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

 Arizona School of Acupuncture and Oriental Medicine

 Fall 2015
 CATALOGUE

 Master’s Degree in Acupuncture (M.Ac.)
 Master’s Degree in Acupuncture and Oriental Medicine (M.Ac.O.M.)
 Certificate in Asian Bodywork Therapy/Tuina (Cert. A.B.T./Tuina)

 Volume XX, No. 1
 Published September 2015

 Licensed by The Arizona State Board for Private Post-Secondary Education
 1400 W. Washington, Suite 260, Phoenix, AZ 85007; (602) 542-5709

 Accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM),
 8941 Aztec Drive, Eden Prairie, MN 55347 Phone: (952) 212-2434 ~ Fax: (952) 657-7068
GOVERNING BOARD

Yong Ming Li, Ph.D., L.Ac., Chair
Guo Chen Hu, Ph.D., Member
Jon Hu, Member,
Adrian Hall, JD, Member
Gary Lotzer, CPA, Member
Stephanie Hu, Secretary

CPA

Steve Phillips, C.P.A.

STAFF

Alex Holland, L.Ac., President
Chiu-An Chang, D.O., L.Ac., Academic Dean
Doug Johnson, L.Ac., Clinic Dean
Christeen Herrington, Administrative Assistant
Susan Wagner, M.Ac.O.M., L.Ac., Admissions
Diana Mateer, Financial Aid
Marisa Troppy, Registrar
Tim Dunn, Facilities Manager
Danny Munitz, B.A., Bookkeeper
(See full staff bios at the back of the catalog.)

FACULTY AREA HEADS

Jennifer Sandoval, Acupuncture
Tony Della Croce, Asian Bodywork Therapy/Tui Na
Jenny Providence, Western Clinic Science
Qing Liu, Chinese Herbology, Faculty Chair
Melisa Uribe, Clinic
Susan Wagner, Practice Management & Counseling
(see full Faculty bios at the back of the catalog)

Our state licensing board has asked us to publish this notice:

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

ACCREDITATION & STANDARDS

The Arizona School of Acupuncture and Oriental Medicine is institutionally accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for freestanding institutions and colleges of acupuncture or Oriental medicine that offer such programs. ACAOM is located at 8941 Aztec Drive, Eden Prairie, MN 55347 Phone: (952) 212-2434 ~ Fax: (952) 657-7068

The Master’s of Acupuncture Degree program and the Master’s of Acupuncture and Oriental Medicine Degree programs of the Arizona School of Acupuncture and Oriental Medicine are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, MN 55347 Phone (952) 212-2434 Fax (952) 657-7068.

IMPORTANT NOTICE: As of February 11, 2015, the Arizona School of Acupuncture and Oriental Medicine, and their two master’s degrees – Master of Acupuncture and Master of Acupuncture and Oriental Medicine – have been placed on Probationary accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine.

Graduates of the Master’s Degree programs are eligible to sit for the Acupuncture, Asian Bodywork Therapy, and, as appropriate, Chinese Herbology examinations given by the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM). The school’s Asian Bodywork Therapy/Tuina Certificate is approved by the Association of Bodywork Therapies of Asia (AOBTA). Graduates of the Master’s Degree programs are eligible for licensing as Acupuncturists in Arizona.


The Arizona School of Acupuncture and Oriental Medicine is owned and operated by The Arizona School of Acupuncture and Oriental Medicine, Inc., an Arizona corporation. Corporate and school offices, classrooms and clinic are at:

2856 E. Fort Lowell Rd.
Tucson, AZ, 85716
Telephone: (520) 795-0787
Toll Free Phone (877) 222-5784
Toll Free Fax (877) 222-4606

Website: www.asaom.edu
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission and Educational Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Program Overview</td>
<td>5</td>
</tr>
<tr>
<td>Our School’s Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Learning Sequence</td>
<td>7</td>
</tr>
<tr>
<td>ASAOM’s History</td>
<td>8</td>
</tr>
<tr>
<td>Background of Acupuncture</td>
<td>8</td>
</tr>
<tr>
<td>Traditional Chinese Medicine</td>
<td>9</td>
</tr>
<tr>
<td>Acupuncture Licensing in Arizona</td>
<td>10</td>
</tr>
<tr>
<td>Standards</td>
<td>11</td>
</tr>
<tr>
<td>Recommended Reading</td>
<td>11</td>
</tr>
<tr>
<td>Tao</td>
<td>11</td>
</tr>
<tr>
<td>Sample Curriculum Plans — M.Ac.O.M./M.Ac.</td>
<td>12</td>
</tr>
<tr>
<td>A.B.T./Tuina</td>
<td>16</td>
</tr>
<tr>
<td>Academic Coursework and Clinical Training</td>
<td>17</td>
</tr>
<tr>
<td>Admissions</td>
<td>26</td>
</tr>
<tr>
<td>Admissions Process</td>
<td>26</td>
</tr>
<tr>
<td>Enrollment and Orientation</td>
<td>27</td>
</tr>
<tr>
<td>Prior Learning Assessment</td>
<td>27</td>
</tr>
<tr>
<td>English Language Competence</td>
<td>27</td>
</tr>
<tr>
<td>Transfer Policy</td>
<td>27</td>
</tr>
<tr>
<td>Transcripts</td>
<td>27</td>
</tr>
<tr>
<td>Special Students</td>
<td>28</td>
</tr>
<tr>
<td>Financial Policies</td>
<td>28</td>
</tr>
<tr>
<td>Tuition</td>
<td>28</td>
</tr>
<tr>
<td>Payment</td>
<td>28</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>28</td>
</tr>
<tr>
<td>Veterans Affairs Benefits</td>
<td>28</td>
</tr>
<tr>
<td>Fees</td>
<td>29</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>29</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>30</td>
</tr>
<tr>
<td>Student Services and Resources</td>
<td>30</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>30</td>
</tr>
<tr>
<td>Library</td>
<td>30</td>
</tr>
<tr>
<td>School Hours</td>
<td>31</td>
</tr>
<tr>
<td>Student Records</td>
<td>31</td>
</tr>
<tr>
<td>Records</td>
<td>31</td>
</tr>
<tr>
<td>Classroom Setting</td>
<td>31</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>31</td>
</tr>
<tr>
<td>Facilities</td>
<td>32</td>
</tr>
<tr>
<td>Housing</td>
<td>32</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>32</td>
</tr>
<tr>
<td>Class Size</td>
<td>32</td>
</tr>
<tr>
<td>Grading</td>
<td>32</td>
</tr>
<tr>
<td>Incomplete Grades</td>
<td>32</td>
</tr>
<tr>
<td>Rescheduling Examinations</td>
<td>32</td>
</tr>
<tr>
<td>Retaking an Examination</td>
<td>32</td>
</tr>
<tr>
<td>Course Challenge Policy</td>
<td>32</td>
</tr>
<tr>
<td>Comprehensive Examinations</td>
<td>33</td>
</tr>
<tr>
<td>Satisfactory Performance</td>
<td>33</td>
</tr>
<tr>
<td>Probation</td>
<td>33</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>33</td>
</tr>
<tr>
<td>Readmission</td>
<td>33</td>
</tr>
<tr>
<td>Dismissal</td>
<td>33</td>
</tr>
<tr>
<td>Requirements for Graduation</td>
<td>33</td>
</tr>
<tr>
<td>Award of Degrees and Certificates</td>
<td>34</td>
</tr>
<tr>
<td>National Certifying Examinations</td>
<td>34</td>
</tr>
<tr>
<td>Placement Assistance</td>
<td>34</td>
</tr>
<tr>
<td>Founder &amp; Administration</td>
<td>35</td>
</tr>
<tr>
<td>Guest Lecturers</td>
<td>39</td>
</tr>
<tr>
<td>Appendices</td>
<td>41</td>
</tr>
<tr>
<td>1. ASAOM—Financial Aid Options</td>
<td>41</td>
</tr>
<tr>
<td>2. AA Milne Offers a Perspective on Following the Tao</td>
<td>44</td>
</tr>
</tbody>
</table>
He who stands on tiptoe
doesn’t stand firm.

He who rushes ahead
doesn’t go far.

He who tries to shine
dims his own light.

He who defines himself
can’t know who he really is.

He who has power over others
can’t empower himself.

He who clings to his work
will create nothing that endures.

If you want to accord with the Tao,
just do your job, then let go.

~Tao Te Ching – Stephen Mitchell Version
Arizona School of Acupuncture and Oriental Medicine

Our Mission

We prepare competent practitioners of acupuncture and Oriental medicine.

Our Philosophy of Education and Training

1. In keeping with the tradition of training Oriental medical practitioners by apprenticeship, we emphasize clinical teaching. From the beginning, we involve students in patient care. Instructors demonstrate their skills by treating patients in the round, and present case studies from their experience.

2. We provide students the opportunity to experience several traditional ways of practicing acupuncture and Oriental medicine, in order to encourage understanding and respect for different approaches to traditional health care.

3. We provide clinical services in acupuncture and Oriental medicine to the Tucson community, using our knowledge and personal gifts in response to requests for help, hope and healing.

Our Educational Objectives

Our mission is accomplished by effort directed toward the following objectives.

Graduates of Arizona School of Acupuncture and Oriental Medicine are able to:

1. Interpret and apply philosophies and theories of TCM in clinical situations.

2. Assess and treat patients using appropriate TCM modalities.

3. Communicate effectively and refer appropriately with/to other health care practitioners when treatment is outside TCM scope of practice.

4. Demonstrate professional and ethical behavior with patients and colleagues.

5. Apply business skills toward an effective, ethical TCM practice.

6. Prescribe herbs appropriately. [For OM students only]

7. Qualify to sit for NCCAOM examinations in all areas for which he/she is prepared.

Program Overview

We offer two Master’s degrees and a certificate: the Master’s Degree in Acupuncture (M.Ac.), the Master’s Degree in Acupuncture and Oriental Medicine (M.Ac.O.M.), and the Certificate in Asian Bodywork Therapy/Tuina (Cert. A.B.T./Tuina).

