine V (Behavioral Health):

2 credits/24 hours

This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of many common behavioral health conditions such as depression, bipolar, suicidal ideation and risk, anxiety, psychoses, post-traumatic stress disorder (PTSD), obsessive and compulsive disorders, autism, addiction, and personality disorders. Prerequisite: IM522, IM523. Co-requisite CM645.

IM655

Integrative Case Management V (Behavioral Health)

0.5 credit/6 hours

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and coordination with other medical providers.

Using a combination of lecture, demonstration, and case-based web learning, this course will: 1) develop student competency in determining whether integrative care is indicated for a patient, 2) define medically necessary interventions and clarify medical record keeping guidelines for complex cases, 3) enhance student ability to understand clinical lab data, radiographic and diagnostic study reports and integrate this information into treatment plans, and 4) familiarize students with common integrative treatment modalities, procedures and treatment plans to improve their care of patients with Behavioral Health conditions. Prerequisite: IM522, IM523. Co-requisite CM645, IM555 or enrollment DACM Completion Track.

IM556

Western Clinical Medicine VI (Pediatrics):

0.5 credits/6 hours

This course presents a general overview of the fundamental principles of pediatric patient care in the integrative practice setting, emphasizing some of the unique presentations and considerations for management of this unique population. Prerequisite: IM522, IM523. Co-requisite: CM646.

IM557

Western Clinical Medicine VII (Geriatrics):

2 credits/24 hours

This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of many common conditions associated with the geriatric population (e.g., Type II Diabetes Mellitus, cardiovascular disease, stroke, dementia and neurodegenerative diseases, and cancer), and the unique considerations for patient care with this population. Prerequisite: IM522, IM523. Co-requisite: CM647.

IM657

Integrative Case Management VII (Geriatrics)

1 credit/12 hours

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and coordination with other medical providers.

Using a combination of lecture, demonstration, and case-based web learning, this course will: 1) develop student competency in determining whether integrative care is indicated for a patient, 2) define medically necessary interventions and clarify medical record keeping guidelines for complex cases, 3) enhance student ability to understand clinical lab data, radiographic and diagnostic study reports and integrate this information into treatment plans, and 4) familiarize students with common integrative treatment modalities, procedures and treatment plans to improve their care of the geriatric patient. Prerequisite: IM522, IM523. Co-requisite: CM647, IM557 or enrollment DACM Completion Track.

IM643

General Physics

2 credits/24 hours

This course provides an introduction to the fundamental concepts of physics and an understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, waves, electricity and magnetism, and fundamental quantum theory. Students will apply these principles using practical examples and facilitated discussions.

This course also introduces the concept of biophysics — the science that applies the laws and methods of physics to the study of biological phenomena — through a survey of its applications in modern medicine and a presentation and discussion of some of the more interesting hypotheses currently being researched with regards to biophysics and acupuncture theory. (Corequisite for students who have not taken General Physics prior to admission.)

Practice Management and Professional Development

PD500

History of Medicine: East and West

2 credits/24 hours

Through lecture and visual presentations, this course offers a historical and cultural perspective on the development of medicine throughout the world. The first six weeks will review the emergence and evolution of traditional East Asian medicine in China and around the world in light of evolving and competing worldviews. During the second six weeks, the course looks at the history of medicine in "animistic" societies and then through other global cultures, especially the ancient Mediterranean, Europe and North America, to see how history, culture, and worldviews shape the perception of health and disease and the practice of medicine in contemporary America. Through the methodology of historical analysis and cultural contextualization this course will further enable each student to assess assumptions and constructs regarding health, disease causation, medicine, the therapeutic relationship, and the healing process. Thus, the emergent practitioner will understand both the content and context of Chinese medical traditions as well as the origins and evolution of the culture in which each patient is embedded.

PD504

Introduction to Community Outreach Practicum

0.11 credits/4 hours

Community Outreach allows students to develop skills and experience in educating and informing the public about Chinese medicine. Participating in Community Outreach events like health fairs and educational forums will provide students with valuable communication skills that will aid them in developing their practices after graduation.

PD505

Community Outreach Practicum

0.89 credits/32 hours

In this independent study, students will complete an average of 10 hours of Community Outreach per year. Students complete their final hours of Community Outreach during their final quarter of internship. Prerequisite: PD504.

PD550

Patient-Practitioner Relationship

2 credits/24 hours

In a Chinese medicine practice, the core of the healing process is the relationship between the patient and the practitioner. By learning to observe, identify, and understand human emotions and needs, the practitioner is able to communicate effectively and create a nourishing and safe environment for healing to occur. The following topics are addressed as fundamental skills for good patient-practitioner relationships: ethical practice guidelines and codes; strategies for resolving ethical dilemmas; personal and professional boundaries and conflict resolution; inclusive treatment; motivational interviewing; screening for mental illness, substance use disorder, and intimate partner violence; suicide prevention; and self-care and resilience. This class will use a combination of lectures, role plays, and additional class activities to teach students about the fundamentals of the patient-practitioner relationship. Prerequisite: CL535.

PD653

Practice Management I: Digital Marketing

1.5 credits/18 hours

This class will encourage students to explore their career goals and vision for clinical practice and introduce students to the principles of ethical application of marketing techniques and tools to build and sustain a clinical practice. Through tailored assignments, students develop business written, electronic, and oral communication skills to effectively communicate via Internet marketing, email and letter writing, public relations, and networking. Students will complete this class with a comprehensive understanding of marketing options.

PD654

Practice Management II: Billing and Coding

1 credit/12 hours

This course introduces basic billing and cash flow practices within an acupuncture business. This includes an overview of Super Bills, CPT and ICD-10 coding, as well as how to become credentialed with insurance, and billing private insurance, personal injury insurance or workers' compensation insurance for reimbursement. Business written communications are discussed in the context of disputes and appeals for reimbursement. Additionally, budgeting for personal and business income and expenses will be explored. Co-requisite: IM508.

PD655

Practice Management III: Business Planning

1 credit/12 hours

Designed to provide students with the skills required to establish and manage operations within a clinic, this course covers such topics as aligning practice focus with patient needs, types of legal structures, , office setup, front office procedures, risk management, malpractice insurance, and business written communications (e.g.,

policies and procedures, operational manuals). Students completing this class will have a basic understanding of planning for and operating an acupuncture practice.

PD656

Practice Management IV: Career Planning

1 credit/12 hours

This course provides students with the skills necessary for taking their first steps into practice — after graduation and in the years to come. Covering topics such as decision making strategies in business, SMART goal planning, choosing your business/practice team, resume building, and financial statements, students are left with the tools needed to decide for themselves which next steps are right for them as they build towards their future career goals.

PD601

Ethics and Jurisprudence

0.5 credits/6 hours

This survey course provides students with a basic knowledge of ethics, jurisprudence (municipal, California, and federal laws), and regulatory compliance issues (OSHA, Labor Code, Health Insurance Portability and Accountability Act of 1966 – HIPAA) related to the practice of Chinese medicine. Topics covered include an overview of the legal system, professional ethics and peer review, national certification, professional licensure, scope of practice, grounds for discipline, disciplinary procedures and sanctions, informed consent, confidentiality, OSHA and HIPAA regulations, record keeping, continuing education, and risk management.

Research

RE502

Integrative Medical Research I: Research Literacy

1 credit/12 hours

The first of our two-course series in Integrative Medical Research provides foundational skills in research literacy for the Chinese medicine practitioner by introducing the basic research skills required to conduct a literature review, the evidence hierarchy, evidence-based medicine (EBM), key issues in acupuncture research, the academic peer review process, and the nine competencies of research literacy. Through lecture, reading, and in-class exercises, students will learn to formulate searchable questions, efficiently locate evidence, recognize various evidence types, and evaluate the reliability, quality, and clinical relevance of this evidence.

RE602

Integrative Medical Research II

2 credits/24 hours

Research in acupuncture and Chinese herbology has become increasingly important for enhancing the credibility of Chinese medicine in the eyes of the biomedical community, the insurance industry, and health care policy analysts. In this course, students will examine the current evidence base for acupuncture and the methodological challenges of designing research that is relevant to clinical practice. Students will learn and practice how to evaluate and design clinical trials. The course also introduces physiological theories of how acupuncture works. Prerequisite: RE502.

Clinical Studies Department

Pre-Internship Clinical Studies

These classes prepare students for Clinical Internship, which are completed during a student's final year of study.

- MAc degree program students complete 7 credits/156 hours of Pre-internship Clinical Studies coursework.
- MACM degree program students will complete 19 credits/444 hours of Pre-internship Clinical Studies coursework.
- DACM degree program students complete 20.5 credits/480 hours of Pre-internship Clinical Studies coursework.

CL535

Introduction to Clinic Observation

1 credit/12 hours

This course will provide students with an overview of the skills necessary to practice safely, professionally, and effectively in a clinical medicine setting. Topics covered include professional conduct and the role of the observer in the clinic, patient-practitioner rapport, medical charting, best practices for safety and risk management, and evidence-informed practice.

CL538/CL539

Clinical Theater I-II

4 credits/96 hours

The purpose of this course sequence is to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live "clinical theaters" in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients' conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients' tongues to understand how this diagnostic element factors into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite: CL535.

CL536/CL537

MAc Clinical Theater I-II

2 credits/48 hours

This course sequence is for MAc students and is designed to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live "clinical theaters" in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients' conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients' tongues to understand how this diagnostic element factors into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite: CL535.

CL541

Integrative Clinical Theater

1.5 credits/36 hours

This course, specifically designed for students in the four-year DACM program, is structured like Clinical Theater I-II. However, at this stage in their learning, students are expected to participate more fully in discussion of Western

medical assessment and therapies and how to integrate this information effectively into patient care as a Chinese medical practitioner. Prerequisite: IM523, IM533, PD550. Co-requisite: CL620.

CL567/CL568

Clinical Rounds I-II

3 credits/72 hours

Clinical Rounds I and II continue the process of preparing students for clinical internship through observation of a licensed practitioner treating patients in a clinical setting. Over two quarters, students follow a faculty practitioner treating patients in one of the school's teaching clinics.

Under the constant, direct supervision of the faculty practitioner, students will participate in case presentations and take chart notes, recording a patient's history and exam results, as well as assessments and treatments for each patient they observe.

Students will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case.

Under the direct supervision of the faculty practitioner, students may participate in direct patient care by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary.

Finally, as part of the overall strategy for developing the skills required of a successful practitioner, students will be responsible for cleaning and stocking the treatment rooms at the beginning and the end of each shift and preparing the room between patients. Co-requisite CL567: CL539. Prerequisite CL539: CL539, IM508, IM509. Co-requisite CL539: CL567.

CL565/CL566

MAc Clinical Rounds I-II

4 credits/96 hours

These two courses continue the process of preparing students for clinical internship through observation of a licensed practitioner treating patients in a clinical setting. Over two quarters, students follow a faculty practitioner treating patients in one of the school's teaching clinics.

Under the constant, direct supervision of the faculty practitioner, students will participate in case presentations and take chart notes, recording a patient's history and exam results as well as assessments and treatments for each patient they observe. As they progress through this course and they gain facility with charting, students may be asked by the practitioner to record the actual chart notes for a patient. Co-requisite CL565: CL537. Prerequisite CL566: CL537. Co-requisite CL566: CL565.

Students will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case.

Under the direct supervision of the faculty practitioner, students will participate in direct patient care by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary. Once CNT is completed, students will also remove needles from patients.

Finally, as part of the overall strategy for developing the skills required of a successful practitioner, students will be responsible for cleaning and stocking the treatment rooms at the beginning and the end of each shift and preparing the room between patients.

CL598/CL599

Herbal Rounds I-II

3 credits/72 hours

These two courses support the student's learning of Chinese herbal medicine by allowing them to observe a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively.

Under the constant, direct supervision of the faculty practitioner, the student will participate in case presentations

and take chart notes, recording a patient's history and exam results as well as assessments and treatments for each patient they observe. The student will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case.

In Herbal Rounds I students will observe a faculty practitioner interview, diagnose and create a herbal prescription. Herbal Rounds II this observation will take place in an Herbal Internship clinic where the student will observe clinical interns. (Note: only MACM and DACM students take this course.) Prerequisite CL598: CL539, CM521. Prerequisite CL599: CL539, CM526.

CL616/CL617/CL618/CL619

Asian Bodywork Clinic

3 credits/72 hours

Any student who completes Shiatsu I-IV or Tuina I-IV (through selective or elective) may take Asian Bodywork Clinic as part of their pre-internship clinical requirement instead of Herbal Rounds I-II.

In this supervised bodywork clinic, students apply their shiatsu or tuina skills to the treatment of patients. They engage in patient interviews, assessment, charting, and treatment. This experience will enhance their clinical skills as they prepare for clinical internship. Prerequisite Shiatsu: AC527, CL539, IM508. Co-requisite: IM509. Prerequisite Tuina: AC526, CL539, IM508. Co-requisite: IM509.

CL611

Chinese Herbal Medicinary Practicum

2 credits/48 hours

During their study of herbal medicine, students have an opportunity to enhance their familiarity with the preparation and dispensing of medicinal substances. Under the guidance of supervisors, students assist in the operation of the college's OCOM Herbal Medicinary and participate in preparing granule and bulk herb formulas. Through this process, students learn identification, sorting, preparation, and storage of individual herbs, as well as combinations of herbs for health conditions. (Note: only MACM and DACM students take this course.) Prerequisite: CL539, CM519. Co-requisite: CM521.

CL620/CL621/CL622

Clinic Trainee I-III

6 credits/144 hours

In Clinic Trainee I-III, students participate in all facets of patient care, including needling, under the direct supervision of a clinical supervisor, who is physically present at all times to observe all student-patient interactions. Students are responsible for greeting patients, explaining their role, conducting patient histories and exams, and documenting all patient progress and treatment interactions. In concert with the clinical supervisor, students formulate a diagnosis and devise an appropriate treatment plan after which they are assisted by the supervisor in treating the patient. Over the course of Clinic Trainee I-III, students will assume a greater role in the diagnosis, treatment planning, and actual treatment of patients themselves as they prepare for the next phase of their clinical education, where they will function with greater autonomy in caring for patients. (Note: these courses are for MACM and DACM students.) Prerequisite CL620 and CL621: AC611, CL568, CCAHM CNT Certification. Co-requisite CL620: AC612. Co-requisite CL621: AC612, CL620. Prerequisite CL622: CL620. Co-requisite: CL621.

Clinical Internship

In the final year of their program, student interns will see a diverse patient population and treat a variety of acute and chronic medical conditions and health concerns at OCOM's clinics and at clinics with which OCOM partners.

- MAc degree program students will complete 21.4 credits/513.5 hours of clinical internship.
- MACM degree program students will complete 30.19 credits/735 hours of clinical internship.
- DACM degree program students will complete 32.57 credits/792 hours of clinical internship.

MAc Degree Program Internship

CL624/CL625

MAc Team Intern I and II

4 credits/96 hours

In MAc Team Intern I, students participate in all facets of patient care, including needling, under the direct supervision of a clinical supervisor, who is physically present at all times to observe each student-patient interaction. Students are responsible for greeting patients, explaining their role, conducting patient histories and exams, and documenting all patient progress and treatment interactions. In concert with the clinical supervisor, students formulate a diagnosis and devise an appropriate treatment plan after which they are assisted by the supervisor in treating the patient. In MAc Team Intern II, students will assume a greater role in the diagnosis, treatment planning, and treatment of patients as they prepare for the next phase of their clinical education, where they will function with greater autonomy in caring for patients. The supervisor will be present for all needling in MAc Team intern II. Prerequisite CL624 and 625: AC611, CL566, CCAHM CNT Certification. Corequisite CL625: CL624.

CL626

MAc Internship I

5.14 credits/123.5 hours

In this first experience of clinical internship, MAc degree program the student works under the supervision of experienced licensed acupuncturists and are responsible for greeting their patients, explaining their role, conducting patient histories and exams, documenting all patient progress and treatment interactions, and proposing to the clinical supervisor a diagnosis and treatment plan for the patient. After the clinical supervisor examines a patient and reviews the diagnosis and treatment plan, the student is then responsible for explaining the treatment plan to the patient and administering the treatment, which the supervisor observes as necessary to ensure proper treatment. Prerequisite: CL625.

CL627

MAc Internship II

4.76 credits/114 hours

MAc degree program students continue to conduct patient histories and exams, document all patient progress and treatment interactions, and propose to the clinical supervisor a diagnosis and treatment plan for each patient. The clinical supervisor continues to examine the patient, review the diagnosis and treatment plan, and observe and provide guidance as needed to the student, who administers the treatment and explains the treatment plan to the patient. Prerequisite: CL626.

CL628

MAc Internship III

7.14 credits/171 hours

Building on the skills developed in the previous quarters of internship, MAc degree program students attain a higher level of knowledge, ability, and independence as clinicians while continuing to assume the complete range of treatment responsibilities under the supervision of a clinic faculty member. This phase of training culminates in MAc degree program student interns achieving the level of clinical ability and independence appropriate for entry into the profession.

DACM and MACM Degree Program Internship

CL655

Clinic Paired Internship

7.72 credits/185.25 hours

In this first experience of clinical internship, DACM and MACM degree program students work in pairs under the supervision of experienced licensed acupuncturists and are responsible for greeting patients, explaining their role, conducting patient histories and exams, documenting all patient progress and treatment interactions, and proposing to the clinical supervisor a diagnosis and treatment plan for the patient. After the clinical supervisor examines the patient and reviews the diagnosis and treatment plan, the student team is then responsible for explaining the treatment plan to the patient and administering the treatment; the supervisor is present for all needling to ensure proper treatment. Prerequisite: CL622.

CL656

Clinic Internship I

4.75 credits/114 hours

At this stage of internship, DACM and MACM degree program students progress from working in pairs to assuming individual responsibility for greeting patients, explaining their role, conducting patient histories and exams, documenting all patient progress and treatment interactions, and proposing to the clinical supervisor a diagnosis and treatment plan for the patient. After the clinical supervisor examines the patient and reviews the diagnosis and treatment plan, the student is responsible for explaining the treatment plan to the patient and administering the treatment, which the supervisor observes, as necessary, to ensure proper treatment. Co-requisite: CL655.

CL657

Clinic Internship II

7.14 credits/171 hours

DACM and MACM degree program students' skill, autonomy, and confidence increase at this stage as they assume a greater range of clinical responsibilities. Students continue to conduct patient histories and exams, document all patient progress and treatment interactions, and propose to the clinical supervisor a diagnosis and treatment plan for the patient. The clinical supervisor continues to examine the patient, review the diagnosis and treatment plan, and observe and provide guidance as needed to the student, who administers the treatment and explains the treatment plan to the patient. Prerequisite: CL656.

CL658

Clinic Internship III

4.75 credits/114 hours

Building on the skills developed in the previous quarters of internship, DACM and MACM degree program students attain a higher level of knowledge, ability, and independence as clinicians while continuing to assume the complete range of treatment responsibilities under the supervision of a clinic faculty member. This phase of training culminates in DACM (and MACM) degree program student interns achieving the level of clinical ability and independence appropriate for entry into the profession. Prerequisite: CL657.

CL668/CL659

Integrative Clinic

2.57 credits/61.75 hours (Fall) 2.38 credits/57 hours (Winter or Spring)

In the Integrative Clinic, DACM students will work in-an integrative health facility such as a hospital, supervised by a clinical faculty member who is experienced in integrative patient assessment and case management. Integrating all the skills they have learned to date, interns in Integrative Clinic will demonstrate the ability to apply basic clinical bio- and integrative medicine in patient care, analyze situations requiring referral or emergency interventions and respond appropriately, and collaborate effectively with other health care providers. (Note: this course is for four-year DACM degree program students only.) Co-requisite: CL655.

CL689

Integrative Clinic

2.67credit/64 hours

In Integrative Clinic, DACM completion track students will work in teams alongside post-graduate students in the DAOM clinic to enhance post-graduate integrative clinical experience. Throughout the course of internship at OCOM, interns are expected to develop and demonstrate proficiency in interviewing, charting, physical examination, diagnosis, treatment planning, acupuncture and adjunctive techniques, herbal formula writing, making prognoses, case management, referral, and basic western clinical medicine. Clinical Internship II is designed as a collaborative, group learning experience in Fall Semester of the DAOM program. In the DAOM clinic, students will work together in large and small groups to interview, diagnose and plan treatment for patients with chronic and complex disorders. The clinical supervisors will provide guidance with advanced diagnosis, acupuncture techniques, and herbal formulas. (Note: this course is for DACM degree completion track students only.)
Prerequisite: enrollment in the DACM completion track.

CL674

Herbal Internship

2.57 credits/61.75 hours (Fall quarter)

In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options. Co-requisite: CL655.

CL675/CL676

Herbal Internship

2.38 credits/57 hours (Winter or Spring quarter)

In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options. Prerequisite: CL655.

CL677

Herbal Internship

1.58 credits/38 hours (Summer quarter)

In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options. Prerequisite: CL655.