The Master’s Degree in Acupuncture (M.Ac.) Program provides the foundational knowledge and skill in Traditional Chinese Medicine needed to pass the national (NCCAOM) acupuncture certifying examination, become licensed in Arizona and many other states, and work competently as an L.Ac. in private practice.

The M.Ac. Degree includes the A.B.T./Tuina Certificate course work (described below).

The M.Ac. Degree requires 3 calendar years of full-time study. Students are in classroom and clinic 44 weeks a year. Total program hours: 2,626.

All first year students enroll for the M.Ac. Degree. Owing to the primary role of herbology in Chinese medicine, we strongly encourage students to join the M.Ac.O.M. degree program in year two.

The Master’s Degree in Acupuncture and Oriental Medicine (M.Ac.O.M.) Program is the M.Ac. degree program, including the A.B.T./Tuina Certificate, plus courses and clinics in Chinese herbology.

Successful completion of the M.Ac.O.M. program also qualifies the student to sit for the national (NCCAOM) certifying examination in Chinese herbology.
Herbology is an essential feature of Traditional Chinese Medicine as practiced in China. While the state of Arizona does not regulate herbology, and Arizona’s acupuncture practice act does not require training in herbology for licensing as an acupuncturist, a comprehensively trained practitioner of TCM is skillfully able to prescribe loose and prepared herbs as part of a comprehensive treatment program. The M.Ac.O.M. Degree program is an intensive, comprehensive course of study requiring 4 academic years condensed into 3 calendar years of full-time work. Students are in classroom and clinic 44 weeks a year. Total program hours: 3,146.


The Asian Bodywork Therapy/Tuina courses are an integral part of the degree programs at ASAOM, and degree students qualify for the A.B.T./Tuina Certificate at the end of their second year of study.

The Tuina instructors are journeymen tuina practitioners who learned their craft by apprenticeship with Dr. Vincent Black at the Four Winds Health Clinic in Tucson.

Persons who desire to become competent practitioners of Tuina without taking the full acupuncture program are welcome to enroll only for the ABT/Tuina Certificate. They must meet the admissions requirements for the Master’s degree. In the event of a later decision to complete a degree, A.B.T./Tuina courses are fully credited.

A.B.T./Tuina Certificate graduates are eligible:

1. For Professional Membership in, and certification by, the American Organization of Bodywork Therapies of Asia (AOBTA), and
2. To sit the NCCAOM certifying examination in Asian Bodywork Therapy.

Program hours over 2 calendar years: 994. See the sample curriculum plan on page 16 for more details.

Tuina is one of the oldest known forms of bodywork therapy dating as far back as 2300 B.C. It is one of the five main pillars of Traditional Chinese Medicine (TCM) along with acupuncture, herbs, nutrition and qi cultivation. When performed properly, Tuina is primary health care.

More About
Our School’s Philosophy

We see our primary task as developing competent clinical practitioners. Therefore, our teaching methods emphasize hands-on, clinic-based problem solving in a context of close student-teacher interaction focused on patient care.

We impart a solid foundation in the approach to diagnosis and treatment known as Traditional Chinese Medicine (TCM); this enables our graduates to confidently take national examinations and practice in the mainstream of American acupuncture.

We intend to graduate a comprehensively trained practitioner of Chinese medicine, a professional who is equally at home with acupuncture, tuina, and herbology.

Our acupuncture program includes both the 8-principle and 5-element approaches to diagnosis and treatment, and graduates are able to draw from both traditions, as the patient’s need requires.

Recognizing that many of the problems presented to acupuncturists involve body mechanics that are quickly and easily addressed manually, we have developed a distinctive competence in Asian Bodywork Therapy/Tuina.

Both tuina and acupuncture are palpatory arts. Learning the two together enhances the student’s skill in feeling qi in meridians and tissues. Competence in the two treatment modalities substantially increases the range of problems to which a practitioner can competently respond.

Herbology is fundamental to TCM as practiced in China, and we offer a program in Chinese herbology that meets national standards.

Traditions of acupuncture that do not depend on herbs have evolved outside China, and there are traditions that do not rely on meridians, such as ear acupuncture and Master Tong’s acupuncture. We introduce these traditions.

Furthermore, believing that most concerns for which people consult an acupuncturist are lifestyle-related and can be improved with lifestyle change, we teach fundamentals of nutrition and mind-body medicine, as well as exercise and stress reduction that draw on both Eastern and Western traditions.

Running through all that we do and drawing everything together is the attitude of mindfulness expressed through the practice of Qi Gong and T’ai Chi. We thoroughly teach these forms of qi cultivation, providing skills that enable students to increase strength and vitality while in school, and as a foundation for lifelong personal development.
Schedule

Our programs start in April and late September. Year 1 classes meet 4 mornings and 1 afternoon a week. (Students needing Anatomy and Physiology and Biology will meet 5 mornings a week).
In years 2 and 3, classes meet 4 or 5 mornings and 3 afternoons a week.
Day classes are sometimes scheduled on Mondays, at night or on weekends.
ASAOM runs on the quarter system.

Learning Sequence

Except for herbology courses in years 2 and 3, and additional western sciences for M.Ac.O.M. students, M.Ac. and M.Ac.O.M. students follow the same schedule and attend the same classes.
In the first year, students learn basic TCM theory, diagnostic skills and anatomy and physiology, as well as tuina and clinic skills techniques. Qi gong is taught as part of the tuina class, and students are encouraged to practice daily.
Preceptorship, in which students watch teachers treating patients in the round, is held one afternoon a week throughout the first year. In the summer of year 1, students are in clinic a second afternoon, following and assisting interns with patient care.
The formal herb program leading to the M.Ac.O.M. Degree begins in the summer of year 1.
In the second year, students learn fundamentals of Chinese medical language and continue with clinic skills and tuina and, as appropriate, herbology. Students also continue Western clinical science courses, which emphasize musculoskeletal and naturopathic skills that the acupuncturist can apply in practice. T’ai Chi class meets weekly in year 2, with daily practice encouraged.
Also in year 2, clinic internship meets three afternoons a week, with interns treating patients in public clinic under the close supervision of licensed, experienced practitioners. Two of the weekly internship clinics are acupuncture and herbology, and the third is tuina.
Upon completion of all requirements, students receive the A.B.T./Tuina Certificate at the end of the second year and are qualified for certification by the AOBTA.
In year 3, students emphasize acupuncture and herbology and do their master’s project on an area of practice in which they have a special interest.
In keeping with the school’s clinical emphasis, all class work involves hands-on learning in a laboratory setting. All ASAOM clinic hours are done on campus under the supervision of experienced practitioners, whose objective is to assist interns in developing competence and confidence toward the goal of a successful practice.

NATURE

“To the Chinese, and to any people who live from the Earth, the closeness and importance of Nature are understood. They live in the Elements, depend on the cycle of the seasons to survive according to the laws of the universe, and revere the flow and changes of the world around them. They watch, heed, learn and steep themselves in the Elements so basic to life. And, just as Nature all around them is going through its natural process of change, they instinctively know that the Nature inside them follows these same patterns, that intuitively human beings go through the cycle of the seasons within themselves, that the Elements are recreated within them. Each Element is ever present and ever basic to life. It is not just in the world around them that the tender shoots of spring are born bursting into life; it is also within themselves. It is not only in summer that things bloom and flourish, but also within them, and so on with all the seasons. We are the Elements. Nature is without and within us, each of us every moment. We are a replica of the universe passing from season to season in a natural unending cycle of life.

The interaction of the Five Elements brings harmony and everything is in order. At the end of one year, the sun has completed its course and everything starts anew with the first season, which is the beginning of Spring. This system is comparable to a ring which has neither beginning or end.

Chinese medical thinking could be expressed, for medicine was but a part of philosophy and religion, both of which propounded oneness with Nature, i.e. the universe.

All thinking, feeling and acting are done in accordance with Nature. Chinese medical thinking grew up with the relationship of the human being to Nature in body-mind-spirit. And so, the system of examination, diagnosis and treatment is based on natural processes. The concept of health follows laws inherent in Life Energy, inherent in Nature.

Now, when I speak of Energy, I am speaking of the force which we call Life. The Chinese term is Ch’i Energy and they liken it to the streams, brooks, rivers, lakes, seas, and oceans of Earth. The Life Force flows in us via interconnected pathways.”

ASAOM’s History

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


In 1998, the Board upgraded the school to graduate school status and licensed the two Master’s Degree programs. The first Master’s Degree students matriculated in February 1999 and graduated in the fall of 2002. In May 2000, the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), then in Silver Springs, MD, awarded Candidacy for Accreditation. In 2003 ACAOM granted accreditation. ACAOM reaccredited the School in 2007, and again in 2012.

Tao

The heart of the school is Tao. From the perspective of human well-being, Tao can be understood as a process of alignment with the cycles of nature and the universal animating force, such that one lives compassionately and with a peaceful heart.

Only a great sage is constantly aware of Tao; yet all of us can strive to be mindful, and we can practice in our daily lives the active acceptance that awakens compassion and peace.

Taoism is an ancient source some say the main source of acupuncture. J.R. Worsley has this to say about the relationship between acupuncture and Tao: (see box on right)

Background of Acupuncture

The origins of acupuncture are possibly in ancient Bharath, on the sub-continent of India. One of India’s ancient scriptures was devoted to Ayurveda, a medicine whose practitioners were skilled in reading a subtle energy, called Prana, as it flowed through the body in an intricate web of channels known as Nadis.

THE TAOIST CONCEPT OF HEALTH, ILLNESS AND CURE

“Tao” is the Chinese character which, approximately translated, means “The Way.” It is the expression of a subtle concept which Lao Tzu, the Taoist sage of the sixth century B.C., said could not be spoken of, only lived. Following “The Way” means treading a path through nature’s eternal changes, acknowledging in all living things their essence or true spirit. To interpret the Tao is almost impossible but it indicates the path which we travel from birth to death, that path which, if followed, allows us to acknowledge who we are and allows us to appreciate all creatures as living in harmony.

Traditional Chinese acupuncture is a form of health care and healing which seeks to harmonize the human being with the Tao. The practitioner is ever mindful and trusting that nature, allowed to work and flow unimpeded, leads the patient to health in body, mind, and spirit, just as the rivers flow naturally and effortlessly towards the ocean. “Easy is right” said another Chinese sage, Chuang Tzu.

Disease is the result of violating natural laws, of falling out of harmony with the Tao. Losing “The Way” means losing the inherent ability of the body, mind, and spirit to adjust readily to the changing environmental and social circumstances. Failure to adjust causes constrictions and blockages within, interventions which then disrupt the flow of vital and healing energy, a situation which increases vulnerability. The body becomes diseased, the mind uneasy, and the spirit withdraws. If it withdraws completely, death prevails.

The traditional acupuncturist is therefore carefully trained to understand the laws of nature, to diagnose in acknowledgement of them and to work therapeutically to restore their effectiveness. In doing so, the life force, the Ch’i energy as it is called, is able to cure the causative factor of the disease. The continuing flow of this energy is the essential prerequisite of good health. One must be mindful of the fact that in all systems of healing, from the ancient traditional Chinese methods to the modern technical, scientific methods of the Western trained practitioner, neither man nor woman has the power to cure disease. At best, all she or he can do is assist nature in the cure. Therein lies one of the main foundations of Chinese traditional medicine. It is only possible to reinforce the body’s own defense mechanism to overcome the disease in the most natural of natural ways.

Ch’i energy gives all life the strength to follow the Tao. Traditional acupuncture treatments should always encourage the recipient to realize this inherent principle so that he or she may gain a genuine appreciation of the remedial and worthwhile benefits of being in harmony with nature.”

Ayurvedic medicine is still practiced. Its practitioners examine the Nadis to diagnose and treat imbalances in Prana. Dietary counsel, massage, exercise therapy, and herbal medicines are among the healing methods used by Ayurvedic physicians to restore balance and prevent disease.

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

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

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

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

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

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

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

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

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

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

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

**Traditional Chinese Medicine**

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

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

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

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

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

In the early 1980’s, the National Commission for the Certification of Acupuncture (NCCA) of Washington, D.C. began to offer a certifying examination in acupuncture that now is accepted by many states as the standard for licensing. Over the years, the Commission has purposely represented a spectrum of philosophies and schools of acupuncture in the examination. But, as the referenced texts and the bulk of the questions indicate, the examination is based principally on TCM.

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

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

**Acupuncture Licensing in Arizona**

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

The Act established an acupuncture board, provided a code of ethics, and set standards for licensing. A two-year grandfathering period ended on December 31, 2000. Thereafter, all professional acupuncturists in Arizona had to be licensed by the acupuncture board. Licensing requires that a professional acupuncturist have graduated from “a board-approved program of acupuncture with a minimum of 1850 hours of training that includes at least 800 hours of board-approved clinical training.” (Allopathic, naturopathic and chiropractic physicians,

---

**SURRENDER**

“Every day you have to say yes; TOTAL SURRENDER to be where He wants you to be. If He puts you in the street and everything is taken from you, to accept to be in the street at that moment. Not for you to put yourself in the street, but to accept to put there. This is quite different. To accept if God wants you to be in a palace, well then to accept to be in the palace as long as you have no choosing to be in the palace.

This is the difference in “total surrender.” To accept whatever He gives and to give whatever He takes with a big smile. This is “the” surrender to God. To accept to be cut into pieces and yet every piece to belong only to Him is “the” surrender. To accept all the people that come, the work you happen to do; to have today maybe a good meal and tomorrow maybe you have nothing; there is no water in the pump, to accept and to give whatever it takes... it takes your good name, it takes your health, it takes “YES.” THAT’S THE SURRENDER, and that is the clue. Then and only then are you FREE.”

—Mother Theresa
whose professions supported passage of the Act, are exempt from it and may practice acupuncture according to the provisions of their own statutes.)

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

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

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

The Acupuncture Practice Act locates professional acupuncture squarely in the family of medical professions in Arizona, and is a major step toward public acceptance of acupuncture as safe and effective medicine.

Our school is approved by the Arizona Board of Acupuncture Examiners, and our graduates are eligible for licensing in Arizona.

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

Recommended Reading

The following materials are recommended as background reading for study at the school:

- I Ching, translated by a variety of authors, esp. Anthony and Moog.
- Between Heaven and Earth (first 80 pages) by Bienfield and Korngold.
- The Web That Has No Weaver, Ted Kaptchuk
- Tao Te Ching by Lao-tzu (various renditions, esp. Heider, Feng and English, Mitchell and LeGuin).
- Insights of a Senior Acupuncturist, by Miriam Lee.
- Wood Becomes Water: Chinese Medicine in Everyday Life by Reichstei
## Masters Degree Curriculum Overview

(Annual Sequencing May Vary)

### Year One - Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>MAc</th>
<th>MAcOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 501</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>ABT 501</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 501</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>ACU 511</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>CC 501</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>CH 501</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>PMC 501</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>WCS 505</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>WCS 521</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>242</strong></td>
<td><strong>242</strong></td>
</tr>
</tbody>
</table>

### Year One - Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>MAc</th>
<th>MAcOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 502</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>ABT 502</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 541</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 512</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>ACU 521</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>CC 502</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>CH 502</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>CH 511</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>WCS 522</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>242</strong></td>
<td><strong>242</strong></td>
</tr>
</tbody>
</table>

### Year One - Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>MAc</th>
<th>MAcOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 503</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>ABT 503</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 513</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>ACU 531</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 542</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 522</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>CC 503</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>CH 503</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>WCS 501</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>245</strong></td>
<td><strong>245</strong></td>
</tr>
</tbody>
</table>

### Year One - Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>MAc</th>
<th>MAcOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 504</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>CT 510</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>CT 520</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>ACU 514</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>ACU 523</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>ACU 532</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>WCS 511</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>WCS 541</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>CE 590</td>
<td>CR</td>
<td>CR</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>217</strong></td>
<td><strong>217</strong></td>
</tr>
</tbody>
</table>

Didactic quarters are 11 weeks
Clinic quarters are 12 weeks
Summer quarters are 8 weeks for both

MACOM Students are required to take all “CH” Chinese herb courses
"Look about for chance to relieve, rescue or resuscitate. Train yourselves that you may render help quickly and well. Seva (service) is the most paying form of austerity, the most satisfying and the most pleasurable! It springs out of Love and it scatters Love in profusion. It plants a seed on stone and is delighted to see it sprout! Plant it with Love, and the seed will discover Love inside the stone and draw sustenance from there. It is the inner joy, the Love that you radiate that is important. Mere sentiment and sympathy are of no use; they must be regulated by intelligence. Shower cheer on the sad; soothe those that have lost the way; close your eyes to the faults of others, but, keep them open to discover your own. All these are hard jobs. Practice alone can make you perfect — practice, not only in item of service, but in meditation of the Divine. Prayer beads and Meditation will render you more and more efficient in the field of service."

—Sri Sathya Sai Baba
# M.Ac. and M.Ac.O.M. Degrees

<table>
<thead>
<tr>
<th>Academic</th>
<th>MAc</th>
<th>MAcOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACU - Acupuncture</td>
<td>664</td>
<td>641</td>
</tr>
<tr>
<td>ABT – ABT/Tuina</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>CC – Chi Cultivation</td>
<td>107</td>
<td>107</td>
</tr>
<tr>
<td>CH – Chinese Herbo</td>
<td>55</td>
<td>454</td>
</tr>
<tr>
<td>CML – Chinese Medical Language</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>WCS – Western Clinical Science</td>
<td>528</td>
<td>528</td>
</tr>
<tr>
<td>PMC - Prtc. Mngt. And Counseling</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td><strong>ACADEMIC total</strong></td>
<td><strong>1598</strong></td>
<td><strong>1974</strong></td>
</tr>
<tr>
<td>CLINICAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ACU-Herb Internship</td>
<td>656</td>
<td>800</td>
</tr>
<tr>
<td>- ABT Internship</td>
<td>176</td>
<td>176</td>
</tr>
<tr>
<td>Preceptorship &amp; Observation</td>
<td>196</td>
<td>196</td>
</tr>
<tr>
<td><strong>CLINICAL total</strong></td>
<td><strong>1028</strong></td>
<td><strong>1172</strong></td>
</tr>
<tr>
<td><strong>PROGRAM TOTALS</strong></td>
<td><strong>2626</strong></td>
<td><strong>3146</strong></td>
</tr>
</tbody>
</table>

### Tuition for Program

<table>
<thead>
<tr>
<th></th>
<th>$44,642</th>
<th>$53,482</th>
</tr>
</thead>
</table>

Notice to Applicant: To fulfill ASAOM’s intention of providing high quality education, the school may, from time to time, modify program content or schedule in order to improve curriculum, and/or reflect changes in state or national standards, teacher and space availability, or logistical concerns. (This is item J of the Enrollment Agreement that each student signs upon entry to and registration with ASAOM).
## Sample Curriculum Plan – A.B.T./Tuina

(ANNUAL SEQUENCING MAY VARY)

### Year One – Spring Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABT 501</td>
<td>Tuina I</td>
<td>22</td>
</tr>
<tr>
<td>ACU 501</td>
<td>TCM Foundations</td>
<td>44</td>
</tr>
<tr>
<td>ACU 511</td>
<td>Channels and Points I</td>
<td>33</td>
</tr>
<tr>
<td>CC 501</td>
<td>Qi Gong I</td>
<td>11</td>
</tr>
<tr>
<td>PMC 501</td>
<td>Ethics &amp; Communication</td>
<td>18</td>
</tr>
<tr>
<td>WCS 521</td>
<td>Anatomy &amp; Physiology I</td>
<td>44</td>
</tr>
</tbody>
</table>

**Total 172**

### Year One – Summer Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABT 502</td>
<td>Tuina II</td>
<td>22</td>
</tr>
<tr>
<td>ACU 541</td>
<td>Diagnostic Skills I</td>
<td>22</td>
</tr>
<tr>
<td>ACU 512</td>
<td>Channels &amp; Points II</td>
<td>33</td>
</tr>
<tr>
<td>CC 502</td>
<td>Qi Gong II</td>
<td>11</td>
</tr>
<tr>
<td>WCS 522</td>
<td>Anatomy &amp; Physiology II</td>
<td>44</td>
</tr>
</tbody>
</table>