Additional Clinical Studies Requirements During Clinical Internship Year

In addition to the Clinical Internship requirements described above, students are expected to complete the following additional requirements during their last year in the program:

- Community Health Externship (CHE)
- Case Management I-IV (MACM and DACM students)
- MAc Case Management I-III (MAc students)
- Advanced Case Analysis and Clinical Research I-IV (DACM students)

CL633/CL634/CL635/CL636

Case Management I-IV

6 credits/72 hours

This year-long course, which runs concurrently with clinical internship, provides students with an opportunity to develop and refine their clinical patient care and case management skills through regular chart review and case presentations for faculty feedback and group discussion and reflection.

Using the medical-legal case review model as its framework, the course will cover the essential elements of care and case documentation required to establish medical necessity and an appropriate and effective course of treatment for any patient.

Core principles of effective treatment planning, including the effective integration of biomedical information into treatment plans, are addressed. Effective referral to and collaboration with other practitioners to ensure continuity of care are emphasized as fundamental to good clinical outcomes and practice success.

Expert medical testimony, independent medical review and medical-legal reports are discussed in the context of disputes for personal injury, worker's compensation, and insurance claims. Students prepare samples of medical-legal report writing to develop their skills for working in this realm of clinical practice.

Co-requisite: CL633: CL655; co-requisite CL634: CL656; co-requisite CL635: CL657; co-requisite CL636: CL658.

CL630/CL631/CL632

MAc Case Management I-III

4.5 credits/54 hours

This course, designed for the MAc degree program student, covers much of the same material as Case Management I-IV, with the exception of discussion of Chinese herbal therapy. Co-requisite CL630: CL626; co-requisite CL631: CL627; co-requisite CL632: CL628.

CL590/CL591/CL592/CL593

Advanced Case Analysis and Clinical Research I-IV

4 credits/48 hours

This course is designed to help the students develop advanced skills in analyzing cases from both the Chinese medical and biomedical perspectives. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, to analyze cases they are seeing in the clinic. Students will research and write up a case study based on a case from their clinical practice with the goal of preparing the case study for publication. At the end of the course, students will give a brief, formal presentation of their case to their classmates. Prerequisite: CL620, RE602 or enrollment in DACM Completion Track.

Selectives and Electives

All students in OCOM's entry-level, professional degree programs are required to take the equivalent of three electives to complete their course of study at OCOM. These courses allow students to pursue their interests, deepen their knowledge, and broaden their understanding of the study of Chinese medicine.

In addition, students in the MACM and DACM degree programs are required to take selectives as described:

MACM and DACM Selectives

- MACM program students are required to take one selective during their course of study at the end of their first year of study.
- DACM program students are required to take two selectives during their course of study, one at the end of their first year and one in their final two years of study.

MACM and DACM First-Year Required Selective

During Summer quarter of their first year, MACM and DACM students must choose either a fourth quarter in Asian Bodywork or a fourth quarter in Qi Cultivation for their first-year required selective:

- Shiatsu IV or Tuina IV, or
- Qigong IV or Taiji Quan IV

Students who select a fourth quarter in Asian Bodywork may then opt to take 72 hours of Asian Bodywork Clinic (instead of 72 hours of Herbal Rounds) during their second year.

Note to any student interested in obtaining licensure as a Licensed Massage Therapist (LMT): the additional quarter of bodywork hours and bodywork clinic hours are required to meet licensing standards. Students interested in pursuing an LMT should contact the Director of Student and Alumni Affairs for academic advising. While OCOM's curriculum may allow a student to meet Oregon standards for LMT licensure, students are encouraged to check each state's licensing laws as appropriate.

First-Year Required Selective Course Options

Students must choose one among the following four options (Note options for COVID-19 accommodation online-only track through student advising):

AC527

Shiatsu IV

1 credit/24 hours

In Shiatsu IV, students deepen their understanding of shiatsu theory and diagnosis, incorporate kyo/jitsu diagnostic theory into their repertoire, and develop the clinical competency required to progress into the clinic treating patients under supervision. Prerequisite: AC513.

AC526

Tuina IV

1 credit/24 hours

Tuina IV teaches students how to assess and treat diseases of the upper and lower extremities and low back using subjective information, orthopedic exams, and tuina. Students deepen their understanding of tuina theory and diagnosis and they develop the clinical competency required to progress into the clinic treating patients under supervision. Prerequisite: AC525.

AC560

Qigong IV

1 credits/24 hours

Students may elect to continue their formal qigong instruction with the three-quarter study of Liu Dong's Qigong method. This program offers a strong foundation in qigong theory and practice. Students will deepen the study of qigong begun in the first-year program. As their study and practice deepens, their qi will strengthen and stabilize.

From this strong foundation, students will gain greater insight into their own natures and the traditional ways of diagnosis and treatment. Prerequisite: AC536.

AC693

Taiji Quan IV

1 credits/24 hours

The studies that began in Taiji Quan I-III continue with more in-depth study of the art. The practicum accentuates perfecting the postures and movements of the form to maximize the magnitude of qi activation and cultivation. This emphasis on perfection will provide the essence and foundation of boundless growth. Through the practice of taiji quan, students will learn and understand that the full spectrum of the internal art of healing and nurturing is the “first and last medicine.” Prerequisite: AC539.

DACM Third-/Fourth-Year Required Selective

During their third or fourth year of study, DACM students must choose one three-credit/36-hour advanced acupuncture course for their second required selective.

DACM Third/Fourth-Year Required Selective Course Options

AC653

Advanced Topics in Neuro-Orthopedic Acupuncture

3 credits/36 hours

This class teaches the evaluation and treatment of stroke and other types of paralysis and also trains the student how to effectively manage motor vehicle accident and workers’ compensation cases (e.g., effective outcome reporting, how to meet medical necessity requirements, how to differentiate pre- and post-event conditions). Referral skills and effective communication with other providers are addressed.

Prerequisite: AC533, AC613, AC614, CM506, CM507, CM640, IM521, IM522, IM523, IM551.

AC654

Advanced Topics in Obstetrics and Gynecology

3 credits/36 hours

This course presents advanced needling techniques, unique formulas, and important case management considerations for OB/GYN conditions.

Prerequisite: AC533, AC613, AC614, CM506, CM507, CM622, IM521, IM522, IM523.

AC655

Advanced Topics in Behavioral Health

3 credits/36 hours

This course presents advanced needling techniques, unique formulas, and important case management considerations for behavioral health conditions.

Prerequisite: AC533, AC613, AC614, CM506, CM507, CM622, IM521, IM522, IM523.

AC656

Advanced Topics in Gastrointestinal Disorders

3 credits/36 hours

This course presents advanced needling techniques, unique formulas, and important case management considerations for common GI disorders.

Prerequisite: AC533, AC613, AC614, CM506, CM507, CM622, IM521, IM522, IM523.

AC657

Japanese Meridian Therapy

3 credits/36 hours

This class is designed to introduce the student to the theory and practice of Japanese Meridian Therapy (keiraku chiryo). A primary focus will be the work of Shudo Denmei. However, the work of Fukaya, Mizutani,

Sawada, Manaka, and others will also be referenced. Pulse diagnosis, meridian palpation, hara diagnosis, needle techniques, and moxibustion will be covered and practiced with a focus on clinical application. The class will also introduce the structural therapy of Dr. Hashimoto (sotai).

Prerequisite: AC533; AC613; AC614.

A student who fails a selective course will need to retake the course to fulfill the program requirement.

Electives at OCOM

Students in all OCOM entry-level programs (MAc, MACM, DACM) must take three electives as a requirement for completing their degree. These three electives are included in the cost of programmatic tuition. The table below illustrates how students can meet this requirement:

Tier 1

Three Individual Classes Count as One Elective

Asian Bodywork Foundation option: For MAc students who want to continue their studies in Asian Bodywork, or MACM and DACM students wanting to study both bodywork systems

- Shiatsu II
- Shiatsu III
- Shiatsu IV
- Tuina II
- Tuina III
- Tuina IV

Qi Cultivation Foundation option: For MAc, MACM, and DACM students wanting to study both qi cultivation systems

- Qigong II
- Qigong III
- Qigong IV
- Taiji Quan II
- Taiji Quan III
- Taiji Quan IV

Advanced Qi Cultivation option: For students who have completed the foundational courses in Qi Cultivation (I-IV) and want to continue their studies

- Qigong V
- Qigong VI
- Qigong VII
- Qigong VIII
- Qigong IX
- Taiji Quan V
- Taiji Quan VI

MAc students may take these required elements of the DACM as an elective:

- Integrative Medicine
- Integrative Case Management I
- Integrative Case Management II
- Integrative Case Management III
- Integrative Case Management IV
- Integrative Case Management V
- Integrative Case Management VI
- Miscellaneous Elective classes – No prerequisite

Tier 2

One Individual Class Counts as One Elective (Note: bullet points with multiple classes = one elective)

Open to students in all programs (DACM, MACM, and MAC)

Asian Bodywork Clinic: for students who have completed the Bodywork Foundation series (i.e., Tuina I-IV or Shiatsu I-IV) and want to do an elective shift

- Asian Bodywork Clinic: Tuina (48 hours)
- Asian Bodywork Clinic: Shiatsu (48 hours)
- Herbal Rounds (48 hours)

Advanced Asian Bodywork options: for students who have completed the Bodywork Foundation series (i.e., Tuina I-IV or Shiatsu I-IV)

- Advanced Tuina
- Advanced Shiatsu I
- Advanced Shiatsu II

Advanced Acupuncture:

- Japanese Meridian Therapy and Five Element Acupuncture: open to students in all programs (DACM, MACM and MAC) during internship

Advanced Clinical Studies:

- China Externship (non-instructional fees for travel, lodging, etc. are not included in tuition, but are a part of the cost of attendance)

Classics Studies:

- Jin Gui Yao Lue
- Pre-Han Classical Texts I: Yi Jing, Dao De Jing, Huang Di Nei Jing (Note: this is a required course for students in DACM program)
- Pre-Han Classical Texts II: Yi Jing, Dao De Jing, Huang Di Nei Jing
- Pre-Han Classical Texts III: Yi Jing, Dao De Jing, Huang Di Nei Jing

Advanced Clinical Topics:

(Note: DACM students are required to take one of the following as a required program selective; they can take any of the others as electives)

- Advanced Topics in Neuro-Orthopedics
- Advanced Topics in Obstetrics and Gynecology
- Advanced Topics in Behavioral Health
- Advanced Topics in Gastrointestinal Disorders
- Five Element Acupuncture

MACM students may take these required elements of the DACM as an elective:

Herbal Studies:

- Shang Han Lun
- Wen Bing Xue
- Additional Herbal Rounds shift

Integrative Medicine:

- Comparative Health Professions and Practices

MAc and MACM students may take the following required element of the DACM as a single elective:

- Evidence Based Practice
- Advanced Case Analysis and Clinical Research I-IV
- Integrative Medicine
- Comparative Health Professions and Practices

MAc students may take these required elements of the DACM as an elective:

- Integrative Medicine

- Integrative Case Management I
- Integrative Case Management II
- Integrative Case Management III
- Integrative Case Management IV
- Integrative Case Management V
- Integrative Case Management VI
- Survey of Topics in Microbiology
- Survey of Topics in Biochemistry
- NCCAOM Herbal Review

A student who fails a required elective course will need to retake the course (or take a different elective course) to fulfill the program requirements.

Students who want to take additional elective courses beyond program degree requirements may do so at the per credit tuition cost.

OCOM reserves the right to cancel elective courses based on enrollment or faculty availability.

General Admissions Requirements: MAc, MACM, DACM Degree Programs

OCOM, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) has established the essential functions of its students and ultimately of practitioners. The Technical Skills/Standards for the Practice of Acupuncture and Chinese Medicine (appearing at the beginning of this catalog) describe the necessary skills and professional attributes expected at admission

Prerequisites/Corequisites

To qualify for admission to the MAc, MACM, or DACM an applicant must have completed three years of college (a minimum of 135 quarter credits or 90 semester credits) at an accredited institution of higher education. Generally, credits should be applicable to/transferable into a baccalaureate degree. Any applicant who earned academic credit at a nontraditional, vocational, or career college should inquire with the Office of Admissions as to whether those credits are acceptable as prerequisites. Preferred: 3.0 cumulative GPA. OCOM will recognize up to 30 semester credits of general education awarded via College Level Examination Programs (CLEP) and Advanced Placement (AP), proctored and approved by accredited institutions of higher education.

Generally, MAc, MACM, or DACM candidates must have completed (or complete before the start of classes) one of each of the following college-level classes:

- One general human biology class
- One general chemistry class
- One general psychology class

Each of these classes must be completed at an accredited college or university with a grade of "C" or better (note: a grade of C- does not meet this requirement). Classes in general human biology, general chemistry, and general psychology must be a minimum of three quarter credits or two semester credits in length. Prospective students should contact their admissions counselor for verification of documented prerequisite coursework and guidance on enrollment in courses that may qualify. As a general guideline, biology, chemistry, and psychology are designed for allied health students to meet OCOM's prerequisite criteria.

The Office of Admissions strongly recommends that prerequisites be taken and successfully completed with

a "C" grade or better prior to the Fall quarter of the intended year of enrollment.

The Application Process

To apply to the MAc, MACM, or DACM program, first contact the Office of Admissions to obtain access to the online application via Populi, the college's student information system.

To ensure timely consideration, the Office of Admissions schedules a two-week follow-up appointment from the time an applicant receives login access. At that time, applicants are strongly encouraged to have the application completed in its entirety to move forward for review by the Admissions Committee.

Early Application deadline is January 31. Applicants who complete their application by January 31 receive a waiver of the \$75 application fee.

The Regular Application deadline is April 30. The \$75 application fee applies to all applications submitted after the Early Application deadline. (Note: In either case, applications are reviewed and processed as received.)

The DACM completion program has rolling admissions and DACM completion students may be allowed to begin in the Fall or Winter terms in the academic year.

For the 2023-2024 academic year, first-year students will be admitted to begin in Fall quarter 2023.

As part of the online application, each applicant will be asked to submit the following items (see application for instructions):

- One recent photograph (optional);
- Two personal essays;
- Two recommendations from professionals with whom the applicant is associated (it is preferred that at least one should be from an instructor) who can comment on the applicant's ability to succeed in the program and their potential as a health care provider;
- Official transcripts from each post-secondary school or college previously attended, submitted directly to OCOM by each institution (academic transcripts received directly from the student will only be accepted if delivered in a sealed envelope from the institution);
- A nonrefundable application fee of \$75

The Admissions Committee will review applications only when all of the above materials have been received by the college. Application materials will be accepted and processed until the incoming class and the waiting list are full.

After reviewing the application materials, the committee will schedule each qualified applicant for a required admissions interview. Admission decisions are confirmed within seven business days of the admission interview.

The college reserves the right to admit or reject applicants at the sole discretion of the Admissions Committee and at any point in the admissions process.

Enrollment Options

OCOM students may enroll in the two-year, 10 month MAc, or four-year MACM or DACM programs. (See the programs' curriculum guides for more details) Applicants are encouraged to discuss the features of each program during the admissions interview

Transfer Credit Assessment

Transfer credit may be available for individuals with medical doctorates (MD, ND, DC, DO), and in most cases for nurse practitioners and physician's assistants. Once an application is submitted, a transfer credit evaluation is completed by the Vice President of Academic Affairs or other assigned academic staff and serves as a written document for which classes and credits the student will receive credit.

Individuals seeking transfer credit evaluation may be required to provide the Office of Admissions with course descriptions for all courses completed for which they are seeking credit, and course syllabi if more information is necessary to complete the evaluation. Approval of transfer credit and designation of advanced standing status is at the sole discretion of OCOM.

*Note that the primary benefit for transfer credit assessment and advanced standing status is a reduction in required courses/course hours. Because tuition is charged based on level of enrollment and chosen program (full time, half time, less than half time per credit hour), any financial savings from receiving transfer credit may show at the end of studies through a shortened program, or during terms when a student takes less than a full time course load. For the MAc program, a student with significant transfer credit may opt in permanently to paying tuition on a per credit basis. This option is not currently available for the MACM, DACM, DACM

Completion Track or DAOM programs.

DACM Degree Completion Track

Licensed Acupuncturists with an accredited master's degree in Chinese medicine may apply to the DACM Degree Completion Track and earn a Doctor of Acupuncture and Chinese Medicine degree. A full assessment of an applicant's transcripts will be completed by the Vice President of Academic Affairs to determine eligibility for admission and the applicability of any transfer credit. Students may be required to complete additional coursework as a prerequisite to entry.

All applicants to DACM degree completion track must submit the following as part of the admissions process:

- A nonrefundable \$75 DACM Degree Completion Track application fee
- A copy of current acupuncture license (if applicable)
- Transcripts, including documentation of a minimum of three years (90 semester credits, or 135 quarter credits) of baccalaureate-level education from an institution accredited by an agency recognized by the U.S. Secretary of Education
- Proof of current certification in CPR/AED (adult/child/infant) and First Aid from the American Heart Association or the American Red Cross
- Two professional letters of reference attesting to the applicant's maturity, leadership ability, and professionalism
- A current photo (optional)
- A resume or current curriculum vitae (CV)
- An essay

Applicants who graduated more than five years prior to entering must also complete a written examination and a research literacy assessment to demonstrate understanding of evidence-based practices and retention of Chinese medicine knowledge and competencies.

Non-OCOM Alumni – An additional \$150 transfer evaluation fee is required of all non-OCOM graduates applying to this program. At a minimum, transfer students should have graduated in good standing with a master's degree in acupuncture and Chinese herbology.

Non-degree-seeking Applicants

OCOM will consider non-degree-seeking (NDS) applicants to OCOM's programs, including individuals interested in studying Chinese medicine for personal growth and health professionals who may be seeking to meet an educational objective other than those of

OCOM's degree programs.

NDS students may take up to 25 percent of the DACM degree program, receive an official transcript showing coursework that has been successfully completed, and request to become a degree-seeking student after the first year of enrollment. NDS students must follow the same application and admissions procedures as required of degree-seeking students. NDS students are not eligible for federal financial aid. NDS students admitted into OCOM course(s) are required to complete all exams and assignments, and adhere to the attendance policy as described in the course syllabus.

International Students

OCOM is approved by the U.S. Department of Immigration and Naturalization to grant admission to full-time students.

International students must be physically on campus each quarter or semester in order to be compliant with Immigration rules. Students cannot attend online only unless they stay in their country of origin and do not come to the United States. Students cannot be certified through SECIS for their I-20 if not physically on campus at least part of each quarter or semester. OCOM has online and in person options to which students can avail themselves.

I-20 forms are available to admitted applicants who meet INS requirements. In addition to all the standard application information and documentation, international students must also meet and submit additional documentation requirements as follows:

- Official copies of all academic transcripts from secondary schools must be sent to the Office of Admissions. In addition, all International institutions' transcripts must be submitted with the appropriate translation and equivalency analysis from a recognized credential evaluation service such as World Education Services (www.wes.org). There are additional services available through NACES (<http://www.naces.org>) and Association of International Credentials Evaluators (AICE), <http://aice-eval.org>
- Students who were not educated in the United States must meet the same admissions requirements as U.S.-educated applicants. Such candidates must have their educational credentials evaluated by an international educational service and have these sent to OCOM's Office of Admissions. International students can also

expect to submit a Certificate of Finance form and supporting financial documentation as part of the admissions process.

- Show sufficient financial resources to fund educational and living expenses with the following documentation:
 - Certificate of Finance
 - Official bank verification of funds (English translation) with current exchange rate
- Minimum of \$74,664* for the first year of the MAC program, \$74,964* for the first year of the MACM four-year program, and \$77,952* for the DACM degree four-year program. Each year, the international student needs to show proof of funds for the continuing year before the beginning of each new school year.
- Immigration students' tuition and fees are due by the end of the first week of each quarter. Immigration students do not go on payment plans.
- Additional \$5,000 per year for a spouse; an additional \$2,000 per year for each child
- Copy of passport (front and back, with signature of bearer) for all non-U.S. citizens
- Copy of photo page of passport showing picture image, correct spelling of legal name, and date of birth
- Copy of visa for all non-U.S. citizens

For students who are U.S. citizens and/or Permanent Residents of the United States and had schooling outside of the U.S., they must also have their institutions' credentials/transcripts submitted with the appropriate translation and equivalency analysis from a recognized credential evaluation service.

International applicants whose native language is not English are required to provide proof of English proficiency for admission to all OCOM programs. The provision of proficiency must be demonstrated for admission, and may not be waived (for example, for conditional acceptance). The applicant can provide this proof by one of two routes:

Prior education conducted primarily in English or in an undergraduate or graduate-level institution accredited by an agency recognized by the U.S. Secretary of Education (see further detail below) or

Provision of a score from one of the specified testing agencies below. Military or other certification of English

* OCOM's applications to the U.S. Department of Immigration and Naturalization for MAC and DACM degrees are still pending.

proficiency cannot be accepted. Interviewers may not assess language skills.