**Total 132**

### Year One – Fall Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABT 503</td>
<td>Tuina III</td>
<td>22</td>
</tr>
<tr>
<td>ACU 531</td>
<td>Zang Fu Pathology I</td>
<td>22</td>
</tr>
<tr>
<td>ACU 542</td>
<td>Diagnostic Skills II</td>
<td>22</td>
</tr>
<tr>
<td>ACU 513</td>
<td>Channels &amp; Points III</td>
<td>44</td>
</tr>
<tr>
<td>CC 503</td>
<td>Qi Gong III</td>
<td>11</td>
</tr>
</tbody>
</table>

**Total 121**

### Year One – Winter Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 520</td>
<td>Tuina Internship I</td>
<td>32</td>
</tr>
<tr>
<td>ACU 532</td>
<td>Zang Fu Pathology II</td>
<td>22</td>
</tr>
<tr>
<td>ACU 514</td>
<td>Channels and Points IV</td>
<td>33</td>
</tr>
</tbody>
</table>

**Total 87**

### Year Two – Spring Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 621</td>
<td>Tuina Internship II</td>
<td>48</td>
</tr>
<tr>
<td>ABT 604</td>
<td>Tuina IV</td>
<td>22</td>
</tr>
<tr>
<td>ACU 601</td>
<td>Differential Diagnosis I</td>
<td>22</td>
</tr>
<tr>
<td>CC 611</td>
<td>T’ai Chi I</td>
<td>11</td>
</tr>
<tr>
<td>WCS 611</td>
<td>Nutrition I</td>
<td>22</td>
</tr>
</tbody>
</table>

**Total 125**

### Year Two – Summer Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 622</td>
<td>Tuina Internship III</td>
<td>48</td>
</tr>
<tr>
<td>ABT 605</td>
<td>Tuina V</td>
<td>22</td>
</tr>
<tr>
<td>ACU 602</td>
<td>Differential Diagnosis II</td>
<td>22</td>
</tr>
<tr>
<td>CC 612</td>
<td>T’ai Chi II</td>
<td>11</td>
</tr>
<tr>
<td>PMC 701</td>
<td>Practice Management I</td>
<td>22</td>
</tr>
<tr>
<td>WCS 612</td>
<td>Nutrition II</td>
<td>22</td>
</tr>
<tr>
<td>WCS 621</td>
<td>Neuro-Muscular Systems I</td>
<td>22</td>
</tr>
</tbody>
</table>

**Total 169**

### Year Two – Fall Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT 623</td>
<td>Tuina Internship IV</td>
<td>48</td>
</tr>
<tr>
<td>CC 613</td>
<td>T’ai Chi III</td>
<td>11</td>
</tr>
<tr>
<td>WCS 622</td>
<td>Neuro-Muscular Systems II</td>
<td>22</td>
</tr>
<tr>
<td>PMC 702</td>
<td>Practice Management II</td>
<td>32</td>
</tr>
<tr>
<td>CC 704</td>
<td>Qi Gong IV</td>
<td>11</td>
</tr>
</tbody>
</table>

**Total 124**

### Year Two – Winter Quarter

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 614</td>
<td>T’ai Chi IV</td>
<td>8</td>
</tr>
<tr>
<td>WCS 623</td>
<td>Neuro-Muscular Systems III</td>
<td>22</td>
</tr>
<tr>
<td>WCS 631</td>
<td>Cranio-Sacral Therapy</td>
<td>22</td>
</tr>
<tr>
<td>PMC 703</td>
<td>Practice Management III</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total 60**

### Program TOTAL

- Acupuncture (Points & Theory) 319
- Asian Bodywork Therapy/Tuina 110
- Chi Cultivation 84
- ABT/Tuina Internship 176
- Practice Mgt & Counseling 86
- Western Clinical Sciences 219

**Program TOTAL 994**
Academic Coursework and Clinical Training

M.Ac. and M.Ac.O.M. students take the same courses, except that M.Ac.O.M. students also take Chinese herbology courses in years two and three, and their clinical internship integrates herbs and acupuncture. M.Ac. students do not practice herbology in clinic.

“Wu is nothingness, emptiness, non-existence

Thirty spokes of a wheel all join at a common hub yet only the hole at the center allows the wheel to spin Clay is molded to form a cup yet only the space within allows the cup to hold water Walls are joined to make a room yet only by cutting out a door and a window can one enter the room and live there

Thus, when a thing has existence alone it is mere dead-weight Only when it has wu, does it have life”

— Lao Tzu, Tao Te Ching

Clinical Externship in China

The Clinical Externship in China, an elective part of ASAOM’s curriculum, is intended for third-year students who have completed the requirements for graduation and licensing. Students must take an additional 40 hours of conversational Chinese Language. The externship takes place in the provincial TCM hospital in Haikou, capitol of the island province of Hainan, off the Southeast coast of China.

Externs register at ASAOM to practice in the Haikou clinic five days a week, under the supervision of the Director of the Acupuncture/Tuina department, who is a guest lecturer of our faculty. The program encompasses a 12-week quarter - 300 hours of hands on clinical training, for which credit is given at ASAOM.

Externs have the option of spending part of their time in the herbal pharmacy. The program can be extended for a second 3 months. Financial Aid is available. ASAOM and the TCM hospital are jointly responsible for the externship’s standards and administration.

“Having transferred to ASAOM from another school, I most appreciate the diversity in teaching. Students may complain about one teacher for one failing, but that is the way of students everywhere. All in all, the diversity here allows me to pick from the wide assortment of techniques, energy levels, foci and patient/doctor skills that are represented in the faculty. As a result, I am free to become the person and practitioner I want to be, without the pressure of felling that I must become what a homogenous group of teachers want me to become.”

~ A senior student, Originally trained as a lawyer
Course Descriptions

CHINESE LANGUAGE AND CULTURE
44 HOURS

Chinese Medical Language I - II  44 hours
This course series introduces Chinese culture and Mandarin Chinese conversation and reading skills in a medical setting.

CML 701 Chinese Medical Language I  22 hours
CML 702 Chinese Medical Language II  22 hours
   Prerequisite: Chin. Med. Lang. I

CHI CULTIVATION
107 HOURS

Qi Gong I - IV  44 hours
Courses I-III cover 5 Element, 8 Brocade (Baduanjin) and Wang Ji Wu’s 16 Longevity Neigong. Qi Gong IV is a form that can be taught to patients.

CC 501 Qi Gong I  11 hours
CC 502 Qi Gong II  11 hours
   Prerequisite: Qi Gong I
CC 503 Qi Gong III  11 hours
   Prerequisite: Qi Gong II
CC 704 Master Wei’s Medical Qi Gong  11 hours

T’ai Chi I – VI  63 hours
The six sections of Wu Style T’ai Chi, as brought to America by Dr. Wen Zee, are practiced to cultivate “tranquility in motion, motion in tranquility”.

CC 611 T’ai Chi I  11 hours
CC 612 T’ai Chi II  11 hours
   Prerequisite: T’ai Chi I
CC 613 T’ai Chi III  11 hours
   Prerequisite: T’ai Chi II
CC 614 T’ai Chi IV  8 hours
   Prerequisite: T’ai Chi III
CC 715 T’ai Chi V  11 hours
   Prerequisite: T’ai Chi IV
CC 716 T’ai Chi VI  11 hours
   Prerequisite: T’ai Chi V

ACUPUNCTURE
642 HOURS - MAcOM
641 HOURS - MAC

TCM Foundations  44 hours
This course introduces students to the historical, cultural, philosophical and ideological contexts in which traditional Chinese medicine evolved and is practiced. Basic concepts covered include: Taoism, Yin Yang, 5 Elements, 8 Principles, Vital Substances, Causes of Disease, and functions of the Zang Fu, among others.

ACU 501 TCM Foundations  44 hours

Channels and Points I – IV  143 hours
This course sequence presents a detailed and comprehensive study of the channels and points of the body. Included are the functions and routes of the 14 Primary Meridians, the 8 Extraordinary Vessels, and the Luo and Sinew channels. In the study of points are the point names (Chinese character, Pinyin and translation),
traditional energetic functions, location, special categories of points, special indications and contraindications, therapeutic combinations with other points, and systems of measurement for point location.

ACU 511 Channels and Points I 33 hours
ACU 512 Channels and Points II 33 hours
    Prerequisite: Channels and Points I
ACU 513 Channels and Points III 44 hours
    Prerequisite: Channels and Points II
ACU 514 Channels and Points IV 33 hours
    Prerequisite: Channels and Points III

Zang Fu Pathology I – II 44 hours
Zang Fu Pathology explores the etiology, symptom patterns and treatment strategies of imbalances impacting the Zang Fu systems. Through lecture, discussion, and case studies, students learn to analyze Zang Fu patterns of imbalance and design treatment strategies to bring these systems back into alignment.

ACU 531 Zang Fu Pathology I 22 hours
    Prerequisite: TCM Foundations
ACU 532 Zang Fu Pathology II 22 hours
    Prerequisite: Zang Fu Pathology I

Diagnostic Skills I – II 44 hours
This two-course sequence teaches patient assessment skills according to TCM. The Four Methods: Looking, Palpating, Asking, and Listening/Smelling enable the student to gain a comprehensive picture of the patient in order to form an accurate diagnosis. Special emphasis is placed on tongue and pulse diagnosis.

ACU 541 Diagnostic Skills I 22 hours
    Prerequisite: TCM Foundations
ACU 542 Diagnostic Skills II 22 hours
    Prerequisite: Diagnostic Skills I

Differential Diagnosis I – II 44 hours
This course focuses on developing the ability to differentiate signs and symptoms according to the following traditional diagnostic systems: Four Levels, Three Jiaos, Six Stages, Eight Extraordinary Vessels, and Pathologies of Qi, Blood and Body Fluids.

ACU 601 Differential Diagnosis I 22 hours
    Prerequisite: Diagnostic Skills II
ACU 602 Differential Diagnosis II 22 hours
    Prerequisite: Differential Diagnosis I

Clinic Skills I – VI 148 hours
This course sequence covers the basic needling techniques of acupuncture, as well as therapeutic principles, point energetics, needling styles and contraindications to various techniques. The practical aspects of the course are designed to assure competency in clean needle techniques, materials preparation and precautions. Training also includes the adjunct techniques of cupping, moxibustion, gwasha, electrostimulation, microbleeding, and microsystems. Emphasis is given to patient safety.