Students interested OCOM programs must achieve a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), with a minimum speaking exam score of 20 and a minimum

listening exam score of 17, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam, with a minimum speaking exam score of 6.5 and a minimum listening exam score of 6.

Prior education proof of proficiency is met when the applicant has completed one of the following:

<i>ASSESSMENT TOOL</i>	<i>ACCEPTABLE SCORE</i>
Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)	Total: 61
International English Language Testing System (IELTS), Academic Format	Overall band: 6
Duolingo English Test	90
China Standard of English Language (CSE)	CSE 6
Cambridge First Certificate in English (FCE)	C
Cambridge English Advanced (CAE)	C
Common European Framework Reference (CEFR)	B2
Occupational English Test (OET)	250, C
Pearson Test of English (PTE), Academic	Overall: 45

1. four years at a U.S. high school demonstrably delivered in English
2. at least two years (60 semester credits or 90 quarter credits) of undergraduate or graduate-level education in an institution accredited by an agency recognized by the U.S. Secretary of Education
3. at least two years (60 semester credits or 90 quarter credits) of undergraduate or graduate-level education demonstrably delivered in English or
4. high school or two years (60 semester credits or 90 quarter credits) of undergraduate- or graduate-level education in an institution in one of the following countries or territories: American Samoa; Anguilla; Antigua & Barbuda; Australia; Bahamas; Barbados; Belize; Bermuda; Botswana; British Virgin Islands; Cameroon; Canada (except Quebec); Cayman Islands; Christmas Island; Cook Islands; Dominica; Federated States of Micronesia; Fiji; The Gambia; Ghana; Gibraltar; Grenada; Guam; Guyana; Ireland; Isle of Man; Jamaica; Kenya; Lesotho; Liberia; Malawi; Montserrat; Namibia; New Zealand; Nigeria; Norfolk Island; Papua New Guinea; Philippines; Pitcairn Islands; Sierra Leone; Singapore; South Africa;

South Sudan; St. Helena; St. Kitts & Nevis; St. Lucia; St. Vincent & the Grenadines; Swaziland; Tanzania; Trinidad and Tobago; Turks and Caicos Islands; United Kingdom; U.S. Virgin Islands; Uganda; Zambia; Zimbabwe.

Veteran Benefits

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Any veteran receiving GI Bill® benefits while attending OCOM is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. VA-eligible students must provide a Certificate of Eligibility form to the Office of the Registrar. Veteran students who receive any GI Bill® benefits will not be imposed with any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered

individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from Veterans Affairs.

Veterans applying to the college with specific questions about the use of veteran benefits for attending OCOM should contact the Office of the Registrar.

Transfer Student and Credit Policies

All OCOM course requirements must be completed at OCOM, unless specific transfer credit for coursework completed prior to matriculation has been granted.

Transfer Student Application Procedures and Requirements

A student who has completed coursework at a college of acupuncture and Chinese medicine can apply to OCOM as a transfer student. Applicants may request transfer of credits into the MAC, MACM, or DACM degree program for courses taken at an accredited or ACAHM-candidate college prior to enrollment at OCOM. All transfer students must meet the general admissions requirements for the college as well as the specific requirements for the program they are applying to.

In addition to the regular admissions process described above, transfer students should submit the following:

- Two letters of reference, one of which must be from an instructor at the most recent acupuncture and Chinese medicine school attended;
- Catalog(s) from previous acupuncture and Chinese medicine school(s) attended that lists accreditor(s) and state approval agency;
- Course descriptions for each course you wish to have reviewed for transfer eligibility;

All students applying to OCOM should be aware of the following considerations:

- Applicants may receive transfer credit for up to 50 percent of the total program credit requirements.
- Applicants may receive transfer credit for up to 72 hours of pre-internship clinical studies coursework.
- OCOM students must complete 100 percent of their clinical internship requirements at OCOM.

If you have one year or less remaining at your current institution before graduating, OCOM recommends that you complete your training at that institution.

The college reserves the right to require challenge examinations in the evaluation of all transfer credits. Once a student is enrolled at the college, all required classes must be taken at OCOM.

If a student has completed coursework at a foreign institution or one that is not accredited by ACAHM, the Vice President of Academic Affairs will make a determination as to the applicability of any transfer credit. Students from foreign institutions must have all international institutions' transcripts submitted with the appropriate translation and equivalency analysis from a recognized credential evaluation service that provides detailed credit and hour equivalency along with program summary data such as World Education Services (www.wes.org). Additional services are available through NACES (www.naces.org) and Association of International Credentials Evaluators (AICE), aice-eval.org.

California-Approved Institution

OCOM has been a California Acupuncture Board (CAB) approved institution since 1994, which means OCOM graduates are eligible to take the California Acupuncture Licensing Examination (CALE).

OCOM is seeking approval from the CAB for its new DACM and MACM programs.

As a California-approved school, OCOM must comply with laws relating to the practice of acupuncture in California as regulated by the CAB. These regulations impose the following limitations on transfer credit for students transferring from colleges of acupuncture and Chinese medicine that are not approved by the CAB:

No more than 50 percent transfer credit may be awarded for courses in acupuncture, Chinese herbal medicine, Chinese medicine theory, and treatment procedures.

The remaining 50 percent must be completed at OCOM. These limitations may require a transfer student from an unapproved institution to repeat courses and to graduate with additional credits to qualify to take the California Acupuncture Licensing Examination (CALE).

On the other hand, students who have no intention of sitting for the CALE upon graduation or anytime in the future may, according to CAB rules, receive 100 percent transfer credit for these courses from non-approved schools. However, transfer students who opt to receive 100 percent transfer credits for these courses should be aware that this choice will limit future licensure possibilities in California. Specifically, if OCOM awards 100 percent transfer credits for these courses from non-CAB-approved schools, then transfer credit recipients will not be eligible to sit for the CALE examination following graduation from OCOM. These students will therefore not be able to seek licensure or practice in

California, despite possessing an OCOM degree.

Generally, OCOM advises transfer students from non-CAB approved schools against requesting 100 percent transfer credits, because of the serious limitation that this decision may impose upon future practice possibilities. But we understand that sometimes students may nonetheless reasonably elect to make this choice.

Applicants pursuing transfer credit from a non-CAB approved school will need to complete a California Acupuncture Board Transfer Credit Policy form provided by the Office of Admissions.

This form confirms whether one does or does not want to receive 100 percent transfer credit. In any case, each transfer student is required to pay an evaluation fee (see Fees). This evaluation is completed by the Vice President of Academic Affairs, and serves as a written document of what classes and credits for which credit is granted.

All OCOM course requirements must be completed at OCOM, unless transfer credit for coursework completed prior to matriculation has been granted. If, after matriculation, a student wishes to request transfer credit for classes taken at another institution this request must be made before the end of the quarter prior to the start of the class for which the student is seeking transfer credit.

Note: MAc students are not eligible to sit for the California Acupuncture Licensing Examination or practice in California because of the requirement for herbal studies in that state. Some other states have similar prohibitions or restrictions on scope of practice for acupuncturists who have not studied herbs. Students wishing to pursue the MAc degree should check state licensing laws to see whether or not they may obtain a license to practice in a particular state.

Bodywork Transfer Credit Waiver

If a transfer student has sufficient credit in one of the Asian Bodywork styles (tuina or shiatsu) that satisfies the program's three-quarter bodywork requirement, they may opt-out of the normally required six-week introduction to the other style offered in Fall. This option may impact a student's ability to study the other bodywork style as an elective since the six-week introduction is a prerequisite for further study in the series.

Tuition

Tuition rates are established by the Board of Trustees and published annually. Tuition is charged based on the program of enrollment and course load taken per quarter and calculated as full time, three-quarter time, half time, or less-than-half time enrollment status. Students with substantial transfer credit may opt to change permanently to a per credit tuition for the MAc program. This option is not available for the MACM, DACM, DAOM, or the DACM Completion track.

Changes in Enrollment Status

Students may request a change in their enrollment status or program of enrollment. If this change affects full time enrollment status, tuition will be billed according to their credit load, at three quarter time, half time, or less than half time. Any student whose plan change means they are less than half time, will be billed the per credit rate. For information about tuition billing, contact the Registrar. A student returning from an approved leave of absence will reenter at the tuition level of the program that they join.

**Estimated Total Amount required per year based on estimated yearly cost of attendance.*

Tuition and Financial Aid Information

	MAc	MACM	MAcOM	DACM/ MACM	DACM Completion Resident ¹	DAOM Resident	DAOM Non-Resident
Number of Pay Periods in one year	4 quarters	4 quarters	4 quarters	4 quarters	3-4 quarters	2 semesters	2 semesters
Number of Pay Periods in the full program	11 quarters ²	16 quarters	16 quarters	16 quarters	3-4 quarters	4 semesters	4 semesters

Tuition Per Pay Period							
Full-time Tuition	\$6,720	\$6,795	\$6,795	\$7,542	\$3,010 to \$4,014	\$9,875	\$9,875
Three-quarter-time Tuition	\$5,040	\$5,096	\$5,096	\$5,657	-	-	-
Half-time Tuition³	\$3,360	\$3,398	\$3,398	\$3,771	-	-	-

Annual Tuition							
Full time	\$26,880	\$27,180	\$27,180	\$30,168	\$12,040	\$19,750	\$19,750

Estimated Total Program Cost ⁴							
Full time	\$73,920 ⁵	\$108,720	\$108,720	\$120,672	\$12,040	\$39,500	\$39,500

Estimated Living Expenses Per Pay Period ⁶							
Fees⁷	\$439	\$439	\$439	\$439	\$439	\$494	\$494
Books/Supplies/Equipment	\$600	\$600	\$600	\$600	\$600	\$600	\$600
Housing/Food	\$7,977	\$7,977	\$7,977	\$7,977	\$7,977	\$15,954	\$15,954
Transportation	\$2,064	\$2,064	\$2,064	\$2,064	\$2,064	\$456	\$6,000
Personal	\$1,060	\$1,060	\$1,060	\$1,060	\$1,060	\$2,100	\$2,100
Loan Fees⁸	\$746	\$746	\$746	\$746	\$662	\$1,301	\$1,546

¹The DACM Completion Track is \$12,040 for the year, this amount will be divided into the amount of quarters it takes the student to complete the program according to their academic plan.

²There are only three quarters in the final year of the MAc, for an annual tuition of \$20,160.

³Less-than-half-time students will be charged \$475 per credit.

⁴Estimated cost is based on current tuition rates. Tuition is reviewed annually by the Board of Trustees and subject to change.

⁵Estimated MAc program cost includes the final year tuition of \$20,160.

⁶Living expenses for quarters are budgeted for three months. Living expenses for semesters are budgeted for six months.

⁷Fees for the MAc, MACM, MAcOM, DACM/MACM, and DACM Completion are dependent on the student's cohort year. This number is an average across all years.

⁸Loan Fees for the MAc, MACM, MAcOM, DACM/MACM, and DACM Completion are dependent on the student's cohort year. This number is an average across all years.

Fees

Application Fee	nonrefundable	\$ 75
Student Activity Fee	per quarter	\$ 20
New Student Orientation Fee		\$ 75
Academic and Student Services Fee	All quarters	\$ 100
Clinic Fee	All quarters	\$ 75
Lab Fee	All quarters	\$ 35
Late Registration Fee	first day	\$ 45
Late Registration Fee	each day thereafter	\$ 5
Late Payment Plan Fee	first day	\$ 45
Late Payment Plan Fee	each day thereafter	\$ 5
Section Drop/Add/Change Fee		\$ 15
Make-up Examination Fee		\$ 75
Challenge Exam Fee	per exam	\$ 75
Transcript Fee		\$ 15
Transfer Student Evaluation Fee		\$ 150
Advanced Standing Evaluation Fee		\$ 150
Returned Check Fee		\$ 65
Check Replacement Fee		\$ 15
Check Stop Payment Fee		\$ 45
Payment Plan Fee	per quarter	\$ 50
Locker Fee	per year	\$ 25
Graduation Fee	final enrollment year	\$ 220
Diploma Replacement Fee		\$ 50
Convenience Fee for Credit Card Payment of Tuition/Fees		3%

Tuition and Payment Policy

Many students receive financial aid to attend OCOM. Federal Financial Aid is normally disbursed to the college each quarter and applied to the student's account within three business days. Tuition, fees, books and any other charges are also applied to the student's account. Refunds of account balances are usually made within the first week of classes. If a student's financial aid disbursement is not sufficient to cover the balance due, the student may request a payment plan from the Business Office. However, student accounts must be current to continue attending classes or to receive credit for coursework.

Quarterly tuition is due in full by the end of the first full week of classes. If payment in full is not possible, the student may request a payment plan for that quarter from the Business Office. A nonrefundable payment plan fee of \$50 is added to the first payment, which is due by the end of the first full week of classes.

Students must clear all charges in their accounts before the end of the quarter to receive any course credit, go on a leave of absence or to continue enrollment in the following term. Payment due date schedules for each academic year will be posted on Populi at the beginning of Fall quarter. Additional information regarding payment policies is also included in the *Student Handbook*.

Late Payments

Students are expected to pay their tuition and fees in a timely manner. In general, accounts must be paid in full or a payment plan arranged by the end of the first full week of classes (the payment due date). Late payment fees will be charged beginning with the first business day after the payment due date. Students whose payments have not been received by the end of the second full week of classes will be dropped from the roster and no course credit will be given. Students encountering personal circumstances that might interfere with their ability to pay on time are encouraged to contact the Business Office. If the student is needing financial aid, they should contact the Office of Financial Aid. Further details regarding the college's financial policies are published in the *Student Handbook*.

Tuition Refund Policy

A student may terminate enrollment — withdraw or take a leave of absence — by giving written notice to the college. The student must complete a Leave of Absence or Withdrawal request form and

have the leave of absence approved by the specific program dean or the Vice President of Academic Affairs. If termination occurs within five business days after enrollment, all monies paid shall be refunded. If termination occurs more than five days after enrollment, the student is financially obligated to the college according to the following schedule:

If a student withdraws prior to completion of 60 percent of the current period of enrollment, the student shall be entitled to a prorated "return of funds" of the total tuition charged for that period of enrollment.

"Return of funds," as used in this section, is calculated using the Federal Regulation for Return of Title IV Funds, which means that a student shall be charged for the time attended as determined by the last recorded day of attendance by that student. This is calculated by the total number of days attended divided by the total number of days in the payment period. If a student has utilized federal student loans, and if the calculation determines that the school is required to return funds, the funds are returned to the student's lender in the following order: Federal Unsubsidized Stafford Loans, Graduate Plus Loans. If a student withdraws or takes a leave of absence after the completion of 60 percent or more of the current period of enrollment, the student shall be responsible for the tuition charged for the entire period of enrollment and shall not be entitled to a refund.

Additional Costs

Students should be aware that there are additional indirect costs associated with the educational process. Two primary examples are listed below:

Clean Needle Techniques (CNT) Class

This one-day class is conducted fully online and administered by the Council of Colleges of Acupuncture and Herbal Medicine (CCAHM). The online course will feature lecture, FAQ, and demonstration video modules that can be accessed anytime and anywhere. Following completion of all modules, a live-proctored online written exam will be administered. After passing the written exam, students will be scheduled for the one-on-one online practical exam. Registration information will be available on the CCAHM website. The CNT Manual is required reading in preparation for the course. The CNT Manual can be downloaded from the CCAHM website. This course is required for all students that have completed Acupuncture Techniques I course and will continue in the Acupuncture Techniques series. Students will sign up during the quarter they

will be taking Acupuncture Techniques II. Students will submit a copy of their CNT certificate upon completion of passing the course to the registrar. This course is required for certification by the NCCAOM, as well as a licensing requirement in most states. The cost of this course can be found on the CCAHM website at <https://www.ccahm.org/ccaom/default.asp>.

National Certification Examinations

Students are eligible to take the national certification examinations administered by the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM) after graduation and upon approval from the NCCAOM. Students can begin the application process in their last quarter before graduation. All examinations are taken after the student has graduated. Costs vary depending on how many areas of certification a student wishes to obtain.

To obtain licensure in most states, students must pass the NCCAOM national examinations and/or a similar state examination. Students should check the websites for the states they would like to get licensed in to see the requirements. Students should plan ahead for these expenditures and check the NCCAOM website regularly for updates: www.nccaom.org.

Financial Aid, Federal Work-Study, and Student Loan Agreements

MAc, MACM, and DACM program students are eligible to apply for the Unsubsidized portions of the Federal Direct Loan Program. Annual average living expenses budgets (housing and food, transportation, miscellaneous expenses) are estimated for the purposes of financial aid eligibility. (Discuss individual circumstances with the Office of Financial Aid.)

Graduate annual loan limits for these loan programs: Unsubsidized Stafford Loan: \$20,500 per nine months of enrollment. In addition, the Federal Graduate PLUS loan is available to eligible, creditworthy students. The available PLUS loan amount is unlimited, but must be within the total cost of attendance for the individual student. Those costs will be determined by the Director of Financial Aid after consultation and review of documentation provided by the student. Details about these loan programs and application processes can be found online. To remain eligible for financial aid, the student must maintain Satisfactory Academic Progress. (See SAP definition).

A limited number of Federal Work-Study positions are available to eligible students. Interested students should contact the Office of Financial Aid for more information about these opportunities.

Electronic Funds Transfer (EFT) for Student Loan Funds

Disbursement of federal student loan proceeds will be electronically drawn into the college and applied to individual student accounts. If a student's account has a credit balance after tuition, fees, and books, then a refund check will be issued. Refund checks are usually ready in about three days after all transactions have occurred and will be available to be picked up in the accounting office. Other arrangements can be made by contacting the accounting office.

If the student does not wish to accept all of the loan proceeds, they can request to have all or part of the funds returned to the Direct Loan Program. This request must be made within the first 14 days of disbursement of funds. Contact the Office of Financial Aid for details.

Academic Policies

All OCOM course requirements must be completed at OCOM, unless specific transfer credit for coursework completed prior to matriculation has been granted.

Changing Degree Programs

During their course of study, some students may wish to transfer from one degree program to another. The student's educational performance, the timing of such a change, and the differing admissions requirements between degree programs will dictate whether or not this is possible.

Because of the many factors involved in such a decision, students are advised to contact the Director of Student and Alumni Affairs for information.

If a student makes a program change during their time at OCOM, the requirements necessary to complete that program may be different than their previously enrolled program. As a result, some classes that the student has taken that were required under the original program at the time of matriculation may not be required of their new program or vice versa. In the case that the student has completed classes towards an old program requirement that is not necessary for the new program degree, the credits and hours will be converted toward fulfilling the student's required elective credits and hours. Elective classes will be assessed within the elective tiering system and will be applied accordingly towards the new program elective requirements. Any additional electives taken beyond what is required of a program will require the student to pay for those additional credits at the current per credit rate. If after program change, a student's electives exceed the required minimum they will not be required to refund any portion of tuition for those additional courses and credits.

Exemption

An exemption may be awarded to students who can demonstrate equivalent training in shiatsu, tuina, qigong, or taijiquan, whose training was received at non-accredited institutions or in informal learning situations. Students who petition for such exemption must show evidence of previous study (through transcripts or letters from instructors, certifying dates and length [in hours] of study) and may be required to pass a challenge exam. Students who are exempted from a class are awarded an exemption on their transcript. No credit or hours are awarded.

If the request for a course exemption is due to a medical condition, students should contact the Academic Programs and Accessibility Coordinator prior to the start of the course to begin the process of requesting accommodations. Final approval of an academic exemption will be made by the Vice President of Academic Affairs.

Students who are granted exemption for the reasons stated above must complete the equivalent number of credits in elective credits from the same academic department.

Transfer credit is also available for CPR/AED/First Aid to those individuals who have a current CPR/AED/First Aid card sufficient to remain valid throughout the internship experience and graduation. CPR/AED/First Aid certification card must be from either the American Heart Association or Red Cross.

Transfer of Credit to Other Schools

OCOM is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAAM). However, since accreditors and accreditation requirements, state regulations, and curricula vary from school to school, students should be aware that all decisions regarding transfer of credit from OCOM to another institution is at the discretion of the receiving school. Therefore, students are strongly advised to contact the appropriate administrative staff at other institutions when contemplating the potential transfer of OCOM credits into other programs.

Class Section Add/Drop/Change Procedure

To add, drop, or change a section of a class, students must complete a Section Add/Drop/Change form and submit it to the Office of the Registrar. The student must meet with the Director of Student and Alumni Affairs if a requested change will have an effect on the student's program of study. In addition, students on financial aid whose reduced course load changes their enrollment status must meet with the Director of Financial Aid.

In all cases, students should continue to attend class until their request has been formally approved. Classes may be added no later than the end of the first week in the quarter and may be dropped no later than the end of the sixth week. Students may withdraw from a class until the beginning of the final week of class. Specific

Add/Drop dates and deadlines are distributed each quarter. A Section/Add/Drop Change fee is charged for all changes after the first week of the quarter.