ACU 521 Clinic Skills I 33 hours
ACU 522 Clinic Skills II 33 hours
    Prerequisite: Clinic Skills I
ACU 523 Clinic Skills III 22 hours
    Prerequisite: Clinic Skills II
ACU 624 Clinic Skills IV 22 hours
    Prerequisite: Clinic Skills III
ACU 625 Clinic Skills V 16 hours
    Prerequisite: Clinic Skills IV
ACU 626 Clinic Skills VI 22 hours
    Prerequisite: Clinic Skills V

ACU 650 Point Prescriptions 22 hours
This course covers point combinations and prescriptions based on Traditional Chinese Medicine. The course focuses on the functions and uses of specific points including: five shu, source, luo, xi-cleft, back-shu, front-mu, lower he-sea, confluent and influential points. Emphasis is placed on how to use these points to compose an effective treatment.

ACU 561 Five Phase Acupuncture 22 hours
Metaphors derived from observation of the natural world connect us with the roots and the central ideas and therapies of Traditional Chinese Medicine.

ACU 621 Gynecology 22 hours
Diagnosis and treatment of women’s concerns from the TCM perspective.

ACU 651 Five Phase Acupuncture 22 hours
This course covers point combinations and prescriptions based on Traditional Chinese Medicine. The course focuses on the functions and uses of specific points including: five shu, source, luo, xi-cleft, back-shu, front-mu, lower he-sea, confluent and influential points. Emphasis is placed on how to use these points to compose an effective treatment.
MESSAGE

“Look about for chance to relieve, rescue or resuscitate. Train yourselves that you may render help quickly and well. Seva (service) is the most paying form of austerity, the most satisfying and the most pleasurable! It springs out of Love and it scatters Love in profusion. It plants a seed on stone and is delighted to see it sprout! Plant it with Love, and the seed will discover Love inside the stone and draw sustenance from there. It is the inner joy, the Love that you radiate that is important. Mere sentiment and sympathy are of no use; they must be regulated by intelligence. Shower cheer on the sad; soothe those that have lost the way; close your eyes to the faults of others, but, keep them open to discover your own. All these are hard jobs. Practice alone can make you perfect — practice, not only in item of service, but in meditation of the Divine. Prayer beads and Meditation will render you more and more efficient in the field of service.”

—Sri Sathya Sai Baba

ACU 710 Master Tong’s Acupuncture 22 hours
Based on the books, work and teachings of Miriam Lee and Richard Tan, (who were students of the Master), Master Tong’s acupuncture uses holographic imaging and meridian-level treatment to restore balance and achieve pain relief.

ACU 712 Jing Mai Cases 22 hours
Class involves case studies to illustrate meridian-level diagnosis and treatment. Follows up on Five Phase Acupuncture.

ACU 720 Acupuncture Comprehensive Exam 20 hours
This course serves both as an intensive review of the theory and practice of acupuncture as well as a preparation for taking the NCCAOI acupuncture certifying examination. Students have reported that an on-line test-preparation website is also helpful. The final exam in this course is the school’s pre-graduation exam for acupuncture.

ACU 721 Acupuncture Micro-systems 23 hours
This class explores treatment of painful obstruction syndromes with acupuncture, moxabustion, Tuina and prepared topical Chinese medicinals.

ACU 751 Classical Texts 22 hours
Works considered are: I Ching and Tao Te Ching, Yellow Emperor’s Classic of Difficulties and others.

ACU 730 Master’s Project CR
Third year students study a clinical topic in depth, under the guidance of a faculty mentor, and write a report.

ASIAN BODYWORK THERAPY

TUINA 110 HOURS

Tuina I – V 110 hours
This course sequence utilizes Yin/Yang, five-element and meridian theories, and TCM and Western structural and diagnostic methods, in teaching Chinese manual
therapeutics. Practical training includes hand techniques in treatment and post-treatment protocols, including stretching routines and meridian Qi Gong for qi cultivation. Clinical observation and internship are an integral part of training. Graduates possess skills to diagnose and treat biomechanical, structural and internal disorders using Chinese hand therapy.

ABT 501 Tuina I 22 hours
ABT 502 Tuina II 22 hours
Prerequisite: Tuina I
ABT 503 Tuina III 22 hours
Prerequisite: Tuina II
ABT 604 Tuina IV 22 hours
Prerequisite: Tuina III
ABT 605 Tuina V 22 hours
Prerequisite: Tuina IV

CHINESE HERBOLOGY
454 HOURS MAcOM/ 77 MAc

Chinese Herbology A – C 33 hours
This course uses student experiences in preceptorship to focus learning about categories, energetic qualities and therapeutic uses of Chinese herbs, as well as to familiarize students with the herb pharmacy. MAc/MAcOM
CH 501 Chinese Herbology A 11 hours
CH 502 Chinese Herbology B 11 hours
Prerequisite: Chinese Herbology A
CH 503 Chinese Herbology C 11 hours
Prerequisite: Chinese Herbology B

Chinese Nutrition I - II 31 hours
CH 511 Chinese Nutrition I 22 hours
Chinese nutrition introduces dietary therapy in Chinese medicine. Discussion revolves around the energetic qualities of foods and their use as a primary therapy. MAc/MAcOM

Materia Medica I – III 99 hours
This course sequence introduces the most frequently used individual herbs of the Chinese materia medica. Each herb is analyzed in depth, including traditional functions, temperature, taste and contraindications.

CH 601 Materia Medica I 33 hours
Prerequisite: Chinese Herbology A, B and C
CH 602 Materia Medica II 33 hours
Prerequisite: Materia Medica I
CH 603 Materia Medica III 33 hours
Prerequisite: Materia Medica II

Formulas and Strategies I – III 99 hours
The Herbal Formulas sequence covers the important aspects of herbal combinations, focusing on classical prescriptions and their modifications.
CH 701 Formulas and Strategies I 33 hours
Prerequisite: Materia Medica III
CH 702 Formulas and Strategies II 33 hours
Prerequisite: Form. & Strat. I
CH 703 Formulas and Strategies III 33 hours
Prerequisite: Form. & Strat. II

Prescriptionology I-III 99 hours
Students apply knowledge gained in Materia Medica and Formulas & Strategies. Case studies from clinic provide opportunities for writing and filling prescriptions.
CH 711 Prescriptionology I 33 hours
Prerequisite: Materia Medica I-III
CH 712 Prescriptionology II 33 hours
Prerequisite: Prescriptionology I
CH 713 Prescriptionology III 33 hours
Prerequisite: Prescriptionology II

CH 614 Prepared Medicines 22 hours
An introduction to “patent medicine” formulas manufactured in the U.S. and China. Topics covered include symptomatology, cautions/contraindications, dosage, and findings regarding some imported Chinese patent formulas. The product lines of prepared medicines used in ASAOM’s clinic are emphasized.

CH 715 Chinese Herbal Medicine Cases 22 hours
The teacher brings cases from clinic, and students prepare case studies from their internship experience, for presentation and discussion.
Prerequisite: Materia Medica III

OM Internal Medicine I – II 38 hours
These courses examine TCM syndromes that regularly appear in practitioners’ offices. Students develop herbal treatment plans for each syndrome.
CH 721 OM Internal Med. I  
Prerequisite: Materia Medica III  
22 hours

CH 722 OM Internal Med. II  
Prerequisite: Int. Med. I  
16 hours

CH 731 Herb Comprehensive Exam  
Review for the NCCAOM Chinese Herbology exam. The final exam in this course is the school’s pre-graduation exam for Herbology.  
11 hours

WCS 501 Life Sciences  
Life Sciences is a course that provides basic concepts of biology, chemistry and physics in support of the Western clinical science courses.  
36 hours

WCS 505 Clean Needle Technique  
This course covers the basic principles of infectious disease control relating to clinical hygiene and practice relative to the clean needle test and course. Special attention is paid to HIV and hepatitis in the clinical setting.  
11 hours

WCS 511 Digestion  
This course covers the scientific principles and pathophysiology of common conditions of the gastrointestinal tract. Anatomy and physiology, etiological factors, clinical signs and symptoms, assessment, appropriate referral, pharmaceutical considerations, laboratory tests, and therapeutic principles are outlined.  
22 hours

WCS 521 Anatomy & Physiology I  
hours

WCS 522 Anatomy & Physiology II  
hours

WCS 541 Mind-Body Medicine  
These courses examine the role of beliefs, thoughts, and emotions in sickness and in health. Emphasis is given to research findings that illustrate imagery as a language used by the unconscious mind, and silent sitting as a therapeutic method.  
22 hours

WCS 601 Medical Terminology  
Students learn the grammar and vocabulary of western medical practice, notably Latin word roots, prefixes, and suffixes.  
22 hours

Nutrition I – II  
These courses present the biochemical and energetic aspects of nutrition and the importance of various food groups and nutrients in nourishing the body. Attention is given to biological individuality and metabolic typing. Nutritional assessment counseling to remedy imbalances is informed by the work of Weston Price, Sally Fallon, Mary Enig and William Donald Kelley.  
44 hours

WCS 611 Nutrition I  
22 hours

WCS 612 Nutrition II  
Prerequisite: Nutrition I  
22 hours

Neuromuscular Systems I - III  
This course sequence presents Western concepts of neuromuscular health and dysfunction, clinical evaluation, treatment and prevention from the perspective of a practicing osteopath/acupuncturist.  
66 hours

WCS 621 NMS I  
22 hours

WCS 622 NMS II  
Prerequisite: NMS I  
22 hours

WCS 623 NMS III  
Prerequisite: NMS II  
22 hours

WCS 630 Western Exam & History Taking  
22 hours
Physical examination and history taking from a Western perspective: interviewing, vital signs, cardiovascular system, nervous system, musculoskeletal system, abdomen, gender specific exams, pediatric assessment and clinical reasoning.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCS 631</td>
<td>Craniosacral Therapy</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>This course examines the medical practice of influencing the cranio-sacral rhythm in order to effect change in bodily processes. Emphasis is placed on inner stillness and allowing.</td>
<td></td>
</tr>
<tr>
<td>WCS 710</td>
<td>Pharmacology / Pharmacognosy</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>This course introduces the functions, prescription names, and side effects of pharmaceuticals commonly used by patients consulting an acupuncturist. Frequently prescribed Chinese herbs, as these have been shown to interact with pharmaceuticals, and precautions routinely to be taken, are detailed. Toxicity is considered, as is the importance of accounting for metabolic typing in herb prescribing.</td>
<td></td>
</tr>
<tr>
<td>WCS 711</td>
<td>Laboratory Medicine</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>This course examines the methods used by Western medicine for gathering, analyzing and interpreting vital signs, using data gathered in clinic and laboratory, as well as ways data are used in patient diagnosis, treatment and follow-up.</td>
<td></td>
</tr>
<tr>
<td>WCS 641</td>
<td>Western Internal Medicine I</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: WCS 711 Laboratory Medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WCS 742 Western Internal Medicine II</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: WCS 641 Western Internal Medicine I</td>
<td></td>
</tr>
<tr>
<td>WCS 713</td>
<td>Co-Existing Disorders</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>This course introduces theories, interactions, and counseling issues related to co-occurring mental illness and substance use.</td>
<td></td>
</tr>
<tr>
<td>WCS 714</td>
<td>Public Health</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>This course presents the fundamentals of Public Health, Community Health and Health Promotion Sciences and the role of acupuncture therein. Students will be exposed to the 3 core functions of Public Health, 10 Essential Services, social determinants of health and factors effecting health-seeking behavior leading to approaches to Public Health education. Also covers primary, secondary and tertiary disease prevention methods, communicable disease prevention and health alerts.</td>
<td></td>
</tr>
<tr>
<td>WCS 715</td>
<td>Survey of Clinical Medicines and Sciences</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>This course takes a comprehensive look at a diversified group of health practitioners as well as the roles they serve in a hospital setting, from an integrative medicine approach.</td>
<td></td>
</tr>
<tr>
<td>WCS 716</td>
<td>History of Medicine and Epidemiology</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>This course will offer students the opportunity to explore the history of Medicine spanning key developmental milestones from the beginning of recorded history to the present. Basic epidemiology concepts and principles, research methodology and the peer review process for journal publication will also be covered. Students will be exposed to the theory of evidence-based medicine and encouraged to think critically.</td>
<td></td>
</tr>
<tr>
<td>WCS 720</td>
<td>Western Clinical Sciences Comprehensive Exam</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Review for the NCCAOM Bio-medical examination.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The final exam in this course is the school’s pre-graduation exam in WCS.</td>
<td></td>
</tr>
</tbody>
</table>
PRACTICE MANAGEMENT & COUNSELING I-V
90 HOURS

**PMC 501 Ethics and Communication Skills**  
22 hours

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

---

**Practice Management I - III**  
60 hours

These courses focus on the issues involved in the setting up of an independent health care practice. Discussions with successful Chinese medicine practitioners include: malpractice insurance, hygiene, bookkeeping, billing, advertising, equipment, physical space, plans and budgets, operations manual, laws, licensing, and protocols with other medical professionals.

**PMC 701 Practice Management I**  
22 hours

**PMC 702 Practice Management II**  
22 hours  
Prerequisite: Practice Management I

**PMC 703 Practice Management III**  
16 hours  
Prerequisite: Practice Management II

---

**PMC 710 I Ching Counseling**  
8 hours

This course is an introduction to *I Ching*, a guide for finding and removing obstructions to the free flow of Chi in the psyche of both therapist and client.

---

**Community Service I – VI**  
CR

As a graduation requirement, students participate in two community service activities each year, for a total of six activities. The educational purpose is to develop skill at presenting oneself and the acupuncture profession to the public.

**PMC 581 Community Service I**  
CR

**PMC 582 Community Service II**  
CR

**PMC 681 Community Service III**  
CR

**PMC 682 Community Service IV**  
CR

**PMC 781 Community Service V**  
CR

**PMC 782 Community Service VI**  
CR

---

**CLINICAL TRAINING -**  
1172 HOURS MAcOM  
1028 Hours MAc

**Preceptorship I - IV**  
164 hours

Throughout year one, first year students watch teachers practicing with patients in the round.

**CT 501 Preceptorship I**  
44 hours

**CT 502 Preceptorship II**  
44 hours  
Prerequisite: CT101

**CT 503 Preceptorship III**  
44 hours  
Prerequisite: CT102

**CT 504 Preceptorship IV**  
32 hours  
Prerequisite: CT103

---

**CT 510 Clinic Observation**  
32 hours

Students accompany senior interns in preparation for becoming interns themselves in the next quarter.
Despite the fundamental simplicity of a medical system based on correspondences observed by the naked senses, many students complain of difficulties in understanding the basic concepts and in developing the skills required for general practice in the west.

For a number of Westerners, Qi poses conceptual problems because it fits none of the categories of phenomena to which they are accustomed. Having no form, it is clearly not a substance. Many are happy to consider it energy, but since science has been unable to determine its nature, it can at best be called energy only in an as-yet-undefined use of the word. Since science’s probes cannot detect it consistently as a single phenomenon, its existence has to be taken, to a great or lesser degree, on faith. For the Chinese, the notion of Qi creates no such difficulties. Their culture, their language, and their experience support the concept of Qi completely. They simply observe its manifestations. Qi is an observable phenomenon that may cross all currently known categories of science.”


**COMPREHENSIVE EXAMINATIONS**

Passing the NCCAOM certifying exam preparatory courses allows one to challenge the third year pre-graduation comprehensive examinations. (pay $50 fee and take the exam.)

<table>
<thead>
<tr>
<th>Comprehensive Exams I – IV</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive examinations are taken in Years 1 and 3, in order to mark progress and assure that essential concepts and skills appropriate to each level have been grasped.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CE 590 Pre-Clinic Comp Exam I</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 731 Herbal Comp Exam</td>
<td>11</td>
</tr>
<tr>
<td>WCS 720 Western Comp Exam</td>
<td>11</td>
</tr>
<tr>
<td>ACU 720 Acupuncture Comp Exam</td>
<td>20</td>
</tr>
</tbody>
</table>
ADMISSIONS

Preference is given to full-time students. Individualized programs are developed for part-time students. The school offers new day and evening classes every September and April. Students are admitted on a first-come, first-served basis. Please speak to the Admissions Director for details.

NON-DISCRIMINATION POLICY

ASAOM provides reasonable accommodations. The school does not discriminate in the admission of students or in its administrative or educational policies with regard to age, gender, sexual preference, color, creed, religion, nationality, political preference or ethnic origin. ASAOM’s standards for admission reflect that only those applicants who can achieve the educational objectives of the program will be accepted into the program.

REQUIREMENTS

Applicants must have completed two years (60 semester credits or 90 quarter credits) from an accredited baccalaureate-level institution. No specific subject-area courses are required for admission. Courses accepted towards entrance requirement are without limit of time.

PERSONAL QUALITIES

The school seeks students who have:

1. A strong desire to study and practice Oriental medicine as a means of self-fulfillment and as an opening for service to others.

2. The capability to set a direction and follow through to completion at a standard of excellence.

Prospective students are asked to consider that they will be participating in a tradition of caregiving, whose recorded history alone extends 5,000 years into the past. It has been the life work of at least 250 generations of practitioners. Chinese medicine serves billions of people throughout the world. Our school, its teachers, students and graduates are a growing tip of a branch of this living tree.

ADMISSIONS PROCESS

To complete the admissions file and be considered for a place in the next class, please:

1. Submit a completed application form with two copies of a recent photo and a $150 application fee (or $150 for transfer applications). You may call for an interview at any time, whether or not the school has received all of your supporting documents.

2. Have the following documents sent directly to us:
   a. Official transcripts from all post-secondary schools attended.
   b. A letter from two persons (professionals, instructors, employers) who know you well and can attest to your skills and ability to perform Master’s degree work.
   c. A letter from a health-care practitioner attesting that you are able to be a full-time student and eventually practice acupuncture (your acupuncturist can do this).
   d. A letter from a licensed acupuncturist in private practice, preferably, but not necessarily, one of our teachers, who has treated you at least twice within the past year (Student clinics do not count).
   e. Copies of professional licenses or certificates,
   f. A typed resume, outlining educational and professional development.
   g. A handwritten statement of at least 350 words giving your reasons for starting this course of study, outlining your career plans and demonstrating your understanding of the commitment of time, money and dedication needed to succeed as a graduate student of Oriental medicine.

3. Make an appointment for an interview with the Admissions Director.

Applicants are notified of probable admission after the interview process. Final acceptance depends on a review of a complete admissions file.

ENROLLMENT AND ORIENTATION

Enrollment is completed at the orientation session, which is scheduled in the week before classes start and includes registration for the first term. The orientation includes introductions, payment of tuition, review of school policies and procedures, and a study skills training program.
PRIOR LEARNING ASSESSMENT

The school does not evaluate prior life learning but will accept credit established by standardized tests; or for military and corporate training as validated by the American Council on Education. Official transcript assessments must be submitted for credit to be issued.

ENGLISH LANGUAGE COMPETENCE

English language competence is required of all students seeking admission to ASAOM programs. Foreign students may satisfy this requirement by means of transcripts from a college that teaches in English; by interview with the Academic Dean; or by meeting the currently reported mean score on the TOEFL.

This may be satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate level education in an institution accredited by an agency recognized by the U.S. Secretary of Education or from an equivalent English language institution in another country.

Applicants who do not satisfy this requirement may be considered for admission with English as a second language, but they must satisfy the proficiency requirement in English before beginning the clinical experience.

TRANSFERING FROM ANOTHER TCM COLLEGE

Courses taken over 10 years before the date of admission are used only towards entrance requirements. Examination of knowledge retention may be required. If retention is below 80%, the student will be required to audit the course and then be re-assessed. If retention is below 70%, transfer credit will not be issued and the student will be required to take the course in full.