Auditing Classes

A student may audit any course without charge after successfully completing that course. Exceptions to this policy will be identified in the registration process. Auditors are required to follow the current class attendance policy. (See Attendance Policy)

No academic credit or hours are awarded for audits; rather, a grade of "AUD" is logged on the student's transcript. Other requirements and terms of audit (e.g., class participation and assignments) are at the discretion of the instructor. Practicum classes are available for auditing on a space available basis only.

Required Audit

In certain cases, students may be required by the college to refresh their knowledge in a particular subject, either because they are transfer students needing to take a course to align their education with OCOM's program or, for continuing students, due to specific academic concerns or enrollment time gaps. In such cases, OCOM students may be required to audit a previously completed course. In these circumstances, the student may not drop the course in question and must meet attendance requirements and other course requirements as determined by the instructor. Any student doing a required audit may be required to demonstrate competency before moving forward.

Grading Policy

OCOM uses a Pass/Fail system of grading that includes percentages. The following grades are given:

P (Pass) – Satisfactory completion of all required coursework. When percentages are used to score coursework and exams, 75 percent is considered the minimum passing level.

F (Fail) – Unsatisfactory completion of coursework. Failed classes must be repeated and passed to receive credit. Students who fail a course on the second attempt may be subject to dismissal from their program.

FR (Fail Remediate) – If a student fails to pass a course by five or fewer percentage points on a 100-point scale, (i.e. 70-74 percent) the instructor may give the student the opportunity to demonstrate competency by re-examination or by another assignment deemed appropriate by the instructor and apply an "FR" at

the end of the term. Students will have three weeks into the next quarter to address the remediation requirements. Failure of such make-up exams or remedial work will result in a grade of "F." Students who successfully complete the remediation requirements will receive a grade of "P."

If a student receives an "FR" in any quarter of a course that continues for more than one consecutive term, the instructor may require a 75 percent grade without the option of an "FR" in subsequent terms to pass the class.

H (Honors) – Honors indicates exceptional performance in a course, and may be awarded through academic achievement (usually 95 percent or above) and/or completion of extracurricular projects. The Honors designation is not granted in OCOM clinical courses.

W (Withdraw) – The "W" designation becomes a permanent part of a student's academic record when a student withdraws from a course after the normal Add/Drop period. Students wishing to formally withdraw from a class must complete a form obtained from the Office of the Registrar. The student must repeat the course to receive credit. Students who stop attending and/or performing in a course without formally withdrawing receive an "F."

IP (In Progress) – "In progress" indicates that a course's requirements extend beyond one quarter and that the student continues work on those assignments.

I (Incomplete) – An "Incomplete" indicates that further work in a didactic class or clinic shift must be completed before a grade is given.

Incomplete coursework in any series didactic class must be completed by the end of the third week of Fall, Winter, and Spring quarters (or the end of the second week in Summer quarter) if a student wishes to continue in that course series.

Incomplete coursework in any non-sequential didactic class must be converted to a grade no later than the end of the next consecutive academic term. If coursework is not successfully completed by these deadlines, the "Incomplete" will convert to a "Fail" and the student will have to retake the class.

An "Incomplete" received in any clinical shift must be successfully completed by the midpoint of the following quarter or the "Incomplete" will convert to a "Fail", the student will lose all accumulated patient contacts and hours for that shift and have to repeat the shift.

AUD (Audit) – Assigned to students who have successfully completed a class and have returned to

audit it. A grade of "AUD" carries no credit and no hours. (Note: auditors are required to follow the current class attendance policy.)

Attendance Policy

Classroom Attendance Policy for Entry-level Programs

In a professional medical program such as OCOM's, attendance is essential for acquiring knowledge and skills needed for safe and effective practice. As such, students are expected to attend all their classes and clinic shifts.

Faculty may require students who miss instructional time, either due to absenteeism, tardiness, or early departure from class, to do additional work. This may involve additional projects, examinations, meeting with tutors, teaching assistants, or the faculty themselves. Students are responsible for any additional costs associated with these requirements.

Any student who misses more than 25 percent of a class will receive a failing grade for the course ("F"). While faculty have the discretion to consider exceptions to this policy, any student requesting an exception must submit a written petition to the faculty member who will review the petition in consultation with the Vice-President of Academic Affairs. The student may be required to submit additional documentation to process the petition, the nature of which will be determined by the faculty member and VPAA.

Students missing more than 25 percent of the attendance due to a medical condition that will continue to create functional limitations should seek accommodations through the Academic Programs and Accessibility Coordinator. Disability accommodations cannot be given retroactively.

Students who fail a class because of excessive absences will need to repeat the class or clinic shift. In certain circumstances, this may require adding an additional year to the program of study.

Clinic Attendance Policy

In a professional medical program such as OCOM's, attendance is essential for acquiring knowledge and skills needed for safe and effective practice. As such, students are expected to attend all their classes and clinic shifts.

Contact the Patient Service Team and the clinical supervisor as soon as one knows of an absence. This will enable them to reschedule patients in a timely manner. A student who does not contact the clinic

front desk and alert their supervisor when they will be absent prior to a regularly scheduled or make-up shift will receive an unexcused absence. A second unexcused absence at any point during the program will result in sanctions, up to and including possible suspension from the clinic or the program. This includes absences from scheduled break week shifts.

Working partial shifts is not permitted. Arriving late (more than 15 minutes) or leaving early, or any combination of the two, twice in one quarter, constitutes one absence. More frequent tardiness or leaving early may result in failure of the course.

While religious absences will not count against attendance requirements, students are required to notify their scheduled patients, the clinic front desk, and their supervisor of an impending absence due to a religious observance a minimum of one week in advance.

Holidays, supervisor absences, and emergency closures of OCOM clinic shifts do not factor into the total quarter attendance. Excused and unexcused absences, absences caused by supervisor absences and emergency closures of OCOM clinic shifts are to be made up during the quarter they occur. Students do not need to make up absences due to holidays, or absence due to religious observance, except when the combined absences in any quarter exceeds 25 percent of the time in a single clinic shift. In such a case, students must make up the number of shifts to bring them over 75 percent attendance. In all cases, when a student is not able to achieve the required number of treatments or required number of herbal formulas for a clinic shift because of absence, the student must make up enough missed shifts to comply with minimum required numbers.

Any absences from a previous quarter, must be made up by the mid-point of the following quarter or the student will receive a failing grade for the shift and lose all accumulated patient contacts and hours for that shift, and the entire shift must be taken again in a subsequent quarter.

Any student who misses more than 25 percent of a clinical section (three shifts) will receive a failing grade for the course ("F"). While faculty have the discretion to consider exceptions to this policy, any student requesting an exception must submit a written petition to the faculty member who will review the petition in consultation with the Associate Dean of Clinical Education. The student may be required to submit additional documentation to process the petition,

the nature of which will be determined by the faculty member and the Associate Dean of Clinical Education.

While disability accommodations cannot be given retroactively, any student who has missed more than 25 percent of the attendance requirement due to a medical condition that will continue to create functional limitations will be referred to the Disability Access Services and Tutoring Programs Coordinator to engage in the interactive process for requesting accommodations under the ADA and Section 504 of the 1973 Rehabilitation Act.

Students who fail a class because of excessive absences will need to repeat the clinic shift. In certain circumstances, this may require adding an additional year to the program of study.

Due to COVID-19, OCOM has approved temporary clinic attendance policies that may apply, depending on the specific cohort and individual circumstances. See the COVID-19 section of the catalog or the clinic handbook for additional details.

Grades and Evaluation

Grades are posted on Populi, the college's student information system, and are password-protected for security. Students can view their grades or print out a grade report from Populi at the end of each quarter. Students are evaluated by their faculty according to the course or clinic requirements as outlined on course syllabi.

Comprehensive Examinations

OCOM students are required to pass two comprehensive examinations during their OCOM education. The Comprehensive Clinic Entrance Exam is normally taken at the end of Spring quarter prior to internship. The Comprehensive Clinic Exit Exam is taken in two segments during the final year of the program.

Students must pass all components of the Comprehensive Clinic Entrance Exam before entering internship and all components of the Comprehensive Clinic Exit Exam before qualifying for graduation.

Recommendation for Academic Support

Promotion to each successive phase of the master's and DACM program is based on students' continued satisfactory performance. All instructors evaluate students' progress by the sixth week of class (around mid-term). At that time or any time earlier in the term, if an instructor has serious concerns about a student's class performance, either because of academic

progress, professionalism, attendance, or participation, the instructor will complete a "Recommendation for Academic Support" form, outlining the instructor's perception of the student's difficulty. This form is submitted to the Director of Student and Alumni Affairs who will contact both the student and the instructor to discuss a strategy to remedy academic problems and to outline steps that may help the student achieve a passing grade by the end of the term. Such a work plan might include recommendations for remedial work assignments or private tutoring in areas of weakness and is intended to help students focus their study and coursework.

Academic Deficiency Policies

Each quarter the Registrar runs a report to obtain a list of students who do not meet program or graduation standards. The Vice President of Academic Affairs reviews each student's record. Any notice or change in status will be sent to the student's OCOM email address. Notification of academic warning, academic probation, suspension, and dismissal will be sent no later than close of business on the Friday of the third week of the quarter. The date of the email will serve as the date of notice. Notification of suspension and dismissal are additionally sent via U.S. mail to the student's local mailing address.

All notices should include the following information:

- A statement that the student has been placed on academic warning, academic probation, suspension, or dismissed.
- The reason(s) that the student has been placed on academic warning, academic probation, suspension, or dismissed.
- A statement of the requirement that the student meet with the Vice President of Academic Affairs to discuss a plan to return to Good Standing and/or signature of a learning contract if the student has been placed on academic probation.
- A list of the potential consequences for not meeting the requirements outlined in the learning contract.
- Description of appeal process.

Entry-Level students are required to pass all required courses in order to fulfill their degree requirements. Any student requesting an Incomplete, must complete an Incomplete Request Form by the end of a quarter to petition to request an "Incomplete" for missing coursework from the course instructor. A student with an Incomplete must resolve and convert an Incomplete to a passing grade by the end of the following quarter. After that point, the Incomplete will convert to a

Fail and remain a permanent part of the student's academic record. The student will be required to retake the failed course in a subsequent (additional tuition costs may apply). If an Incomplete occurs in a prerequisite course, the Incomplete must be resolved and converted to a passing grade no later than three weeks after the start of the following quarter in order to continue the course series. If a student receives a failing grade in a prerequisite course, they will not be allowed to continue the course series and will be required to withdraw from the course. Any failed courses and retakes may result in additional costs and a significant delay of graduation.

A change of status is the decision of the Vice President of Academic Affairs. Depending on the nature of the academic deficiency, the categories below are not necessarily followed sequentially. A student with Incompletes in more than 25 percent of the attempted credits taken in a single quarter and/or a failing grade during a single quarter is no longer considered to be in good standing and will receive an academic warning. A student with Incompletes in more than 60 percent of the attempted credits taken during a single quarter and/or a failing grade will be placed on Academic Probation. Any student that is not in good standing will be notified in writing by email. This may impact financial aid eligibility.

Grade	Level
25% (or less) of attempted credits Incomplete	Good Standing
>25% of attempted credits Incomplete and/or one failing grade	Academic Warning
>60% of attempted credits Incomplete and/or two or more failing grades	Academic Probation

To return to good standing from an academic warning or probation, a student must pass all Incomplete courses and complete all remediation requirements on time. A change of status is the decision of the Vice President of Academic Affairs who will notify the Office of the Registrar accordingly. The Vice President of Academic Affairs will notify the student each quarter that the student remains on probation, and whenever the student's academic status has changed. The registrar receives copies of all communications with students concerning changes in academic standing for the purpose of maintaining student records. Academic

standing notations appear on the advisor's transcript for internal use but, with the exception of suspension and dismissal status, are excluded from external transcripts.

An appeal of any change of status or notification may be made to the Vice President of Academic Affairs. These appeals are generally only considered in the event of factual error. The written appeal of Academic Dismissal must be made to the Vice President of Academic Affairs within five (5) working days of the date of the notice. The appeal must specify and include the alleged documented inaccuracy and the relevance of the fact(s). The Vice President of Academic Affairs will respond to the appeal within 10 working days.

Academic Warning

Academic warnings are sent to students who are deemed by the Vice President of Academic Affairs to be academically at risk of not completing their degree and who may benefit from additional support and/or services to help them regain competency in the entry level programs. A student with Incompletes in more than 25 percent of the attempted credits taken during a single quarter or a single failing grade will receive an academic warning. A student is placed on academic warning for one quarter. Academic Warning is not meant to be a persistent designation.

A student may be placed on academic warning under the following circumstances:

- The student's record shows that they have failed a course, have failed to remediate a prior Incomplete, or have received Incompletes in more than 25 percent of the attempted credits taken during a single quarter.
- The Vice President of Academic Affairs or Associate Dean of Clinical Education has a concern of the ability of the student to maintain academic progress.

A student placed on Academic Warning will be required to:

- meet with the Director of Student Affairs to discuss a plan to return to Good Standing.

Students on academic warning status may be changed to OCOM's academic probation status if their academic progress fails to improve.

Academic Probation

A student with Incompletes in more than 60 percent of the attempted credits taken during a single quarter will be placed on academic probation. A student is placed on academic probation for one quarter. If the student has not satisfied the conditions of the

probation, the student will remain on probation for up to two additional quarters. After three (3) quarters on academic probation, the student is subject to suspension.

A student may be placed on academic probation under the following circumstances:

- The student has been placed on academic warning for a prior consecutive quarter.
- The student has received Incompletes in more than 60 percent of the attempted credits taken during a single quarter.
- The student's record shows that they have failed to remediate an Incomplete grade in a course within one quarter's time or the time stated in the learning contract.
- The student has exceeded four (4) years from the time of matriculation to the completion of all degree requirements.

A student placed on academic probation will be required to:

- meet with the Vice President of Academic Affairs to sign a learning contract to return to Good Standing.

Academic Suspension

Academic Suspension will occur when a student has failed to return to good standing and has remained on academic probation for three (3) consecutive quarters. The terms of suspension are unique to each student and will be established by the Vice President of Academic Affairs. A suspension will last a minimum of one (1) quarter and no more than one (1) year.

Reasons to be referred for suspension:

- Failure to follow through on a learning contract
- Fourth quarter on academic probation

A notice of Academic Suspension should include the following information:

- A statement that the student has been placed on academic suspension
- The reason(s) that the student has been placed on academic suspension
- Terms and duration of academic suspension
- Description of appeal process

At the end of the suspension period, the student may petition the Vice President of Academic Affairs for permission to resume study. They may be required to show that all terms of the suspension have been met before receiving approval to return to OCOM. The student must explain and submit in writing the steps that have been taken to resolve all circumstances

contributing to the student's dismissal. All outstanding coursework outlined in the learning contract at the time of suspension must have been completed for consideration of readmission. If a student is unable to demonstrate that they have adequately resolved the issue(s) that led to the suspension, the student may be recommended for dismissal. The Academic Steering Committee will review all petitions and act favorably on them only when the committee determines, based on the evidence presented, academic success can be anticipated. The Vice President of Academic Affairs will notify the student, in writing, of the decision of the Academic Steering Committee, as well as any conditions and/or additional requirements for readmission. Once approved for readmission, the student must submit the appropriate Registration Fees. Students who become subject to suspension for academic reasons for a second time shall be dismissed from the program. Students permitted to resume enrollment following a suspension are expected to make Satisfactory Academic Progress (SAP). During suspension, the student may not enroll at the college except for required remediation.

Academic Dismissal

Recommendations for academic dismissal are reviewed by the Vice President of Academic Affairs. Academic dismissal for reasons listed in the following paragraph must be preceded by at least one written warning notifying the student of the problem area(s) and providing an adequate time period for response and/or improvement before taking further action. If permission to rematriculate after suspension for academic deficiency is denied, the suspension will automatically revert to a dismissal. In the event the terms of the written warning are not met and a recommendation for dismissal is being considered by the school, the student will be required to meet with the Vice President of Academic Affairs.

A student may be dismissed from OCOM under the following circumstances:

- Poor academic performance as evidenced by two or more sanctions
- A fourth quarter on academic probation
- Failure to remediate a non-passing grade in a subsequent quarter/failing the same class twice
- Receiving an "F" grade in clinic in any two quarters
- Failing the Clinic Entrance Exam on a third attempt
- Failing to fulfill the conditions of the learning contract for remediation or academic probation
- Failure to complete all degree requirements within

200 percent of the program's length from the date of initial enrollment in the program

Appeals

A student may appeal a dismissal by filing a formal written appeal to the Vice President of Academic Affairs within 30 days of receiving notice of the disqualification. Formal appeals filed by students under this policy shall include at least the following information:

- The approximate date and nature of the events that lead to the dismissal and filing of the appeal;
- All the relevant facts the student knows that support the appeal, including any stated policies or procedures that the student believes to have been violated;
- The outcome the student is seeking to resolve the situation.

The appeal will be reviewed by the Academic Steering Committee, who will make a recommendation to the Vice President of Academic Affairs. The Vice President of Academic Affairs or their designee will render a decision, in writing, within 30 days of receipt of the appeal.

Leave of Absence and Withdrawal

Any student may apply for a formal leave of absence for up to four quarters, during which time the student is entitled to readmission without reapplying.

A student that takes a leave of absence for longer than four quarters who wishes to return to the college in any of its programs will be asked to reapply to OCOM under the admissions policies that are in effect and may be assessed a transfer evaluation fee. The student may also be asked to complete a required audit of courses already completed at OCOM. The maximum timeframe to complete a degree remains at 200 percent of the length of the program, which includes time taken during a leave of absence or re-admission.

A student with incomplete coursework may request a leave of absence. The student will have until the end of the following quarter to complete any outstanding coursework and convert the grade of Incomplete to a Pass. After this time frame, an Incomplete would convert to a Fail grade and the student would be required to repeat the course.

Students may initiate the leave of absence or formal withdrawal from OCOM by meeting with the Director of Student and Alumni Affairs who will provide the student with the appropriate form. Any leave of absence or

withdrawal from the college must be approved by the programmatic dean or the Vice President of Academic Affairs. Unresolved financial or disciplinary issues may delay or impact the conditions of the approval. Students who take a leave of absence while on academic probation will return to the program on academic probation. Any approved leave of absence may specify requirements for returning to the program.

Any tuition refunds or remaining financial obligations to the college will be determined on the basis of the date of application for leave of absence. In addition, any student who fails to register for any quarter will be considered by the college to have withdrawn. Students who have withdrawn from the program must apply for readmission.

Involuntary Leave of Absence for Medical Reasons

The college strives to ensure that all students can fully participate as members of the college community. When a student's participation and/or presence on campus: poses a health or safety risk to themselves or others the college may require that the student take a leave of absence to ensure the health and safety of the student or others, or to ensure the proper operation of the college. This policy sets forth the circumstances under which the college will require a medical leave of absence. This policy is independent and separate from the Code of Professional Conduct and Proscribed Conduct, and nothing in this policy precludes the college from taking appropriate disciplinary action under these Codes for violations of college expectations. Refer to the *Student Handbook* for full policy details.

Satisfactory Academic Progress (SAP) Policy

All students are required to demonstrate Satisfactory Academic Progress (SAP) toward their educational program. Failure to maintain SAP will result in disqualification from federal student aid programs.

Financial Aid SAP is measured in two ways: qualitatively and quantitatively. Students must complete both measures satisfactorily to remain in "Good Standing" status for financial aid eligibility.

Qualitative Measure

Students must be in good academic standing to remain in financial aid "Good Standing." If a student is placed on Academic Warning or Probation status, they will not be considered in Good Standing for their

financial aid status.

Quantitative Measure

- “Pace” of progression (cumulative earned credits divided by cumulative attempted credits): OCOM students must maintain a cumulative pace of 75 percent. That is, 75 percent of all attempted credits must be passed to maintain SAP.
- “Maximum time frame” (maximum length of time to complete the program) is 200 percent of the length of the full time program.

When is Financial Aid SAP Reviewed?

For OCOM’s entry-level, graduate degree programs, Financial Aid SAP status is reviewed at the end of every quarter. If a student does not meet the SAP requirements listed previously, they will be placed on Financial Aid Warning and notified of their status by the Office of Financial Aid. Students who are on Warning status must complete their next quarter successfully, otherwise two Warning quarters in a row will result in the student being placed on Financial Aid Suspension.

Suspension status means students do not qualify for financial aid. Students may submit an appeal for reinstatement of financial aid eligibility to the Director of Financial Aid. If the appeal is approved, the student would be placed on Financial Aid Probation until their SAP has been resolved or they have successfully met the requirements of their academic plan.

Financial Aid SAP Status Definitions

Financial Aid Warning Status

Financial Aid Warning is merely a warning status. A student on Warning may still receive financial aid. To resolve Warning status and return to Good Standing, the student must successfully complete their next enrolled quarter. A student on Warning status two quarters in a row will be placed on Financial Aid Suspension.

Financial Aid Probation Status

Students who have successfully appealed their Suspension status will be placed on Financial Aid Probation, similar to Warning status. Students who are on probation may still receive financial aid. To resolve Probation status, students need to complete their next quarter enrolled or follow their academic plan (if one quarter will not be sufficient to resolve the SAP issue). If a student is placed on Probation and then does not resolve their SAP status or does not meet the terms of

their academic plan, they will go back on Suspension.