TRANSFER CREDIT POLICIES

Applications for transfer credit to ASAOM will only be received and evaluated prior to matriculation. ASAOM grants transfer credit for comparable courses completed at other TCM colleges (grade of C, Pass or above). However, at least one academic year required for completion of the degree must be completed in the program. All transcripts (including undergraduate transcripts) must be sent with the application, along with a school catalog, course syllabi and a letter requesting review of transcripts for possible credit. (Transfer students may be required to take a challenge examination in the event of any questionable transfer credit. See the section on course challenging, pg. 34).

Transfer credit may be granted for comparable Western science courses from an accredited baccalaureate-level institution. Applicants wanting to transfer credit should so note in their application and on their transcripts. Course work over five years old from another TCM college may or may not be transferred, depending on what the applicant has done in the meantime.

Any credits transferred must be over and above the 60 credits needed for admission.

A $150 transfer evaluation fee is charged in lieu of an application fee. The fee for transfer credit is $25 per 3 credit course ($500 maximum). Transfer students pay the prevailing tuition rate when they enroll. ASAOM does not evaluate or credit life experience.

TRANSCRIPTS

Transcripts are issued for licensing, national board examinations, or other purposes provided that a student is in good standing according to his/her enrollment agreement. An official transcript will be sent to another school upon written request and payment of a $10 fee. Special handling is additional. (See website for a transcript request printout. www.asaom.edu)

Unofficial transcripts are free.

SPECIAL STUDENTS

Any person wishing to enroll in Chi Cultivation, Chinese Language, Practice Management or Counseling courses, may apply as a special student by writing a letter of intent and accompanied by a one-time special-student admissions fee of $25. The current hourly tuition rate is also charged.
Financial Policies

TUITION

Tuition and fees are public monies within the jurisdiction and responsibility of the Arizona School of Acupuncture and Oriental Medicine Governing Board, under the laws and regulations of the state of Arizona and must be administered by the Governing Board. The Governing Board reserves the right to change tuition and fee charges without notice. The tuition rate is presently $17 per contract hour.

<table>
<thead>
<tr>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ac.</td>
</tr>
<tr>
<td>M.Ac.O.M.</td>
</tr>
<tr>
<td>ABT</td>
</tr>
</tbody>
</table>

PAYMENT

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

Students receiving Title IV funds will pay on a separate schedule determined by completion of hourly benchmarks, as set when financial aid is awarded.

FINANCIAL AID

See Appendix 1 for options.

Students at ASAOM are eligible to apply for Title IV funds or alternative loan sources. The Financial Aid Officer can assist you with your options.

V.A. BENEFITS

The school is approved for Veteran’s Benefits.

Veterans’ Affairs VA Policies

Qualified applicants to the acupuncture program are eligible for veterans’ benefits. Application for admission to the school must be completed before an application for VA benefits can be submitted. Students attending with veterans’ benefits are subject to the following policies, as required by the Department of Veterans’ Affairs:

V.A. Attendance Policy

Excused absences will be granted for extenuating circumstances only. Excused absences will be substantiated by entries in student files. Early departures, class-cuts, tardies, etc., for any portion of an hour will be counted as a full hour of absence. Students exceeding three (3) absences in a quarter will be terminated from veterans’ benefits for unsatisfactory attendance.

Credit for Previous Training

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

Satisfactory Progress

At the end of any month, if a student receiving veterans’ benefits has unsatisfactory grades (a fail in any subject), he will be put on academic probation for one (1) month. If progress is still unsatisfactory at the end of the month, the VA will be notified that the student should be terminated for VA pay purposes due to unsatisfactory progress.

Reinstatement

VA students will be certified to the VA once they attain satisfactory progress.

Clinical Training

All clinical training is done on school premises.

VA Refund Policy

The refund of the unused portion of tuition, fees and other charges for veterans or eligible persons who fail to enter a course, or withdraw or discontinue prior to completion, will be made for all amounts paid which exceed the approximate pro rata portion of the total charges that the length of the completed portion of the course bears to the total length of the course.

The pro rata will be determined on the ratio of the number of days or hours of instruction completed by the student to the total number of scheduled instructional days or hours in the course.
ANNUAL FEE SCHEDULE

Registration and Administrative Fees:

- $20  Add / drop
- $150 Program Change
- $25  Late registration (quarterly)
- $20  Late tuition payment
- $35  Returned check
- Free Unofficial Transcript/Grade Report
- $10  Official transcript
- $200 Graduation Fee
- $50  Diploma – Mac/MAcOM
- $50  ABT Certificate (Year 2)
- $.10¢ per copy For Xerox Copies

Annual Fees:

- $60  Materials (subject to change)
- $300 Professional Liability Insurance
- $120 Technology Fee

Exam and Course Fees:

- $200 Master’s project
- $50  Comprehensive Exam
- $150 Comprehensive Exam Late/Retake
- $50  Missed Exam Fee
- $50  Exam Re-creation Fee
- $30/hr.  Proctoring Fee
- $30/hr.  Tutoring Fee
- $150 Incomplete grade
- $100 + 50% Course Challenge
- $125 + 100% Independent Study

Miscellaneous Fees:

- $80-$100 Editing Master’s Project (depends on individual editor, payable to editor)
- $40  CPR Training (or current rates by 3rd party)
- $35  Clinic Safety Training
- $200 Clinic Starter Kit

*Current Clinic Rates for Needles and Supplies

OTHER EXPENSES

Books and materials will cost approximately $2,000 in year one and $500 in each of the following years.

The NCCAOM examinations are computerized and can be taken by appointment. Arrangements are made directly with the Exam Commission.

ATTENDANCE POLICY

Within a term, a student can miss one (1) didactic class with no consequences. Missing two (2) classes will require a conference with the instructor to determine if additional make-up work is required, such as a paid tutorial. Missing three classes (3) will result in the student needing to make up appropriate outside work for the class, as determined by the instructor. Missing more than three classes will result in the student being withdrawn from the course without credit.

All missed clinic hours, including preceptorship hours, must be made up hour-for-hour and may incur additional expense. Makeups must be scheduled in advance as outlined in the Clinic Handbook.

LEAVE OF ABSENCE POLICY

A student may apply for a formal leave of absence by submitting a leave of absence form to the registrar. It is required that the student meet with a financial aid adviser and an academic adviser prior to submitting this form, in order to anticipate how the leave will impact their financial aid and the remainder of their coursework.

A leave of absence may be taken for a maximum of one year from the last date of attendance. If a student does not register for courses within one year, the student must reapply to the program and will be subject to the readmissions policy. At the time of reapplication, the student is subject to admissions and graduation requirements as outlined in the catalog in use at that time, regardless of whether those requirements have changed.

Withdrawal from the program

There are two types of withdrawals – voluntary and administrative. A student may voluntarily withdraw from the program by submitting a completed withdrawal form to the registrar. Students who fail to maintain continuous enrollment without filing for a leave of absence will be administratively withdrawn.
Failure to regularly attend classes may result in a failing grade and withdrawal from the program by default.

Withdrawal status can impact both financial aid eligibility and/or repayment requirements.

Any student in withdrawn status, whether voluntary or not, must complete the formal application process to re-enter the academic program, except when the student withdraws due to a call for military service. Students who withdraw and then re-enter the program, must meet all requirements for admission that are in place at the time of the re-entry.

For students who withdraw from the program and are not receiving financial aid, refunds will be based on the date that the withdrawal form is processed in the registrar’s office, or on the date of the last class attended in the event of default withdrawals. Refunds will not include the initial application fee. If the student is on a payment plan, the student will be held responsible for money owed at the time of withdrawal. The balance of any in-house student loan immediately becomes due and payable if a student leaves school before graduation.

A 2-year payment plan may be established at current interest rates at disenrollment. Failure to pay 2 times in the period may result in the account being turned over to a collection agency.

For students who are not receiving federal financial aid, the following refund schedule applies:

**REFUND POLICY**

Should a student withdraw or be dismissed, refunds will be made according to the following policy:

1. Written notice of withdrawal must be submitted to ASAOM either in person or by certified mail.

2. Tuition and application fee paid to ASAOM will be refunded in full if the applicant is not accepted for enrollment by ASAOM, or if the applicant cancels enrollment within three (3) business days, excluding Saturdays and Sundays, after signing the enrollment agreement.

3. Withdrawal after a term has begun shall result in refund of payment for the term according to the following schedule:
   a) Withdrawal between the end of the free add/drop period and the end of the first week of classes:
      100% tuition refund minus $100 admin fee.
   b) Withdrawal during week 2 of classes:
      75% tuition refund.
   c) Withdrawal during week 3 of classes:
      50% tuition refund.
   d) Withdrawal during week 4 of classes:
      No refund of charges.
   e) Any installment payments of tuition then unpaid shall remain due and payable to ASAOM.

4. Refunds are based on tuition only. Fees and class materials expenses are not refundable. There are no refunds on textbooks and other supplies.

5. Program services beyond the date at which withdrawal occurs are automatically cancelled.

6. Withdrawal date for refund computation purposes is the last date of attendance by the student or the arrival date of the written withdrawal notice, whichever is later.

For students on financial aid, ASAOM follows the Return to Title IV provisions detailed in the Financial Aid Manual.
We provide a wide array of services to make your experience at the Arizona School of Acupuncture and Oriental Medicine both rewarding and successful. Our student services include:

- Student Council
- Academic Advising
- Registration
- Health Services
- Library
- Communication Skills Development
- Career Development
- Alumni Association
- Qi Cultivation
- Tutoring Services
- Student Orientation
- Community Service

Student Council

The Student Council plays many roles. The Council, made up of representatives from each class, meets regularly with the administration, faculty, and the Advisory Board, playing a vital role in enhancing the further development and growth of the school and its students.

Academic Advising

ASAOM administration offers academic advising to assist you in the planning and completion of your degree requirements. From the first semester through graduation and beyond, the administrative team will support you to complete your Master’s degree and become a nationally certified and state licensed TCM practitioner; as well as welcome you as an alumnus of the Arizona School of Acupuncture and Oriental Medicine.

Registration

The registrar’s office ensures that determining your class schedule, and registering for classes flows smoothly. During registration you may enroll in specialized elective courses, review the dates for our annual China program, and receive updates regarding changes in programs, campus facilities, and support services.