Financial Aid Suspension Status

Students placed on Financial Aid Suspension are not eligible to receive financial aid. Students have a right to appeal their status.

Appealing Financial Aid Suspension Status

To appeal, a student must submit a written appeal to the Director of Financial Aid. The appeal should include the following information:

- A statement in their own words explaining why they failed to maintain SAP;
- The actions they will take or have taken to correct or prevent the situation from reoccurring;
- If the appeal is a medical reason, documentation from a doctor indicating that they are cleared to return to school and that the medical condition will not prevent them from being successful in the future;

Students who successfully appeal their Suspension status will be placed on Financial Aid Probation.

Conferral of Degree and Requirements for Graduation

Graduates of OCOM’s entry-level, professional degree programs receive one of the following degrees:

Master of Acupuncture (MAc)

Master of Acupuncture and Chinese Medicine (MACM)

Doctor of Acupuncture and Chinese Medicine (DACM)

Note: upon graduation, students in the DACM degree program are conferred a Master of Acupuncture and Chinese Medicine as part of an articulated degree — MACM/DACM — which allows them to practice in states where first professional doctorate degrees in Chinese medicine are not currently recognized.

To graduate, all students must complete and successfully pass all courses and other academic and clinical training requirements as listed in the college’s academic catalog under which they enrolled (subject to modifications as approved by the Academic Steering Committee). In addition, students must pass a comprehensive clinic exit examination.

Upon successful completion of these educational components, students are recommended for graduation by their clinical supervisor(s) and the Vice President of Academic Affairs. Students must complete the MAc within 68 months from the time of initial

matriculation; students in the MACM or DACM must complete their program within eight years from the time of initial matriculation.

To graduate, all students must complete and successfully pass all courses and other academic and clinical training requirements as listed in the college's academic catalog under which they enrolled (subject to modifications as approved by the Academic Steering Committee). In addition, students must pass a

comprehensive clinic exit examination.

Upon successful completion of these educational components, students are recommended for graduation by their clinical supervisor(s) and the Vice President of Academic Affairs. Students must complete the MAc within 68 months from the time of initial matriculation; students in the MACM or DACM must complete their program within eight years from the time of initial matriculation.

Licensing and Professional Resources

Acupuncture Licensure in the United States

Forty-seven states and the District of Columbia officially recognize acupuncturists as health care practitioners and have adopted specific regulations governing their licensure. Since these regulations differ from state to state, prospective students should research the regulations for the state in which they intend to practice. The National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) maintains an online chart that includes links to state regulatory bodies: <https://www.nccaom.org/state-licensure>.

Graduates of the MACM and DACM programs are eligible to take all of the national certification exam modules offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) and the California Acupuncture Licensing Exam (CALE). Graduates of the MAc program are eligible to take the Foundations, Acupuncture with Point Location and Biomedicine modules of the NCCAOM. The ability of an individual candidate to be licensed in a state is dependent on meeting the specific licensure requirements for that state. Graduation from an accredited acupuncture or Chinese medicine program does not guarantee licensure in a state. Please see specific licensure requirements for the state in which you intend to practice for more professional licensure information.

State regulations for licensure are ever-changing. OCOM intends to ensure the accuracy of the licensure route eligibility by reviewing it annually but cannot guarantee the accuracy of this information. For a complete disclosure of state license eligibility, see our State License

Requirement Disclosure on the program website. Prospective students should always check with the state license-granting authority to determine eligibility.

Graduates of the DACM completion track are only eligible for NCCAOM certification exams and the California Acupuncture Licensing Exam on the basis of their master's-level degree, which is a prerequisite for entry into the DACM completion track. The DACM completion track does not confer eligibility for certification or licensure on its own. The ability of an individual candidate to be licensed in a state is dependent on meeting the specific licensure requirements for that state.

Requirements for Oregon Licensure

To qualify for licensure to practice acupuncture in the state of Oregon, students must have graduated from an accredited college at the first professional master's or doctoral degree level and obtained national certification in acupuncture from the NCCAOM. This certification involves successfully passing the NCCAOM national exam modules in Foundations of Oriental Medicine, Acupuncture with Point Location, and Biomedicine. OCOM students are eligible to take these certification examinations after graduation, but may apply for certification 60 days prior to their graduation date.

Professional and Legislative Organizations

A number of important national organizations now work on behalf of the acupuncture and Chinese medicine profession. The Council of Colleges of Acupuncture and Herbal Medicine (CCAHM) was

formed in 1982 for the purpose of advancing the educational, regulatory, and professional standards within the field. The Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) establishes standards for the accreditation of acupuncture and Chinese medicine colleges. The National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) has established standards for the assessment of practitioners entering the field.

ACAHM has been recognized by the U.S. Secretary of Education as a federal accreditation agency and by the Council on Postsecondary Education. NCCAOM administers a series of exams in acupuncture, herbal medicine, and biomedicine, based on psychometry and rigorous job task analysis of the profession. NCCAOM certification is recognized nationally as a benchmark for entry into the field and a requirement to work in some Integrative health settings. NCCAOM has also been recognized by the National Commission for Certifying Agencies.

CCAHM continues to function as an active forum for the ongoing development of educational standards, research, and professional standards in the acupuncture field with member schools from all regions of the United States. In addition, Oregon Association of Acupuncturists (OAA) promotes professional acupuncture legislative, ethical, and continuing education activities in the state of Oregon. The OAA is a member of the American Society of Acupuncturists (ASA), a national professional association which organizes and coordinates professional initiatives at the national and international level. OCOM students are eligible to join these associations as student members. The fee for student membership in OAA/ASA is an annual fee of \$20, which may be made in the Bookstore. Membership lasts for the duration a student is enrolled at OCOM.

Professional Opportunities

After obtaining their licenses, graduates of OCOM's degree programs practice in a variety of ways. While most graduates open private practices, the styles of these practices are as diverse as the people who attend the college. OCOM graduates practice part time or full time in a variety of settings: solo practice, collaborative partnership with other health care providers, public health clinics, and hospital systems. During their education, many students develop an affinity for a method of treatment or a specific patient population and go on to make this a focus in their practices. Examples include public health, sports medicine,

women's health, aging adults, and pediatrics. For information on acupuncturists' employment and wage statistics, please visit the Bureau of Labor Statistics at <https://www.bls.gov/oes/current/oes291298.htm>

Students and graduates are encouraged to utilize the college's Professional Development Center (PDC) to further their career goals. The online PDC provides tools and resources to help students and graduates build their careers and can be found at alumni.ocom.edu.

Graduate Program Faculty – MAc, MACM, and DACM

Full biographical information is available online at ocom.edu

Core Faculty

Michael Berletich, DAOM, LAc

Associate Dean of Faculty, Oregon College of Oriental Medicine

Adjunct Faculty

Leah Allen, MAcOM, LAc

Oregon College of Oriental Medicine

Sharyn Allyson, DAOM, LAc

Oregon College of Oriental Medicine

Daniel Altschuler, PhD (China), LAc

Guangzhou Chinese Medical College,

Yu-Sheng Chinese Medical Clinic

Katherine Annala, DAOM, LAc*

Oregon College of Oriental Medicine

Bradley Capron, DACM, LAc*

Traditional Chinese Medical College of Hawaii,

Oregon College of Oriental Medicine

Erin Cranford, MAcOM, LAc*

Oregon College of Oriental Medicine

David Darter-Saunders, DC, MAcOM, LAc

University of Western States, Oregon College of Oriental Medicine

Deb Espesete, MPH, MAcOM, LAc**

Oregon Health & Science University,

Oregon College of Oriental Medicine

Linda Faust, MAcOM, LAc*

Oregon College of Oriental Medicine

Patricia J. Gallegos, DAOM, LAc**

Oregon College of Oriental Medicine

Steve Given, DAOM, LAc

Bastyr University, Emperor's College of Oriental Medicine

Angela Hardin, ND

National University of Natural Medicine

Dale Healey, DC, PhD

Parker College of Chiropractic, University of Minnesota

Valerie Hobbs, DAOM

American College of Traditional Chinese Medicine,

Southwest Acupuncture College

Seishiro Hokazono, MSOM, LAc*

National University of Natural Medicine

Connie Jan, MAcOM, LAc**

Oregon College of Oriental Medicine

Hong Jin, DAOM, LAc**

Chair Emeritus of Chinese Medicine

Oregon College of Oriental Medicine,

Nanjing University of Traditional Chinese Medicine

Robert Kaneko, DAOM, LAc*

Oregon College of Oriental Medicine,

Samra University of Oriental Medicine

Martin Kidwell, DAOM LAc*

Oregon College of Oriental Medicine,

Meii College of Oriental Medicine

PikShan Ko, BA

University of Washington

Michel Lau, DACM, LAc

American College of Traditional Medicine

Zhenbo Li, PhD (China), LAc*

Guangzhou University of Traditional Chinese Medicine

Kaitlin Leonard, DACM, LAc

National University of Natural Medicine,

Pacific College of Health and Science

Alison Loercher, MAcOM, LAc

Oregon College of Oriental Medicine

Yan Lu, DAOM, LAc

Oregon College of Oriental Medicine,

Heilongjiang University of Traditional Chinese Medicine

Nate Mohler, DACM, LAc

American College of Traditional Chinese Medicine,

East West College of Natural Medicine

Leslie Monarch, DAOM, LAc**

Oregon College of Oriental Medicine

Debra Mulrooney, DAOM, LAc*

Oregon College of Oriental Medicine

Kerrie Nasman, MAcOM, LAc**

Oregon College of Oriental Medicine

Emery Olson, MAcOM, LAc

Oregon College of Oriental Medicine

Cita Oudijk, MAcOM, LAc*

Oregon College of Oriental Medicine

Jasmine Patel, MSAOM, LAc*

Bastyr University

Tina Rea, LMT**

East West College of Healing Arts

John Rybak, MAcOM, LAc*

Oregon College of Oriental Medicine

Andrew Schlabach, MAcOM, LAc**

Oregon College of Oriental Medicine

Erico Schleicher, MAcOM, LAc*

Oregon College of Oriental Medicine

Kumiko Shirai, DACM, LAc**

*Oregon College of Oriental Medicine,
National University of Natural Medicine*

Erika Sigrist, ND, MAcOM, LAc**

*National University of Natural Medicine,
Oregon College of Oriental Medicine*

Eliot Sitt, DACM, LAc

Oregon College of Oriental Medicine

Lorinda Sorensen, ND, MSAc, LAc

Bastyr University

Sweetland, Bonnie, MACHM, LAc*

Academy for Five Element Acupuncture

Tracey Thorne, MAOM, LAc

New England School of Acupuncture

Lisa Tongel, MAcOM, LAc

Oregon College of Oriental Medicine

Kate Welch, Pharm. D

Oregon State University

Fang Zhang, DAOM, LAc

*Oregon College of Oriental Medicine,
Chengdu University of Traditional Chinese Medicine*

Kailashi Zigler, DACM, LAc*

Oregon College of Oriental Medicine

**Denotes clinical faculty*

***Denotes clinical faculty with other classroom teaching responsibilities as outlined in faculty biographies.*

Doctor of Acupuncture and Oriental Medicine

OCOM's Doctor of Acupuncture and Oriental Medicine (DAOM) degree program is a clinically focused post-professional degree program leading to a clinical DAOM degree. The DAOM degree represents the highest formal educational credential currently available in the field of acupuncture and Chinese medicine in the United States.

The students who graduate from our program are naturally positioned as future leaders in the field, whether as specialized practitioners skilled in the treatment of chronic and complex conditions, clinical researchers, or teachers of future generations of practitioners.

The DAOM program is designed to accommodate practitioners to complete the degree while maintaining their practice — advancing their knowledge and skills in the clinical domain, as well as in biomedicine, research literacy, and teaching skills. Throughout the program, students are encouraged to cultivate habits of lifelong learning and scholarship, and self-directed inquiry is strongly and continuously emphasized.

To complete the program successfully, graduates must be able to demonstrate academic competencies, professional skill sets, and related clinical expertise well beyond the levels required at the master's or DACM level. Specialization in women's health and aging adults, increased interaction with Western biomedical practitioners, a strong emphasis on clinical judgment skills, and greater emphasis on the use of research findings to inform clinical decision making are key areas that distinguish the DAOM degree program from OCOM's entry-level degree programs.

Benefits of a DAOM Education

The DAOM degree brings a wide range of specific benefits. It provides students with the opportunity for in-depth study of advanced topics in acupuncture and Chinese medicine and biomedicine, supervised clinical work in areas of specialization, exposure to research and evidence-based medicine, and the opportunity to develop teaching and other professional skills.

Education at the DAOM level also provides opportunities for professional development, cultivation of leadership skills, other career options including hospital and other mainstream medical settings, or work as a faculty member or researcher.

History of the DAOM Program

OCOM is an ideal place to undertake advanced study. With an established and successful master's degree program, it is one of the most highly regarded schools of acupuncture and Chinese medicine in the United States. The college has made a significant impact on the profession not just in Oregon, but throughout the country.

In keeping with this tradition of excellence, the college's DAOM program was among the very first to be approved by ACAHM to begin operations. In July 2003, the college successfully enrolled its pioneering class of 20 DAOM students. This first class graduated in July 2005, the first graduation of DAOM students anywhere in the United States. As of Fall 2023, the DAOM program has enrolled 21 cohorts of students, and has 200 DAOM

graduates. OCOM's DAOM program is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM).

Purpose of the DAOM Program

The DAOM program provides students with wide-ranging opportunities for advanced clinical and didactic study in the field of acupuncture and Chinese medicine. Instruction emphasizes development of advanced clinical and specialty skills, integration of biomedical and Chinese medicine knowledge, understanding of clinical applications of research, and the cultivation of leadership skills. Throughout the program, students are encouraged to pursue independent scholarship and inquiry into core theoretical and clinical studies.

The delivery model of the college's DAOM education is significantly different from those in OCOM's entry-level degree programs, and directly contributes to and strengthens the program's purpose. The program is designed around a series of intensive teaching modules that support students to develop and demonstrate competency in skills related to knowledge synthesis, independent scholarly and scientific inquiry, critical thinking, and creative problem solving. In between modules, DAOM students are expected to complete extensive reading assignments, write responses to case-based problems, prepare case presentations for in-class discussion, review literature, and create case reports.

The heart of DAOM education at OCOM is the development of lifelong learners and scholars. The program supports and builds upon the abilities of acupuncture and Chinese medicine practitioners who can lead and collaborate, who understand the foundations of medical knowledge, both East and West, who apply disciplined inquiry and careful assessment of evidence in making reasoned conclusions, who express themselves articulately, and who have a historical and cultural context for today's health care problems and challenges.

Program Competencies

Competency-based education emphasizes proficiency and performance, and the DAOM competencies refer specifically to the set of skills, attitudes, and knowledge that reflect the most advanced levels of theory and practice in the field of acupuncture and Chinese medicine.

OCOM has defined five general competencies to be mastered by each student over the course of the DAOM program. The details and emphases within each of these general competencies may vary by course, specialty discipline, and stage of professional development. Mastery is determined through a variety of assessment methods.

Graduates of the Doctor of Acupuncture and Oriental Medicine program will be able to:

- Integrate advanced Chinese medical and Western biomedical concepts and clinical skills, and apply this integrated perspective to the prevention, diagnosis, treatment and long-term management of a range of complex, chronic conditions;
- Demonstrate a synthetic appreciation of advanced concepts in clinical biomedicine, and communicate these concepts clearly and effectively when collaborating on patient care with other health care providers;
- Effectively apply clinical specialization skills and knowledge to the domain of patient care;
- Identify, analyze, and critically evaluate acupuncture and Chinese medicine-relevant research information from a wide range of sources, and apply that information appropriately in clinical settings;
- Demonstrate the potential to make significant scholarly contributions to the profession

DAOM Program Format

The DAOM program is 1,233 hours in length (47.8 credits), including 563 didactic hours and 670 clinical hours. The program has been carefully designed as a four-semester sequence around a series of 20 intensive teaching modules, which take place every 4-5 weeks, over a period of approximately 24 months. Each teaching module is four days, occurring over long weekends (Friday through Monday). Every module includes both didactic (classroom) content and clinical work, including supervised treatment of patients in the DAOM clinic.

Between modules, students are expected to engage in ongoing active learning. This work includes homework and independent study assignments, regular reading assignments, work on clinical case studies, preparing responses to case-based problems, reviewing literature, and creating case reports, as well as maintaining regular online communication with classmates and faculty.

Because of the geographically dispersed nature of the students who enroll in the DAOM program, skill in the use of email and the Internet is essential. DAOM courses are managed via online course management software. To complete the program successfully, students must have access to and be proficient with a computer. Students are required to maintain an assigned @ocom.edu email address, and are responsible for information disseminated to them by the DAOM administration and faculty via email and the course management website.

Year One Courses

Entry, Fall 2023 – Semester A

Course Number	Course Title	Hours	Credits
AA712	Advanced Acupuncture and Chinese Herbal Medicine I (A)	45	2.6
AC711	Advanced Chinese Classical Texts I	12	0.8
BP712	Biomedical Perspectives I (A)	20	1.35
CL740	Clinical Theater I (A)	15	0.5
CL760	Clinical Internship I (A)	40	1.35
CL742	Clinical Case Presentations and Analysis I	15	0.5
CL744	Clinical Seminar I	5	0.15
CL750	Clinical Case Studies I	25	0.55
CL753	Clinical Collaboration I	5	0.11
CL762	Clinical Peer Presentations I	10	0.3
CP812	Capstone Project I: Directed Study	36.25	0.8
PD721	Professional Development I: Acupuncture and Chinese Medicine Research I	10.5	0.7
PD812A	Professional Development I: Research Grand Rounds I (A)	11	.73
	Elective (PD713) †	45	3
Total		294.75	13.44

Year Two Courses

Fall 2024 – Semester C

Course Number	Course Title	Hours	Credits
AA712	Advanced Acupuncture and Chinese Herbal Medicine III (C)	45	2.6
AC811	Advanced Chinese Classical Texts II	12	0.8
BP812	Biomedical Perspectives III (C)	20	1.35
CL840	Clinical Theater III (C)	15	0.5
CL860	Clinical Internship III (C)	40	1.35
CL842	Clinical Case Presentations and Analysis III	15	0.5
CL844	Clinical Seminar III	5	0.15
CL850	Clinical Case Studies III	25	0.55
CL755	Clinical Collaboration III	20	0.44
CL862	Clinical Peer Presentations III	10	0.3
CP814	Capstone Project III: Directed Study	36.25	0.8
PD813C	Professional Development I: Research Grand Rounds III (C)	11	.73
	Clinical Selective (CL911xx) †	60	1.3
Total		314.25	11.37

Spring 2024 – Semester B

Course Number	Course Title	Hours	Credits
AA713	Advanced Acupuncture and Chinese Herbal Medicine II (B)	45	2.6
BP713	Biomedical Perspectives II (B)	20	1.35
CL741	Clinical Theater II (B)	15	0.5
CL761	Clinical Internship II (B)	40	1.35
CL743	Clinical Case Presentations and Analysis II	15	0.5
CL745	Clinical Seminar II	5	0.15
CL751	Clinical Case Studies II	25	0.55
CL754	Clinical Collaboration II	5	0.11
CL763	Clinical Peer Presentations II	10	0.3
CP813	Capstone Project II: Directed Study	36.25	0.8
PD716	Professional Development II: Assessment Skills	16	1
PD722	Professional Development I: Acupuncture and Chinese Medicine Research II	10.5	0.7
PD812B	Professional Development I: Research Grand Rounds II (B)	7	.47
	Clinical Selective (CL911xx) †	60	1.3
Total		309.75	11.68

Spring 2025 – Semester D

Course Number	Course Title	Hours	Credits
AA813	Advanced Acupuncture and Chinese Herbal Medicine IV (D)	45	2.6
BP813	Biomedical Perspectives IV (D)	20	1.35
CL841	Clinical Theater IV (D)	15	0.5
CL861	Clinical Internship IV (D)	40	1.35
CL843	Clinical Case Presentations and Analysis IV	15	0.5
CL845	Clinical Seminar IV	5	0.15
CL851	Clinical Case Studies IV	25	0.55
CL756	Clinical Collaboration IV	20	0.44
CL863	Clinical Peer Presentations IV	10	0.3
CP815	Capstone Project IV: Directed Study	36.25	0.8
PD715	Professional Development II: Teaching Skills	16	1
PD813D	Professional Development I: Research Grand Rounds IV (D)	7	.47
	Clinical Selective (CL911xx) †	60	1.3
Total		314.25	11.31

* Course titles containing an ordinal letter are linked to specialization content and are offered every other year.

† Elective and Clinical Selectives may be taken in any semester.

Note: Total program hours – 1,233; total program credits = 47.8.

DAOM Course Descriptions

Note: OCOM reserves the right to modify the program, including the curriculum and/or the faculty roster, as necessary, to meet the educational objectives and standards as established by the college's Board of Trustees and accrediting and governmental agencies.

AA712/AA713/AA812/AA813

Advanced Acupuncture and Chinese Herbal Medicine I-IV: Clinical Specializations

10.4 credits/180 hours

The four-semester series of Advanced Acupuncture and Chinese Herbal Medicine clinical specializations (Women's Health and Aging Adults) focuses on advanced acupuncture theory and techniques as well as Chinese herbal medicine for chronic, complex disorders in the specialization area. (Note: Women's Health and Aging Adults specializations are offered in alternate years.)

The approach taken is to provide students with a comprehensive knowledge base for the diagnosis and treatment of various common, chronic, and complex conditions in each of the specialties. Each session is taught by experts in the particular area and will address: diagnosis and differentiation, herbal and/or acupuncture treatment, case management and prognosis, and the strengths and weaknesses of Chinese medicine in treating these conditions.

AA712 – This is the first semester of the Clinical Specializations in Aging Adults, which focuses on the acupuncture and Chinese medicine perspective of chronic and complex disorders in the Aging Adults specialization area. Topics in the first semester of Aging Adults specialization include healthy aging and Yang Sheng; stroke, dementia and scalp acupuncture; and oncology.

AA713 – This is the second semester of the Clinical Specializations in Aging Adults focusing on diabetic and metabolic disorders; hepatic and gallbladder disorders; gastrointestinal disorders; Japanese styles of acupuncture; and orthopedics and traumatology.

AA812 – This is the first semester of the Clinical Specializations in Women's Health, which focuses on the acupuncture and Chinese medicine perspective of OB/GYN conditions. Topics in the first semester of Women's Health specialization include: overview of gynecology, menstrual disorders, pelvic disorders, infertility, menopausal syndrome, and pregnancy and postpartum disorders.

AA813 – This is the second semester of the Clinical Specializations in Women's Health focusing on commonly seen broader women's health issues. Topics include Tung's acupuncture; rheumatology and autoimmune disorders; mental and emotional disorders; dermatological disorders; and, thyroid and lipid disorders.

AC711/AC811

Advanced Classical Chinese Texts I/II

1.6 credits/24 hours

AC711 Advanced Classical Chinese Texts I

Advanced Classical Chinese Text - Huang Di Nei Jing is designed to provide students with advanced knowledge necessary to understand and apply the Huang Di Nei Jing. This class features an advanced discussion and clinical application for the theory and acupuncture needling presented in the Huang Di Nei Jing. Through readings from the source text, the practical and different treatment approaches and formulas in the classic texts will also be discussed.

AC811 Advanced Classical Chinese Texts II

Advanced Classical Chinese Text - Shang Han Lun is designed to provide students with advanced knowledge necessary to understand and apply the Shang Han Lun. The class features an advanced discussion and clinical application of the theory and formulas presented in the Shang Han Lun. Through readings from the source text, the practical and different treatment approaches and formulas in the classic texts will also be discussed.

BP712/BP713/BP812/BP813

Biomedical Perspectives I-IV: Clinical Specializations

5.4 credits/80 hours

This four-semester series of Biomedical Perspectives courses provides a foundational understanding of the Western medical perspective of the conditions presented in the clinical specializations. In each of these areas, specific common and complex disorders will be highlighted by an overview of the disorder including the standard biomedical diagnostic tests used to assess the condition, the commonly prescribed Western therapeutic interventions, the possible adverse effects of medications and other therapies, case management and prognosis, and the strengths and weaknesses of the biomedical approach to the condition. The emphasis of the Biomedical Perspectives courses is to gain a basic understanding of the culture, language, philosophy and clinical care approach in biomedicine to help support the integration of Western medicine with the practice of acupuncture and Chinese medicine and to facilitate communication with Western medical practitioners.

BP712 – Topics in the first semester of Aging Adults specialization include: overview of geriatrics; stroke, dementia and scalp acupuncture; cardiopulmonary disorders; and oncology.

BP713 – Topics in the second semester of Aging Adults include: diabetic and metabolic disorders; hepatic and gallbladder disorders; gastrointestinal disorders; orthopedics and traumatology.

BP812 – Topics in the first semester of Women’s Health specialization include: overview of gynecology, menstrual disorders, pelvic disorders, infertility, menopausal syndrome, and pregnancy and postpartum disorders.

BP813 – Topics in the second semester of Women’s Health specialization include: pain, rheumatology and autoimmune disorders; mental and emotional disorders; dermatological disorders; and thyroid and lipid disorders.

CL740/CL741/CL840/CL841

Clinical Theater I-IV: Clinical Specializations

2 credits/60 hours

The Clinical Theater courses provide an opportunity for expert acupuncture/Chinese medicine and Western biomedical practitioners to model the process and skills of assessment, diagnosis, treatment, and collaboration. In each module, one or two patients with disorders pertaining to the module topics will be seen in a theater class setting. Students will have the opportunity to participate in a discussion with the experts regarding the diagnosis and treatment plan. The emphasis of Clinical Theater is to understand the approach to a specific disorder from both medical perspectives, and to learn how to manage this type of case in the student’s own practice.

CL742/CL743/CL842/CL843

Clinical Case Presentations and Analysis I-IV

2 credits/60 hours

In these four courses, students present complex or challenging cases from their own clinical practices to an audience of peers and faculty members. Group feedback and analysis helps to identify problem areas, elucidate appropriate treatment strategies, and clarify optimal long-term approaches to patient care.

CL744/CL745/CL844/CL845

Clinical Seminar I-IV

.6 credits/20 hours

In these four courses, students will meet with faculty and/or mentors in large or small groups for additional discussion and study in clinical areas as well as research, faculty skills, and Capstone projects.

CL750/CL751/CL850/CL851

Clinical Case Studies I-IV

2.2 credits/100 hours

In these four courses, students will complete case study reports from patients treated in their own practices. Case studies will be evaluated by the DAOM faculty and/or peers, and the student will receive feedback for revision and improvement. In Year Two, students will select one case study for revision and submission to a journal for publication. The emphasis of this course is to develop expertise in case report writing skills.

CL753/CL754/CL755/CL756

Clinical Collaboration I-IV

1.1 credits/50 hours

In these four courses, students work strategically to develop improved network ties and working relationships and affiliations with other clinicians. Students begin the course by completing a detailed written evaluation of the degree to which their practice is appropriately integrated into the larger network of practitioner providers. Based on this assessment, students then develop and implement a strategic plan for improving their current network of affiliations and referral ties. One goal of the course is to enhance the student's name recognition and respect, as an acupuncture and Chinese medicine provider, within the health care community. A variety of activities may be appropriate for this course, depending on the student's individual situation.

CL760/CL761/CL860/CL861

Clinical Internship I-IV; DAOM Clinic: Clinical Specializations

5.4 credits/160 hours

The four-semester series of Clinical Internship is designed as a collaborative, group learning experience in the DAOM program. In the DAOM clinic, students will work together in groups to interview, diagnose, and plan treatment for patients with chronic and complex disorders. The clinical supervisors will provide guidance with advanced diagnosis, acupuncture techniques, and herbal formulas. Students will see new and returning patients, while emphasizing progress assessment, treatment modification, and incorporation of other care as appropriate.

CL762/CL763/CL862/CL863

Clinical Peer Presentations I-IV

1.2 credits/40 hours

Clinical Peer Presentations I-IV provide a structure for developing skills in presenting a clinically relevant topic. Students are assigned to make a one-hour presentation to their peers on a clinical topic.

CP812/CP813/CP814/CP815

Capstone Project: Directed Study I-IV

3.2 credits/145 hours

Completion of the Capstone research project is the culminating project for the second year of the DAOM program. Students begin initial work on their projects in the first year of study and continue throughout the program. Mentors are assigned to provide support and advice to students as they complete their projects. The Capstone projects are significant original works, demonstrating critical thinking skills and creativity, and contributing new ideas and perspectives on the topic. The product from the individual clinical project must be of such a nature that it meets academic form and style standards suitable for peer-reviewed professional publications. Students present summaries of their projects to an audience of peers and faculty members during Capstone project presentations at the end of the program. Students are required to attend all of the Capstone presentations of their cohort.

PD721/PD722

Professional Development I: Acupuncture and Chinese Medicine Research I-II

1.4 credits/21 hours

These courses are designed to teach students to critically evaluate and synthesize research information, to communicate that information to other health care practitioners, and to apply that information to enhance patient care and practice building. This course includes the following areas: basic components of research design; challenges in acupuncture and Chinese medicine research design; assessment of the literature and current research in the field; critical reading and synthesizing of research articles and reviews; and the development of a research question.

PD812A/PD812B/PD813C/PD813D

Professional Development I: Research Grand Rounds I-IV

2.4 credits/36 hours

These courses bring in a diverse group of experts in acupuncture research to discuss a variety of elements in research and enhance students' learning and practical application of research information. Lectures are taught in grand round format and include discussions on formulating a research question, developing study objectives, research design models, collaborative research, efficacy vs. effectiveness, challenges, and strategies for overcoming them. Monthly journal club meetings offer collaborative opportunities to present and discuss acupuncture research papers.

PD713

Professional Development III: (Elective)

3 credits/45 hours

Depending on their areas of professional interest, students propose and complete an elective three semester-credit (or four quarter-credit) corequisite course in a subject area that will enhance their own personal professional development. The selected course must be completed at a regionally accredited institution. Distance based, or other nontraditional (e.g., online) courses are acceptable. Prior to enrollment, students must submit a proposal outlining how the proposed elective complements their personal professional interests and experience, and how it would benefit their DAOM study. Administrative approval from DAOM faculty must be obtained before enrolling. Following proof of course completion with a minimum "B" grade, the student will be reimbursed up to a maximum of \$500 of tuition-related costs for the elective course. Students must submit a copy of their tuition receipt for reimbursement within 25 days of completing the course. Documents submitted beyond this due date will be at the college's discretion for reimbursement of payment of the invoice/receipt. Students are responsible for any additional tuition, fees, or other costs in excess of \$500.

PD715

Professional Development II: Teaching Skills

1 credit/16 hours

This course provides structured opportunities for students to develop instructional skills essential for the development of future generations of faculty, clinical supervisors, and leaders of the acupuncture and Chinese medicine profession. Taught every other year.

PD716

Professional Development II: Assessment Skills

1 credit/16 hours

This course provides structured opportunities for students to develop assessment skills essential for lifelong learning and leadership in the acupuncture and Chinese medicine profession. Taught every other year.

Clinical Selectives

Three of the following Clinical Selectives must be chosen and completed in the first and/or second year of the program. **All students are required to complete at least one Externship Selective.** Students must submit a formal proposal request form for each Clinical Selective and receive DAOM faculty and administrative approval before beginning the Selective. Students will not be approved for or allowed to complete Clinical Selectives if they have outstanding past due assignments or other past due work.

Request for Financial Aid Funding for Clinical Selective/Externship Expenses

Students in the DAOM program can request Financial Aid funding up to \$15,000 in expenses related to completion of their Clinical Selective/Externships to meet the requirements of the entire DAOM program. The student must provide the Office of Financial Aid with detailed documentation of reasonable expenses, which can include, travel, cost of training and related materials, and a modest food stipend.

All requests will be reviewed using reasonable expenses for each given situation. An appeal process is available for any student whose request exceeds these guidelines. These requests will be submitted for further review by the Director of Financial Aid and the Dean of Research and Postgraduate Studies.

All travel and related expenses must be submitted to the Office of Financial Aid by August 1 of each year, and completed prior to the student's graduation date.

CL9110A/CL9110B/CL9110C

East Asian Externship (Elective)

1.3 credits/60 hours

Students will spend 60 hours in an elective externship rotation at Nanjing University of Traditional Chinese Medicine. This externship is arranged by OCOM and will take place on specific dates each year. The trip cost, paid by the student, includes in-country travel (bus and/or train), accommodations, per diems for food and group dining, some entrance tickets to historic places, clinical externship tuition, a team translator for groups no larger than four, two afternoon lectures, visa application fee, and travel insurance. Additional expenses and costs, including airfare, are covered by the student directly. The student must complete the OCOM International Travel Policy and Release Form. A student may elect to attend an alternate site in another country of east Asia. A student opting for this alternative must have the site approved prior to making travel arrangements. The student will make and pay for all travel arrangements for an alternative experience but may submit travel receipts for \$500 reimbursement.

CL911SP

Clinical Special Studies (Selective)

1.3 credits/60 hours

Students will spend 60 hours in a clinical special studies selective that provides the opportunity for scholarly inquiry, integration of practice, professional role modeling, and/or in-depth professional responsibilities. No more than two selectives may be completed in this choice. Possible clinical special studies selectives may include college-level teaching, college or health care administration, clinical research, quality assurance activities, public policy work, and/or in-depth clinical training.

Students are responsible for identifying and contacting potential mentors, and working out the logistical details of the selective. Students must develop a set of learning objectives. Mentors and learning objectives must be approved by OCOM's core DAOM faculty before the selective can be started. Mentors must generally have a minimum of 10 years of clinical experience to be approved. Mentors must sign a contract of agreement with the college, which outlines expectations and requirements prior to approval, and must also agree to evaluate student progress using standard OCOM evaluation instruments. OCOM will provide the mentor with an honorarium of up to \$500 for this 60-hour selective. Any additional fees, expenses, or costs must be covered by the DAOM student directly. If the selective involves travel abroad, the student must purchase travel insurance and complete the OCOM International Travel Policy and Release Form.

CL911SS

Clinical Supervision Skills Development (Selective)

1.3 credits/60 hours

Students undergo clinical supervision training by observing a supervisor at an ACAHM-accredited college or university, for a minimum of 60 hours in a supervisory role with master's-level interns. Students will be shadowing a supervisor in this selective. Students are responsible for identifying and contacting potential institutions, and working out any logistical details. The institution in question must sign a contract of agreement with OCOM, which outlines expectations and requirements for this segment. The clinic director of the institution in question must agree to monitor student hours and evaluate progress using standard OCOM evaluation instruments. OCOM will directly reimburse the institution providing the clinical supervision training up to \$500 in training fees. Any additional fees, expenses, or costs must be covered by the DAOM student directly.

CL911WS

Clinical Writing Skills Development (Selective)

1.3 credits/60 hours

With oversight from a mentor, students develop, revise, and submit an article on a clinical subject for publication in a peer-reviewed academic journal. No more than one selective may be completed in this choice. Students interested in pursuing this elective are responsible for developing and circulating the drafts, and identifying an appropriate mentor(s). The final version of the article must be submitted to a recognized peer reviewed journal with proof of receipt before credit can be awarded. OCOM will provide the mentor with an honorarium of up to \$500. Any additional fees, expenses, or costs must be covered by the DAOM student directly.

CL911XA/CL911XB/CL911XC

Clinical Specialty Externship A, B, and C (Selectives)

1.3 credits each/60 hours each

Students spend up to three 60-hour periods in externship rotations working with senior acupuncture/Chinese medicine and/or biomedical (MD, ND, DC or other biomedical physician) practitioners/mentors of their choice in a clinical location. No more than two of these selectives may be with a single acupuncture/Chinese medicine practitioner, and no more than one of these selectives may be with a biomedical practitioner.

Students are responsible for identifying and contacting potential mentors, and working out the logistical details of the externship. Students must develop a set of learning goals for each externship. Mentors and learning goals must be approved by OCOM's clinical DAOM faculty. Mentors must generally have a minimum of 10 years of clinical experience to be approved. Mentors must sign a contract of agreement with OCOM, which outlines expectations and requirements prior to approval, and must also agree to evaluate student progress using standard OCOM evaluation instruments.

The college will provide the mentor with an honorarium or student reimbursement of tuition-related costs of up to \$500 for each 60-hour selective. Students must submit invoice/receipt for reimbursement or documents for honorarium within 25 days of completing the course. Documents submitted beyond this due date will be at the college's discretion for reimbursement of payment of the invoice/receipt.

Any additional fees, expenses, or costs of the externship must be covered by the DAOM student directly. If the externship involves travel abroad, the student must purchase travel insurance and complete the OCOM International Travel Policy and Release Form.

DAOM Admissions Requirements

OCOM seeks DAOM students who show the potential to become leaders in the field of acupuncture and Chinese medicine and who demonstrate the knowledge, skills, and maturity necessary to undertake the challenges of the DAOM program.

To make this assessment, the Admissions Committee reviews each applicant in a variety of areas, including their academic record and professional and life experiences. For questions about the admissions process, contact the Office of Admissions: 503-253-3443 x201 or admissions@ocom.edu.

Prerequisites

All applicants must be able to document satisfactory completion of a master's-level or professional doctorate-level training in acupuncture and herbal medicine (or its equivalent) to be eligible for consideration for the DAOM program. This basic admissions requirement means that applicants must possess a master's degree (or diploma) or professional doctorate in acupuncture and herbal medicine from a school or college accredited by ACAHM, or the international equivalent. Applicants with a MAc or DAC degree must also have an herbal medicine certificate from an ACAHM accredited program. Original transcripts are required in all cases.

The DAOM program is a clinical advanced practice doctoral program, and students are required to present cases from their practice in the classroom as well as writing case study reports. It is also expected that students will apply the knowledge and skills learned in the program to patients in their own practices. For these reasons, applicants to the DAOM program should be currently licensed practitioners with an active practice (generally, this means treating at least 10 patients per week with acupuncture and/or Chinese herbal medicine). Applicants in the process of obtaining licensure and establishing an active practice will be considered for conditional admission.

Prospective applicants whose prior training falls short of this formal academic criteria may still be eligible for consideration for admission to the program. In such cases, the Admissions Committee will undertake a formalized credentials and competencies review prior to considering the application. This review will take into account not only an applicant's training and academic transcript(s), but also factors such as clinical experience and NCCAOM certification in acupuncture and Chinese herbal medicine. The review may require a phone interview with the applicant by the committee to verify levels of knowledge and competency in areas such as acupuncture, Chinese medicine theory and diagnosis, Chinese herbal medicine, and biomedicine.

The committee may also require the applicant to pass formal written challenge examinations or complete master's-level coursework if deficiencies in specific areas are identified. Successful completion of these challenge exams and/or coursework will be required to be eligible for admission.

Technical Skills/Standards

For the safe and effective practice of acupuncture and Chinese medicine, students must be able to meet the Technical Skills/Standards for the Practice of Acupuncture and Chinese Medicine as detailed under the entry-level program in this catalog.

The Application Process

To apply to the DAOM program, first contact the Office of Admissions to access the online application (via Populi). As each section is filled out, the information is saved for later completion. To ensure timely consideration, applicants are required to complete the DAOM application in its entirety before review by the Admissions Committee.

The Early Application deadline* for the application and all supporting materials is January 31; the Regular Application deadline is April 30.

**Applicants who complete their application by January 31 receive a waiver of the \$75 application fee.*

Materials:

- Notification of Application for Admission form
- Nonrefundable application fee of \$75
- A recent photograph (optional)
- Copy of current acupuncture and Chinese medicine license
- Official transcripts from each college previously attended
- Three letters of recommendation from individuals (at least one should be from an instructor) able to judge the applicant's ability to undertake advanced practice, doctoral-level work (must be submitted using online form)

- Documentation of TOEFL score, if applicable
- Applicant General Information form
- Current resume or curriculum vitae
- Description of prior post-secondary education
- Description of current clinical practice
- Financial planning information
- Two personal essays
- Completion of a short case analysis

All completed applications are reviewed by the DAOM Admissions Committee. This committee consists of the Dean of Research and Postgraduate Studies, the Associate Dean of Postgraduate Studies, and the Director of Graduate Admissions. In addition to this core committee, other DAOM faculty, staff, and DAOM alumni may be invited to participate.

The required admissions materials assist the DAOM Admissions Committee in assessing the applicant's motivations for pursuing a clinical advanced practice doctorate as well as their commitment to completing the program. The educational competency requirements are intended to ensure that all students admitted to the program have a common base of knowledge and skills as the foundation for education in the clinical advanced practice doctorate.

Once the completed application has been received, formal interviews with the DAOM Admissions Committee (via telephone, GoToMeeting, Skype, Facetime, Zoom, or in-person) are required of all candidates. This committee will determine if any follow-up interviews or challenge examinations are required; candidates will be informed of the requirements by the Office of Admissions.

Admissions decisions are confirmed within seven business days of the interview and/or successful completion of any required follow-up, including special admissions interviews or challenge examinations. Possible outcomes include acceptance, conditional acceptance, wait list, or denial.

International Students

OCOM is approved by the U.S. Department of Immigration and Naturalization to grant admission to full-time students. I-20 forms are available to admitted applicants who meet INS requirements. International students must be physically on campus at least some of the time each semester during the modules to be compliant with immigration rules. Students cannot attend online only unless they stay in their country and do not come to the United States. Students cannot be

certified through SEVIS for their I-20 if not physically on campus. In addition to all the standard application information and documentation, international students must also meet and submit additional documentation requirements as follows:

Official copies of all academic transcripts from secondary schools must be sent to OCOM's Office of Admissions. In addition, all international institutions' transcripts must be submitted with the appropriate translation and equivalency analysis from a recognized agency such as World Education Services (www.wes.org).

Students who were not educated in the United States must meet the same admissions requirements as U.S.-educated applicants. Such candidates must have their educational credentials evaluated by an international educational service such as World Education Services (www.wes.org) and have these sent to OCOM's Office of Admissions. International students must also submit a Certificate of Finance form and supporting financial documentation as part of the admissions process to show sufficient financial resources to fund educational and living expenses with the following documentation:

- Certificate of Finance
- Official bank verification of funds (English translation) with current exchange rate
- Minimum of \$40,000 for the first year of the two-year program. Each year, the international student needs to show proof of funds for the continuing year before the beginning of each new school year.
- Additional \$5,000 per year for a spouse; an additional \$2,000 per year for each child
- Copy of passport (front and back with signature of bearer) for all non-U.S. citizens
- Copy of photo page of passport showing picture image, correct spelling of legal name, and date of birth
- Copy of visa for all non-U.S. citizens

Note the requirements for current license and active practice (see DAOM Program Admissions Requirements).

International students' tuition and fees are due by the end of the first module of each quarter. International students are not eligible for a payment plan.

English Language Competency

International applicants whose native language is not English are required to provide proof of English proficiency for admission to all OCOM programs. The provision of proficiency must be demonstrated for admission, and may not be waived (for example, for conditional acceptance). The applicant can provide this proof by one of two routes:

- Prior education conducted primarily in English or in an undergraduate or graduate-level institution accredited by an agency recognized by the U.S. Secretary of Education (see further detail below) or
- Provision of a score from one of the specified testing agencies below. Military or other certification of English proficiency cannot be accepted. Interviewers may not assess language skills.

Students interested OCOM programs must achieve a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), with a minimum speaking exam score of 20 and a minimum listening exam score of 17, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam, with a minimum speaking exam score of 6.5 and a minimum listening exam score of 6.

Prior education proof of proficiency is met when the applicant has completed one of the following:

- Four years at a U.S. high school demonstrably delivered in English
- At least two-years (60 semester credits or 90 quarter credits) of undergraduate or graduate-level education in an institution accredited by an agency recognized by the U.S. Secretary of Education
- At least two-years (60 semester credits or 90 quarter credits) of undergraduate or graduate-level education demonstrably delivered in English, or
- High school or two-years (60 semester credits or 90 quarter credits) of undergraduate- or graduate-level education in an institution in one of the following countries or territories: American Samoa; Anguilla; Antigua & Barbuda; Australia; Bahamas; Barbados; Belize; Bermuda; Botswana; British Virgin Islands; Cameroon; Canada (except Quebec); Cayman Islands; Christmas Island; Cook Islands; Dominica; Federated States of Micronesia; Fiji; The Gambia; Ghana; Gibraltar; Grenada; Guam; Guyana; Ireland; Isle of Man; Jamaica; Kenya; Lesotho; Liberia; Malawi; Montserrat; Namibia; New Zealand; Nigeria; Norfolk Island; Papua New Guinea; Philippines; Pitcairn Islands; Sierra Leone; Singapore; South Africa; South Sudan; St. Helena; St. Kitts & Nevis; St. Lucia; St. Vincent & the Grenadines; Swaziland; Tanzania; Trinidad and Tobago; Turks and Caicos Islands; United Kingdom; U.S. Virgin Islands; Uganda; Zambia; Zimbabwe.

ASSESSMENT TOOL	ACCEPTABLE SCORE
Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)	Total: 61
International English Language Testing System (IELTS), Academic Format	Overall band: 6
Duolingo English Test	90
China Standard of English Language (CSE)	CSE 6
Cambridge First Certificate in English (FCE)	C
Cambridge English Advanced (CAE)	C
Common European Framework Reference (CEFR)	B2
Occupational English Test (OET)	250, C
Pearson Test of English (PTE), Academic	Overall: 45

Veteran Benefits

Any veteran receiving GI Bill® benefits while attending Oregon College of Oriental Medicine is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. VA-eligible students must provide a Certificate of Eligibility form to the Office of the Registrar. Veteran students that are chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits will not be imposed with any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from Veterans Affairs (VA).

Veterans applying to the college with specific questions about the use of veteran benefits for attending OCOM should contact the Office of the Registrar.

More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

DAOM Tuition and Financial Aid Information

Tuition in all programs is reviewed annually by the Board of Trustees and is subject to change. Tuition in the DAOM program is programmatic tuition, and is currently \$9,875 per semester. Current annual tuition is \$19,750. The estimated total tuition for the two-year DAOM program at current tuition rates is \$39,500. Additional expenses may be incurred based on the student’s choice of elective coursework and final capstone completion dates and are outlined in the respective course descriptions. The college requires a \$250 deposit within two weeks of acceptance into the program, all of which will be applied to the first year’s tuition.

To assist students with payment of tuition, the college provides for each academic year’s tuition to be paid in two installments of \$9,875 each (at no additional charge to students). Due dates for tuition payments are as follows:

Year One (2023-2024)

Payment #1 — \$9,875

Due September 8, 2023

Last day to pay without late fees: September 11, 2023

Payment #2 — \$9,875

Due March 8, 2024

Last day to pay without late fees: March 11, 2024

Year Two (2024-2025)

Payment #3 — \$9,875

Due September 13, 2024

Last day to pay without late fees: September 16, 2024

Payment #4 — \$9,875

Due March 7, 2025

Last day to pay without late fees: March 10, 2025

Tuition costs are exclusive of travel, lodging, books, supplies, or expenses related to clinical externship electives. Students should anticipate and plan for these additional expenses.

DAOM Program Fees

Application Fee	nonrefundable	\$ 75
New Student Orientation Fee	first year of enrollment	\$ 75
Clinic Fee	per semester	\$ 50
Malpractice Insurance	per semester	\$ 100
Clinic Locker Fee	per year	\$ 25
Transfer Student Evaluation Fee		\$ 150
Continuation Fee	per semester	\$ 400
Challenge Exam Fee	per occurrence	\$ 75
Make-up Comprehensive Exam Fee		\$ 150
Transcript Fee		\$ 15
Returned Check Fee		\$ 65
Academic and Student Services Fee	per semester	\$ 150
Check Replacement Fee		\$ 15
Check Stop Payment Fee		\$ 45
Graduation Fee	final enrollment year	\$ 220
Diploma Replacement Fee		\$ 50
Convenience Fee for Credit Card Payment of Tuition/Fees		3%

Degree Completion

DC917

DAOM Degree Completion Courses

0.0 credit/0 hours

The DAOM Degree Completion courses are for students who are completing their DAOM degree requirements following completion of the regular two-year program. These courses are intended primarily for the Capstone, Clinical Selectives, and Elective. All modular coursework should be completed during the semester in which the course occurred. Any student who has unfinished degree requirements as of the end of the semester of the year that they complete the regular two-year program must register for DC917. Please note, Capstones must be submitted no later than one month prior to the end of the semester in which the student plans to complete all degree requirements. The class of 2023, 2022EM, 2022ES, and 2023EM will have until November 30 (for Fall entry students; 2023, 2022ES) or May 30 (Spring entry students; 2022EM, 2023EM) of the year that they complete the regular two-year program to complete degree requirements before registering for DC917.

The continuation fee for DC217 is \$400. If students are completing any clinical selective, malpractice fees will also apply. The fees will be billed at the start of the semester (December 1 for the Classes of 2023 and 2022ES, and 2023EM or June 1 for the Classes of 2022EM and 2023EM) and due one month later; late fees will be charged if payment is not received by the due date. Fees for subsequent degree completion courses will be billed according to the published tuition and fee schedule for that semester. Late fees will be charged if payment is not received by the due date.

Tuition and Payment Policy

Many DAOM students receive financial aid to attend OCOM. Federal financial aid is normally disbursed to the college each semester and applied to the student's account within three business days. Tuition, fees, books, and any other charges are also applied to the student's account. Refunds of account balances are usually made within the first week of classes. If a student's financial aid disbursement is not sufficient to cover the balance due, the student may request a payment plan from the Business Office. However, student accounts must be current to continue attending classes or to receive credit for coursework.

Tuition and fee payments are due in full by the last day

indicated under tuition payment dates. If payment in full is not possible, then the student should request a payment plan from the Business Office. A nonrefundable payment plan fee of \$50 is added to the first payment.

Students must clear all charges in their accounts before the end of each semester to receive any course credit or to continue enrollment in the semester. Payment due date schedules for each semester year are detailed above and posted on the DAOM program management websites.

Late Payments

Tuition payments must be made in a timely manner. Tuition payment due dates for each semester and last days to pay without incurring a late fee are detailed above. Students paying their accounts after a due date will owe a late fee of \$45 for the first day, and \$5 for each day thereafter, for outstanding balances paid after that date. Students are encouraged to contact the Business Office if needed to arrange a payment plan. In the event that payment remains in a delinquent status for an extended period or if payments are habitually late, the student may be dismissed from the program.

Tuition Refund Policy

A student may terminate — withdraw or take a leave of absence — by giving written notice to the college (the student must complete the Leave of Absence request form for a leave and have the leave of absence approved by the Dean of Research and Postgraduate Studies). If termination occurs before the start of the first module of the academic year, all tuition paid for that academic year will be refunded. If termination occurs after the start of the first module of the academic year, the student is financially obligated to the college according to the following schedule:

- If the student withdraws prior to completion of 60 percent of the period covered by a tuition payment, the student shall be entitled to a prorated "return of funds" of the total tuition charged for that period of enrollment.
- "Return of funds," as used in this section, is calculated using the Federal Regulation for Return of Title IV Funds, which means that a student shall be charged for the time attended as determined by the last recorded day of attendance by that student. This is calculated by the total number of class days attended for each module during that payment period divided by the total number of class days in all modules occurring during that payment period. If the student has utilized federal student loans, and if the calculation determines

that the school is required to return funds, the funds are returned to the Federal Direct Loan Program in the following order: Federal Direct Unsubsidized Stafford Loans, Federal Direct Graduate Plus Loan.

- If a student withdraws or takes a leave of absence after the completion of 60 percent or more of the class days in all modules for the current payment period, the student shall be responsible for the tuition charged for the entire payment period and shall not be entitled to a refund.
- If a student is not in attendance for any one module, they must give written notice that they will be attending the next module. If a student fails to return to the next module, a Return of Funds calculation will be performed based on the date of the last module attended and the student will be automatically withdrawn from the program.

Financial Aid

DAOM students at OCOM are eligible to apply for federal student loans: the Direct Unsubsidized Loan and the Direct Graduate PLUS Loan. Students must fill out a Free Application for Federal Student Aid (FAFSA) each year they are enrolled.

OCOM's school code is B 07625. For more information about the types of loans and how to apply, visit www.ocom.edu/admissions/financial-aid, or contact the Office of Financial Aid.

Electronic Funds Transfer (EFT) for Student Loan Funds

Disbursement of federal student loan proceeds will be electronically drawn into the college and applied to individual student accounts. The Business Office will apply tuition and fees to the student's account prior to the beginning of each semester. Pre-order of textbooks will be applied to the student's account by the Business Office. If your account has a credit balance after tuition, fees and books, then a refund check will be issued. Refund checks are usually ready in approximately three days after all transactions have occurred and will be available for pickup in the Accounting office. Other arrangements can be made by contacting the Accounting Office.

If a student wishes to not accept all of the loan proceeds, they can request to have all or part of the funds returned to the Direct Loan Program. This request must be made in writing within 14 days of disbursement of funds. Contact the Office of Financial Aid for details.

Request for Financial Aid Funding for Clinical Selective/Externship Expenses

Students in the DAOM program can request federal student loan funding up to \$15,000 in expenses related to completion of their clinical selective/externships to meet the requirements of the entire DAOM program. The student must provide the Office of Financial Aid with detailed documentation of reasonable expenses, which can include travel, cost of training and related materials, and a modest food stipend.

All requests will be reviewed using reasonable expenses for each given situation. An appeal process is available for any student whose request exceeds these guidelines. These requests will be submitted for further review by the Director of Financial Aid and the Dean of Research and Postgraduate Studies.

All travel and related expenses must be submitted to the Office of Financial Aid by the last paperwork deadline of each year as indicated on the disbursement schedule, and completed prior to the student's graduation date.

DAOM Program Academic Policies

Academic Year and Credit Hours

OCOM's Doctor of Acupuncture and Oriental Medicine program is a four-semester program; all students are considered full time.

The DAOM curriculum is delivered in four consecutive semester terms over a 24-month period. Each semester consists of five intensive teaching modules, plus monthly required meetings, Clinical Selectives and Capstone project work. Significant work is required outside of the teaching modules. During modules, students meet on campus for four days each month. A final two-day Capstone project presentation and graduation event concludes the program. Students are required to attend all of the Capstone presentations for their cohort.

The DAOM program consists of a total of 1,233 hours, for which 47.8 academic credits are granted. The program is equivalent to 23.9 credits per academic year for the duration of the program. Of the 1,233 hours, 670 are devoted to clinical studies and 563 are didactic hours. Additional time is scheduled for orientation. Throughout the DAOM program, academic credits are calculated according to standard academic practice:

15 didactic hours = 1 credit

30 clinical hours = 1 credit

45 reading, conference, clinical externship, or directed study (independent) hours = 1 credit

Adjustments are made for instruction delivered in a language other than English: 45 minutes of credit are granted for every hour of classroom instruction in another language.

Students are expected to be engaged in ongoing study between the modules in specified coursework, assignments, clinical observations, and individualized study/research. The out-of-class study expectation is based upon ratios that correspond with the credits listed above.

One didactic hour = 2 hours out-of-class study

One clinical hour = 1.5 hours out-of-class study

Based upon these ratios, it is anticipated that a student can expect an average of 15-20 hours per week in out-of-class study and learning activities.

Transfer Credit Policy

A transfer student is one who has completed advanced practice doctoral coursework at a college of acupuncture and Chinese medicine and is seeking transfer credit and specialized placement as a result of that coursework. All transfer students must meet the same prerequisites as any applicant. Applicants may request transfer of credit in acupuncture and Chinese medicine from advanced practice doctoral-level courses taken prior to enrollment at OCOM. Transfer credit will only be awarded for courses that are essentially similar in description, content, level, and credit hours to OCOM's DAOM coursework.

All courses submitted for transfer credit will be evaluated by the Dean of Research and Postgraduate Studies together with core DAOM faculty as needed for applicability to the DAOM curriculum. Applicants must provide course descriptions and syllabi for each course to be considered, as well as an official transcript. Transfer credit awarded by OCOM shall not exceed 33 percent of the total credits of the DAOM program. Coursework completed at another institution more than three years prior will be considered for transfer only with appropriate examination (or acceptable evidence of current content knowledge use). CEU credits are not accepted as transfer credit. Transfer credit is awarded only for classes completed with a grade of "B" or better.

If a student has completed coursework at an international institution, or one not accredited by ACAHM, the Dean of Research and Postgraduate Studies will review the situation and make a determination as to the applicability of any transfer credit. Students from such institutions must have their transcripts evaluated by an international educational service.

Because of the wide diversity of academic programs offering courses similar to those at OCOM, there may be instances in which the number of transferred credits for a particular course equals only a portion of the credits required for the equivalent OCOM course. In such cases, students requesting transfer credits must meet with the Dean of Research and Postgraduate Studies to determine whether or not the deficiency in course hours represents a deficiency in education and training based on OCOM standards. If such a deficiency is suspected or identified, the Dean of Research and Postgraduate Studies, in consultation with the course

faculty member, will determine whether the student must either pass a challenge exam in the subject or participate in the course to make up the identified deficiency. The student will be responsible for the expense of the challenge exam.

If the Dean of Research and Postgraduate Studies and/or the faculty member determine the student's training and/or education is substantially equivalent to that offered at OCOM or when a challenge exam has been successfully completed in the course in question, the student's transcript will reflect the number of credits awarded by the previous institution, and the course requirement will have been met.

Transferability to Other Institutions

As previously noted, all OCOM DAOM coursework is nationally accredited through ACAHM. However, it is always within the purview of the receiving institution to determine the transferability of OCOM credit toward the satisfaction of their academic program requirements. All students are strongly advised to contact the appropriate administrative staff at other programs when contemplating the potential transfer of OCOM credits to other institutions.

Auditing Classes

All OCOM DAOM graduates (those who have received the DAOM degree) may attend DAOM module lectures on a space-available, first-come first-served basis. Any DAOM graduate who wishes to attend a DAOM module lecture must contact the DAOM administration to register.

Grading Policy

A "Pass/Fail" grading system is used. Grades are given at the end of each semester. Students can view their grades or print out their grade report from Populi at the end of each semester. Students are evaluated during the year to monitor their progress. The following grades are given:

P (Pass) – Satisfactory completion of all required coursework. When percentages are used to score coursework and exams, 75 percent is considered the minimum passing level.

F (Fail) – Unsatisfactory completion of coursework. If a student fails a course, the course must be retaken. Failing a course a second time will result in dismissal from the program.

W (Withdraw) – A student may withdraw from a class before the final requirements for that course are due. The student must request and receive permission from the Dean of Research and Postgraduate Studies and the course instructor. A "W" will become a permanent part of the student's academic record. The student must generally take a leave of absence, and repeat the course in the next year it is offered.

I (Incomplete) – An "Incomplete" indicates that further work in a course must be completed before a grade is given. If an Incomplete occurs in a prerequisite course, the Incomplete must be resolved and converted to a passing grade no later than thirty (30) days after the start of the following semester to continue the course series. If a student receives a failing grade in a prerequisite course, they will not be allowed to continue the course series and will be required to withdraw from the course. A student with an Incomplete in a non prerequisite course must resolve and convert an Incomplete to a passing grade by the end of the following semester. After that point, the Incomplete will convert to a Fail and remain a permanent part of the student's academic record. The student will be required to retake the failed course in a subsequent semester and pay the per credit cost for tuition. This may require a student to take a leave of absence until the course is offered again.

IP (In Progress) – Given when a course is still in progress at the end of the academic year; generally, courses that span Year One and Year Two.

Attendance Policy

In a professional medical program such as OCOM's, attendance is essential for acquiring knowledge and skills needed for safe and effective practice. As such, students are expected to attend all their classes and clinic shifts.

Students are expected to be present for all didactic and clinical portions of the DAOM program. A minimum 90 percent attendance record is required for the program as a whole. Students may be absent for no more than two non-consecutive monthly modules during the 24-month program. When a student does not miss an entire monthly module, but only a portion, the student may miss no more than nine full days of module instruction during the two-year program, including no more than two clinic internship days, two class sessions of any other clinical course, or two class sessions of any didactic course. In all cases, students must inform the administration in

advance if they must be absent from any classes. The administration will determine if an absence is excused. Whether an excused or unexcused absence, students are responsible for submitting all assignments from any absence, on time, to the appropriate faculty members.

When possible, remote access for lectures may be arranged for excused absences. Listening to lectures via remote access during an excused absence does not count as attendance. Students who are not physically present in the classroom are counted as absent, and the attendance policy will apply.

Students must make up any missed modules beyond the two modules or nine days allowed for excused absences. If a student misses clinical internship time, clinical course class session time, or didactic class session time in excess of the permitted maximum of two days, the student must make up the missed clinical internship or clinical/didactic class time. Make-up fees are charged for any excess missed sessions, including clinical and/or classroom work.

To make up excess missed sessions (clinical or didactic), the student will attend the make-up sessions in the academic year following completion of the student's two-year program. The student is responsible for making arrangements to attend make-up modules, clinic internship days, or class days with the Dean of Research and Postgraduate Studies. Depending on the timing of an absence, students may also receive an Incomplete ("I") in one or more of the courses. In that case, the Incomplete policy would also apply.

Student Evaluation and Comprehensive Examinations

Evaluation of student performance is a critical component of the DAOM program course of study. Ongoing formative and summative assessments are utilized and offered to the students as feedback on their educational and professional development. Each of the didactic and clinical courses has clearly defined learning objectives that are used by the faculty as performance criteria for student evaluation. Each course syllabus will explicitly state faculty expectations and methods of evaluation to be used for didactic and/or clinical components of the curriculum.

In addition to evaluation within each course, students will be asked to complete a number of assignments that span several courses and demonstrate the student's ability to integrate, synthesize, and apply information to relevant clinical situations. These

measures will include case analyses, case reports, case presentations, reports of collaboration experiences, and comprehensive examinations. If a student fails either of the comprehensive exams, the student will be given the opportunity to retake the exam within one month. If an exam is failed for a second time, the student may be dismissed from the program.

DAOM Program Academic Deficiency Policies

Each semester the Dean of Postgraduate Studies and Associate Dean reviews each student's record to obtain a list of students who are not meeting program or graduation standards. Any notice or change in status will be sent to the student's OCOM email address. Notification of academic warning, academic probation, suspension, and dismissal will be sent no later than close of business on the Friday of the third week of the semester. The date of the email will serve as the date of notice. Notification of suspension and dismissal are additionally sent via U.S. mail to the student's local mailing address.

All notices should include the following information:

- A statement that the student has been placed on academic warning, academic probation, suspension, or dismissed
- The reason(s) that the student has been placed on academic warning, academic probation, suspension, or dismissed
- A statement of the requirement that the student meet with the Dean of Postgraduate Studies to discuss a plan to return to Good Standing and/or signature of a learning contract if the student has been placed on academic probation
- A list of the potential consequences for not meeting the requirements outlined in the learning contract .
- Description of appeal process

DAOM students are required to pass all required courses in order to fulfill their degree requirements. Any student requesting an Incomplete, must complete an Incomplete Request Form within five (5) working days of the end of a semester to petition to request an "Incomplete" for missing coursework from the course instructor. A student with an Incomplete must resolve and convert an Incomplete to a passing grade by the end of the following semester. After that point, the Incomplete will convert to a Fail and remain a permanent part of the student's academic record. The student will be required to retake the failed course in

a subsequent semester and pay the per credit cost for tuition. If an Incomplete occurs in a prerequisite course, the Incomplete must be resolved and converted to a passing grade no later than thirty (30) days after the start of the following semester in order to continue the course series. If a student receives a failing grade in a prerequisite course, they will not be allowed to continue the course series and will be required to withdraw from the course. Any failed courses and retakes may result in additional costs and a significant delay of graduation.

A change of status is the decision of the Dean of Postgraduate Studies and Associate Dean of Postgraduate Studies. Depending on the nature of the academic deficiency, the categories below are not necessarily followed sequentially. A student with Incompletes in more than 25 percent of the attempted credits taken in a single semester and/or a failing grade during a single semester is no longer considered to be in good standing and will receive an academic warning. A student with Incompletes in more than 60 percent of the attempted credits taken during a single semester and/or a failing grade will be placed on Academic Probation. Any student that is not in good standing will be notified in writing by email. This may impact financial aid eligibility.

Grade	Level
25% (or less) of attempted credits Incomplete	Good Standing
>25% of attempted credits Incomplete and/or one failing grade	Academic Warning
>60% of attempted credits Incomplete and/or two or more failing grades	Academic Probation

**Please note, the final capstone course (CP815), elective (PD713), and clinical selective courses (CL911xx) are not considered here.*

To return to good standing from an academic warning or probation, a DAOM student must pass all Incomplete courses and complete all remediation requirements on time. A change of status is the decision of the Dean of Postgraduate Studies and Associate Dean of Postgraduate Studies who will notify the Office of the Registrar accordingly. The Dean of Postgraduate Studies will notify the student each semester that the student remains on probation, and whenever the student's academic status has changed. The registrar receives

copies of all communications with students concerning changes in academic standing for the purpose of maintaining student records. Academic standing notations appear on the advisor's transcript for internal use but, with the exception of suspension and dismissal status, are excluded from external transcripts.

An appeal of any change of status or notification may be made to the Vice President of Academic Affairs. These appeals are generally only considered in the event of factual error. To appeal a decision for Dismissal for Academic Deficiency, the student may request additional review by the Academic Steering Committee. The written appeal must be made to the Vice President of Academic Affairs within five (5) working days of the date of the notice. The appeal must specify and include the alleged documented inaccuracy and the relevance of the fact(s). The Vice President of Academic Affairs will respond to the appeal within 10 working days.

Academic Warning

Academic warnings are sent to students who are deemed by the Dean of Postgraduate Studies to be academically at risk of not completing their degree and who may benefit from additional support and/or services to help them regain competency in the DAOM programs. A student with Incompletes in more than 25 percent of the attempted credits taken during a single semester or a single failing grade will receive an academic warning. A DAOM student is placed on academic warning for one semester. Academic Warning is not meant to be a persistent designation.

A DAOM student may be placed on academic warning under the following circumstances:

- The student's record shows that they have failed a course, have failed to remediate a prior Incomplete, or have received Incompletes in more than 25 percent of the attempted credits taken during a single semester.
- The Dean of Postgraduate Studies or Associate Dean has a concern of the ability of the student to maintain academic progress.

A DAOM student placed on academic warning will be required to:

- meet with the Dean of Postgraduate Studies to discuss a plan to return to Good Standing.

Students on academic warning status may be changed to OCOM's academic probation status if their academic progress fails to improve.

Academic Probation

A student with Incompletes in more than 60 percent of the attempted credits taken during a single semester will be placed on academic probation. A DAOM student is placed on academic probation for one semester. If the student has not satisfied the conditions of the probation, the student will remain on probation for an additional semester. After two (2) semesters on academic probation, the student is subject to suspension from the DAOM program.

A DAOM student may be placed on academic probation under the following circumstances:

- The student has been placed on academic warning for a prior consecutive semester.
- The student has received Incompletes in more than 60 percent of the attempted credits taken during a single semester.
- The student's record shows that they have failed to remediate an incomplete grade in a course within one semester's time or the time stated in the learning contract.
- The student has exceeded four (4) years from the time of matriculation to the completion of all degree requirements.

An DAOM student placed on academic probation will be required to:

- meet with the Dean of Postgraduate Studies to sign a learning contract to return to Good Standing.

Academic Suspension

Academic suspension will occur when a student has failed to return to good standing and has remained on academic probation for two (2) consecutive semesters. The terms of suspension are unique to each student and will be established by the Dean of Postgraduate Studies, Associate Dean, and Vice President of Academic Affairs. A suspension will last a minimum of one (1) semester and no more than two (2) years.

Reasons to be referred for suspension:

- Failure to follow through on a learning contract
- Third semester on academic probation

A notice of academic suspension should include the following information:

- A statement that the student has been placed on academic suspension.
- The reason(s) that the student has been placed on academic suspension.
- Terms and duration of academic suspension
- Description of appeal process.

At the end of the suspension period, the student may petition the Dean of Postgraduate Studies for permission to resume study. They may be required to show that all terms of the suspension have been met before receiving approval to return to OCOM. The student must explain and submit in writing the steps that have been taken to resolve all circumstances contributing to the student's dismissal. All outstanding coursework outlined in the learning contract at the time of suspension must have been completed for consideration of readmission. If a student is unable to demonstrate that they have adequately resolved the issue(s) that led to the suspension, the student may be recommended for dismissal. The Academic Steering Committee will review all petitions and act favorably on them only when the committee determines, based on the evidence presented, academic success can be anticipated. The Dean of Postgraduate Studies will notify the student, in writing, of the decision of the Academic Steering Committee, as well as any conditions and/or additional requirements for readmission. Once approved for readmission, the student must submit the appropriate Registration Fees. Students who become subject to suspension for academic reasons for a second time shall be dismissed from the program. Students permitted to resume enrollment following a suspension are expected to make Satisfactory Academic Progress (SAP). During suspension, the student may not enroll at the college except for required remediation.

Academic Dismissal

Recommendations for academic dismissal are reviewed by the Dean of Postgraduate Studies, Associate Dean, and the Vice President of Academic Affairs. Academic dismissal for reasons listed in the following paragraph must be preceded by at least one written warning from the DAOM program notifying the student of the problem area(s) and providing an adequate time period for response and/or improvement before taking further action. If permission to re-matriculate after suspension for academic deficiency is denied, the suspension will automatically revert to a dismissal. In the event the terms of the written warning are not met and a recommendation for dismissal is being considered by the school, the student will be required to meet with the Dean of Postgraduate Studies.

A student may be dismissed from the DAOM program under the following circumstances:

- Poor academic performance as evidenced by 2 or more sanctions

- A third semester on academic probation
- Failure to remediate a non-passing grade in a subsequent semester/failing the same class twice
- Failing to fulfill the conditions of the learning contract for remediation or academic probation
- Failure to complete all degree requirements within four (4) years from the date of initial enrollment in the DAOM program

Appeals

A DAOM student may appeal a dismissal by filing a formal written appeal to the Vice President of Academic Affairs within 30 days of receiving notice of the disqualification. Formal appeals filed by students under this policy shall include at least the following information:

- The approximate date and nature of the events that lead to the dismissal and filing of the appeal;
- All the relevant facts the student knows that support the appeal, including any stated policies or procedures that the student believes to have been violated;
- The outcome the student is seeking to resolve the situation.

The appeal will be reviewed by the Academic Steering Committee, who will make a recommendation to the Vice President of Academic Affairs. The Vice President of Academic Affairs or their designee will render a decision, in writing, within 30 days of receipt of the appeal.

Financial Aid SAP Policy

All students are required to demonstrate Satisfactory Academic Progress (SAP) toward their educational program. Failure to maintain SAP will result in disqualification from federal student aid programs. The Satisfactory Academic Progress policy of the Office of Financial Aid:

Financial Aid SAP is measured in two ways: qualitatively and quantitatively. Students must complete both measures satisfactorily to remain in "Good Standing" status for financial aid eligibility.

Qualitative Measure

Students must be in good academic standing to remain in financial aid "Good Standing" status. If a student is placed on Academic Warning or Probation status, they will not be considered in Good Standing for their financial aid status.

Quantitative Measure

- "Pace" of progression (cumulative earned credits divided by cumulative attempted credits): OCOM

students must maintain a cumulative pace of 75 percent. That is, 75 percent of all attempted credits must be passed to maintain SAP.

- "Maximum time frame" (maximum length of time to complete the program) is four years.

When is Financial Aid SAP Reviewed?

For students enrolled in the DAOM program, financial aid SAP status is at the end of each semester. If a student does not meet the SAP requirements listed previously, they will be placed on Financial Aid Warning and notified of their status by the Office of Financial Aid. Students who are on Warning status must complete their next semester successfully, otherwise two Warning semesters in a row will result in the student being placed on Financial Aid Suspension. Suspension status means a student does not qualify for financial aid. The student may submit an appeal for reinstatement of financial aid eligibility to the Director of Financial Aid. If the appeal is approved, the student would be placed on Financial Aid Probation until their SAP has been resolved or they have successfully met the requirements of their academic plan.

Financial Aid SAP Status Definitions

Financial Aid Warning Status

Financial Aid Warning is just a warning status. Students who are on warning may still receive financial aid. To resolve Warning status and get back into Good Standing a student must successfully complete their next enrolled semester. Students who go on Warning status two semesters in a row will be placed on Financial Aid Suspension.

Financial Aid Probation Status

A student who has successfully appealed their Suspension status will be placed on financial aid Probation, similar to Warning status. A student on Probation may still receive financial aid. To resolve Probation status, the student needs to complete their next semester enrolled or follow their academic plan (if one semester will not be sufficient to resolve the SAP issue). If a student is placed on probation and then does not resolve their SAP status or does not meet the terms of their academic plan, they will be put back on Suspension.

Financial Aid Suspension Status

Students placed on Financial Aid Suspension are not eligible to receive financial aid. Students have a right to appeal their status.

Appealing Financial Aid Suspension Status

To appeal, a student must submit a written appeal to the Director of Financial Aid. The appeal should include the following information:

- A statement in their own words explaining why they failed to maintain SAP;
- The actions they will take or have taken to correct or prevent the situation from reoccurring;
- If the appeal is a medical reason, documentation from a doctor indicating that they are cleared to return to school and that the medical condition will not prevent them from being successful in the future;

A student who successfully appeals their suspension status will be placed on Financial Aid Probation.

Time for Program Completion

Students are generally expected to complete the DAOM program in 24 months of continuous enrollment. In all cases, students must complete the DAOM program within four years of matriculation (less any approved leave of absence).

Leave of Absence and Withdrawal

Any student in “Good Standing” (with no unresolved academic, financial, or disciplinary issues) may apply for a formal leave of absence of up to two years if the course modules are not completed and up to one year after course modules are completed but before all degree requirements are completed. A student on leave of absence is entitled to readmission without reapplication. The student will pay the program tuition in effect for the cohort the student joins when they reenter.

A student on leave of absence for longer than two years who wishes to re-enter the DAOM program must re-apply to OCOM under the admissions policies in effect at the time of reapplication. Forms to begin the leave of absence procedure are available from the Dean of Research and Postgraduate Studies. The Dean will meet with the student and establish an academic contract with the student that clearly states all requirements necessary for reentry into the program.

Any student requesting a leave of absence must be fully aware that the DAOM program, its curriculum design, content, and faculty may change during the leave of absence. A student is not guaranteed to be able to resume with the same curriculum or faculty as when they left. Changes in the program, curriculum design, content, and modules may require a student to take

additional courses, make-up specific modules, or submit additional assignments upon their return. Students who take a leave of absence before the end of a semester must be aware that they have not completed or received any credit for that year’s courses, and that their transcript will reflect Incompletes (“I”) until the coursework is complete when they return to the program.

Students may initiate the leave of absence or formal withdrawal from OCOM by meeting with the Dean of Research and Postgraduate Studies who will provide the student with the appropriate form. Unresolved financial or disciplinary issues may delay or impact the conditions of the approval. Students who take a leave of absence while on academic probation will return to the program on academic probation. Any approved leave of absence may specify requirements for returning to the program.

Any tuition refunds or remaining financial obligations to the college will be determined on the basis of the date of application for leave of absence.

In addition, any student who fails to attend class or clinic for two consecutive course modules or fails to register for any semester will be considered by the college to have withdrawn. Students who have withdrawn from the program must apply for readmission.

Involuntary Leave of Absence for Medical Reasons

The college strives to ensure that all students can fully participate as members of the college community. When a student’s participation and/or presence on campus: poses a health or safety risk to themselves or others the college may require that the student take a leave of absence to ensure the health and safety of the student or others, or to ensure the proper operation of the college. This policy sets forth the circumstances under which the college will require a medical leave of absence. This policy is independent and separate from the Code of Professional Conduct and Proscribed Conduct, and nothing in this policy precludes the college from taking appropriate disciplinary action under these Codes for violations of college expectations. Refer to the *Student Handbook* for full policy details.

Requirements for Graduation and Conferral of Degree

Graduates of the college's DAOM program receive the degree, **Doctor of Acupuncture and Oriental Medicine**, or **DAOM**.

Requirements to receive the DAOM degree:

- All attendance requirements must be met;
- All coursework and clinical requirements must be completed with grades of "P," including the capstone project;

- All comprehensive exams must be passed with a minimum of a "B" grade;
- All clinical work and requirements in Clinical Selectives must be successfully completed;
- All financial obligations to OCOM must be met;
- The student must participate in and attend the capstone project presentations and must complete an exit survey.

Upon successful completion of the above, students are recommended by the DAOM departmental chairs and the Dean of Research and Postgraduate Studies to receive the DAOM degree.

DAOM Program Faculty

Full biographical information is available online at ocom.edu

Core Faculty

Jaime Ralston-Wilson, DAOM, LAc

*Dean of Research and Postgraduate Studies, Chair of DAOM Clinic
Bastyr University, Pacific College of Health and Science*

Ed Chiu, DAOM, LAc

Oregon College of Oriental Medicine

Zhaoxue Lu, DMed (China), PhD, LAc

*Associate Dean of Postgraduate Studies, Chair of Acupuncture
and Chinese Medicine – DAOM Program
Chengdu University of TCM*

Henry McCann, DAOM, LAc

Oregon College of Oriental Medicine

Erika Sigrist, ND, LAc

*Chair of Integrative Medicine – DAOM Program
National University of Natural Medicine, Oregon College of Oriental
Medicine*

*Distinguished Guest Lecturers
and Supervisors – Acupuncture
and Chinese Medicine*

Satya Ambrose, ND, LAc

*Co-founder of Oregon College of Oriental Medicine
National College of Naturopathic Medicine*

Michael Berletich, DAOM, LAc

Oregon College of Oriental Medicine

Judith Boice, ND, LAc

*National College of Naturopathic Medicine,
Oregon College of Oriental Medicine*

Misha Cohen, OMD LAc

*Quebec School of Acupuncture, San Francisco College of Acupuncture and
Oriental Medicine*

Wen Jiang, PhD (China), LAc

Tianjin University of Traditional Chinese Medicine

Hong Jin, DAOM, LAc

*Nanjing University of Traditional Chinese Medicine, Oregon College of
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Li Jin, DAOM, LAc

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Greg A. Livingston, PhD (China), LAc

Zhejiang Chinese Medical University

Robert Quinn, DAOM, LAc

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Chengdu University of TCM

Lisa Tongel, LAc

Oregon College of Oriental Medicine

Ying Wang, MD (China), LAc

Heilongjiang University of Traditional Chinese Medicine

*Distinguished Guest Lecturers – Biomedicine
and Professional Development*

Katherine Annala, DAOM, LAc

Oregon College of Oriental Medicine

Claudia Citkovitz, PhD, MS, LAc

*University of Westminster, Tri-State College of Acupuncture and Oriental
Medicine*

Lisa Conboy, MA, MS, ScD

Harvard School of Public Health

Dawn Dickson, LICSW

University of Washington

Ardith Z. Doorenbos, PhD, RN, FAAN

Michigan State University, Wayne State University

Alethea Fleming, ND

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National College of Naturopathic Medicine

Jonathan Siman, DACM, MS, LAc

Pacific College of Health and Science, Touro College

Brian Willis, MD, PhD

University of Illinois College of Medicine

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Vice President of Academic Affairs

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Dean of Research and Postgraduate Studies; Chair of DAOM Clinic

Katherine Annala, DAOM, LAc

Associate Dean of Clinical Education

Zhaoxue Lu, DMed (China), PhD, LAc

Associate Dean of Postgraduate Studies

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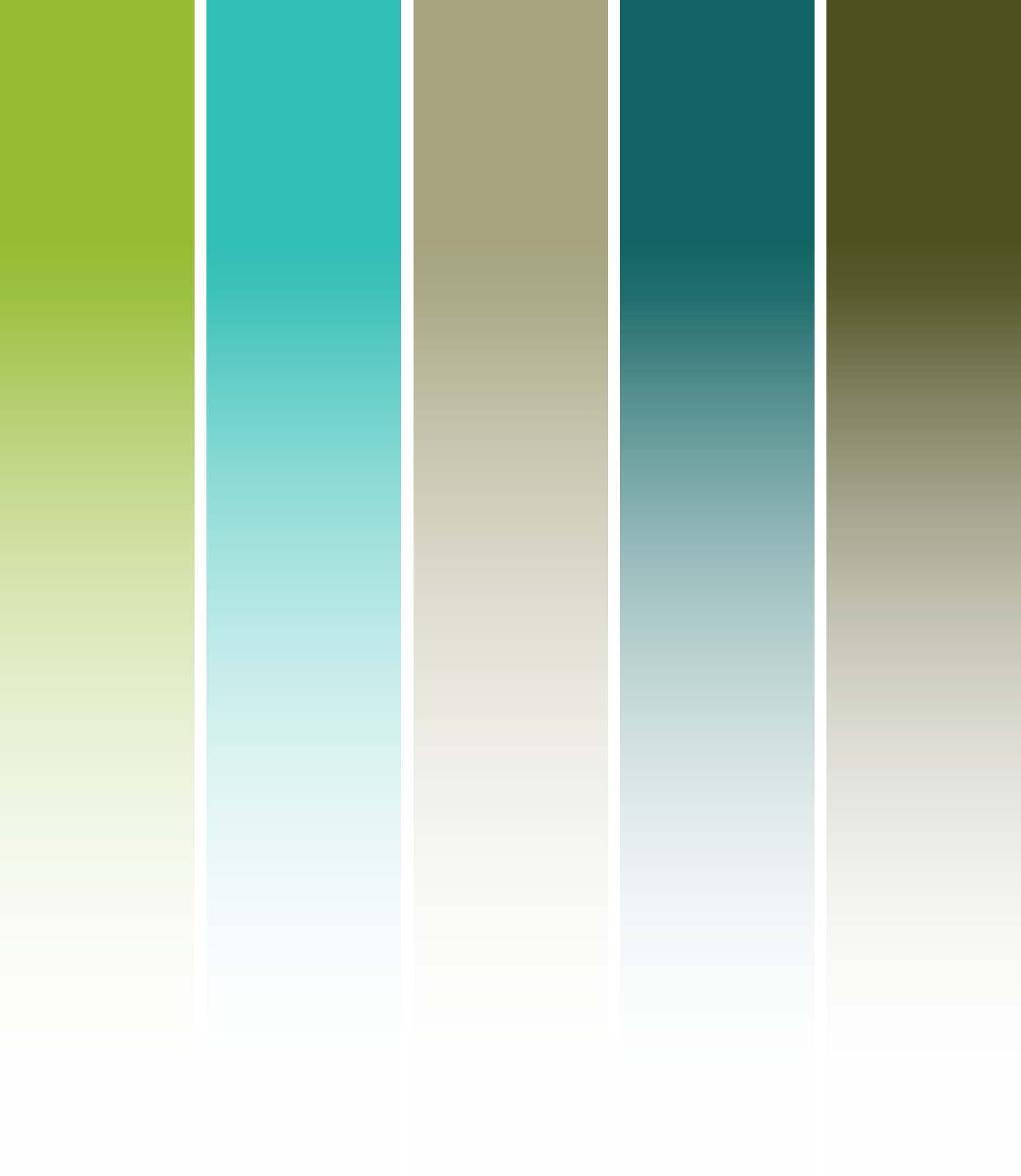
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