Health Services

The ASAOM Health Clinic is a flourishing environment for both student education and quality healthcare. As a prospective student, you receive a free acupuncture treatment during your tour of the campus. Enrolled students receive healthcare services at the clinic, including Acupuncture, Tuina, Cupping, and Nutritional Information with significant discounts.

Library

The ASAOM library contains over 2,000 books and 35 journals on traditional Chinese medicine, Western medicine, and related topics. The library provides wireless Internet, copy/print services, and operates on the honor system. Library remains open as long as doors remain open. A reference library of frequently consulted texts is also maintained in the clinic.

Tucson’s Pima County Public Library and the library of the University of Arizona are minutes from the school and easily accessible. ASAOM students are eligible to use the University of Arizona’s medical library. Through its computer system, students can access Medline and other sources of medical research, and receive email copies of the results. Further, through Inter-Library loan, students can reach any library in the United States, including state libraries, university collections and the Library of Congress.

Communications

ASAOM maintains Internet and data platforms to facilitate effective administration, student, and alumni interaction. Communications include direct email, the school’s web site, voice over IP phone services, and the ASAOAM’s email and forum platform.

Career Development

ASAOM offers on-going courses in practice management and marketing to assist you in your development as a successful TCM practitioner. You can refine your presentation skills by giving TCM lectures at
universities, participating in annual health fairs, and speaking at public events. ASAOM supports the Alumni Association and promotes the exchange of ideas to foster professional development. Graduates are invited to share their expertise with students during on-campus lectures. Professional vacancies in the field of acupuncture and TCM are posted regularly under Career Opportunities.

Alumni Association

The Alumni Association connects graduates to each other and to ASAOM, on both social and professional levels. Ongoing education courses and social events invite graduates to return to the school and meet with faculty, other alumni, and students. Graduates play an important role in the definition of our successful Master program, and continue to play valuable roles in the profession.

SCHOOL HOURS

Staff members have office hours. The office is open from 8am until 5pm, Monday through Friday. Instructors are available to meet with students by appointment.

STUDENT RECORDS

The Registrar issues progress reports to each student at the term’s end, and keeps a cumulative transcript in each student’s permanent file. In the event of unsatisfactory performance, the Academic Dean counsels with the student and a record of the meeting is placed in the student’s file.

Student records are permanent and confidential and are released only with written permission of the student.

RECORDS

Records of student accomplishment such as grades, financial records, clinic hours and treatments are kept at the school in a secure manner. Each student’s personal file is available for viewing by appointment.

CLASSROOM SETTING

In keeping with the Tao, the classroom experience is intended to make learning easy and natural. Teaching methods emphasize learning by doing. Opportunities are provided for visual, auditory and kinesthetic learning.

In addition to traditional methods such as lecture, discussion, supervised practice, homework assignments and the like, there are discovery-learning methods suitable for adults. For example, role play, group projects and reports, guided meditations and visualizations, and movement exercises may be used.

Clinical training involves interacting with many types of people. An attitude of open-minded respect for the human condition is essential on the part of all concerned.

Prospective students may visit classes and clinic by prior arrangement with the Director of Admissions.

PROBLEM SOLVING

See a detailed grievance procedure in the Student handbook.

A student having a concern with another person at the school is advised to do the following:

1. Address the person with whom the concern is felt and courteously seek to remedy the situation.

2. If that does not work or is not feasible because the concern is with a rule or policy of the school, speak to the Student Liaison (Assistant Dean).

Each class is encouraged to elect one or more class representatives to the Student Council at the beginning of the second term. Class representatives are encouraged to address concerns to the Student Council at any time. If necessary, the Assistant Dean will activate the grievance procedure.

A suggestion box is located in the student lounge. The Assistant Dean communicates all suggestions to the appropriate person or committee. Signed suggestions are responded to within a week.

A conflict-resolution grievance procedure based on due process is found in the Student Handbook, which every student receives at orientation.

If the student complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the Board at 1400 W. Washington Room 260, Phoenix, AZ, 85007. Phone: (602) 542-5709. Website http://azppse.gov. If all else fails, the Accreditation Commission can be contacted at (301) 313-0855. (Both the State Board and the Commission have copies of ASAOM’s Grievance procedure).
FACILITIES

The school classrooms, clinic and offices are located at 2856 E. Fort Lowell Road in north central Tucson. Classrooms are spacious and clinic rooms are provided with essential equipment. An herbal dispensary, a library and a student lounge provide for a functional learning experience.

HOUSING

The school does not offer student housing. The Admissions Director has information about apartments in the area.

ACADEMIC POLICIES

CLASS SIZE

The typical starting class averages 10 to 15 students. There is no set limit to class sizes. The supervisor-to-intern ratio in the acupuncture clinic is 1 to 4.

GRADING

Examinations are given in didactic courses. Courses are graded as follows:

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- Below 70 Fail
- Incomplete I
- Withdrawal W

INCOMPLETE GRADES

A student who has an incomplete grade at the end of the term must present the Academic Dean with an instructor-approved plan to remedy the deficiency. Unless the Academic Dean approves otherwise, a course must be completed and an Incomplete grade removed within the first two weeks of the next quarter or the student will receive a failing grade and must repeat the course at additional tuition.

RESCHEDULING AN EXAMINATION

If a student fails to attend class on the day an examination is scheduled, he/she will need to reschedule the exam with the teacher. By prior arrangement, staff can proctor the examination in the office. Missed examinations/quizzes can be made up within one week, (at the discretion of the instructor), to receive a passing grade.

RETAKING AN EXAMINATION

If a student scores below 70 % on a final exam, at the discretion of the instructor, remedial tutorial(s) may be scheduled and a different version of the exam may be taken. The school will bill the student for the tutorial time and the time required to construct a new test. The exam should be retaken within two weeks of the date the student was informed of his/her original exam result.

COURSE CHALLENGE POLICY

Students applying to the School who have prior study, and believe they possess competency in a subject area required for graduation (e.g., a medical practitioner with ability to interpret medical tests), may choose among the three following courses of action:

1. Transfer a comparable course
2. Enroll in the required course to refresh his/her knowledge base; or,
3. Challenge the course(s) by:
   a. Meeting with the instructor to determine the
advisability of challenging:
b. If the instructor approves, paying 1/2 of the
course tuition plus $100; and,
c. Being examined on the content of the course,
which may include completion of projects,
oral and written exams, and other tests and
measurements.

If the challenge is successful, the student will be
awarded credit for the course. If the challenge is
unsuccessful, the student will be required to take the
course and pay the balance of tuition.

In the event of a challenge of a course sequence, the
instructor may give credit for some courses in the
sequence and require that other courses be taken. Should
a limited area of knowledge be missing, but the content
of a course be otherwise known by a student, the
instructor may provide the option of tutorials for the
missing areas and when completed by the student,
declare the course sequence successfully challenged. The
student will be billed for the tutorials.

INDEPENDENT STUDY POLICY

Students approved for completing course work via
Independent Study may register upon approval by 1) 
Academic Dean, 2) Registrar, and 3) the instructor
overseeing the course. First year, foundational acupuncture,
herb and Tuina courses are not offered through independent
study, unless pre-approved by Academic Dean, Director
of Education and Instructor.

Independent Study pertains to, 1) special students, 2) transfer
students needing credit to complete their program from a
course that will not be offered for them to graduate in a
timely manner, 3) as a means to make up a missed course, if
course will not be offered again prior to graduation, or 4) as
a way to pursue an interest not offered in the curriculum, as
extra credit. As with all other credit hours, full tuition is
due.

Instructor Payment: Instructors providing Independent Study
shall receive compensation based on their contracted hourly
rate, covering four hours of instruction/evaluation, broken
down as follows:

1. One hour for initial student/instructor meeting.
2. Two hours of course interim meetings and/or
   instruction.
3. One hour for final meeting and student evaluation.

If additional tutorial hours are required, the instructor shall
bill the school and the school shall bill the student.

Instructor and student are responsible for setting up an
agreement about meeting time and length, what will be
studied & means for assessment based on the course
syllabus. Instructor/student agreements will be recorded on
the course contract, and then submitted to the Registrar.

Additional Tutoring: Students desiring additional tutoring
outside of independent study sessions outlined above shall pay
the school for the instructor's additional time, at the
instructor's contracted rate.

COMPREHENSIVE EXAMINATIONS

Students take comprehensive examinations at the end of
each year of the program. The first year exam must be
passed in order to enter internship. The second year
exam tests herbal knowledge. The third year exam must
be passed in order to graduate. The final exam of the
Acupuncture Biomedicine and Chinese Herbology
national board preparatory courses, serve together in
year three as the pre-graduation comprehensive exam.

SATISFACTORY PERFORMANCE

To be considered in good standing in the school, a
student must demonstrate a mature, responsible, honest
attitude toward studies, staff, faculty and other students;
maintain at least a “C” grade average; fulfill financial
agreements in a timely manner; adhere to the attendance
policy; not use alcohol and drugs on campus; and
demonstrate respect for school property and reputation.

Students must also make timely progress toward
completing their program in no more than one and one-
half times the program length: e.g., three academic years
for the A.B.T. certificate, four and a half academic years
for the M.Ac. degree and six academic years for the
M.Ac.O.M. degree.

CLASSROOM DISRUPTION

When a student’s behavior in a classroom, laboratory,
clinic or other formal learning environment is such that
the rights of other enrolled students to an effective
learning climate are being violated, the student shall lose
the privilege of attending or receiving credit in the class.

PROBATION

If satisfactory performance is not maintained in
academic or practical areas of study and there is concern
about the probability of a student successfully
completing the program, the Dean, in consultation with
the academic and student councils, will place the student on probation for a period of time - not to exceed 1 term. This may result in extra expense to the student if he/she requires tutorials, and/or retaking a section of a course in order to achieve a passing grade.

If satisfactory improvement is not shown during the probationary period, as determined by the Academic Dean, and instructors - while in regular consultation with the student, the student will then be dismissed. Satisfactory improvement during the probationary period will lead to a lifting of probation.

REINSTATEMENT

Once a student is dismissed for any reason, he/she may seek reinstatement, starting with an interview with the Dean. The readmission policy (below) will then be followed. If dismissal was the result of failure to pay tuition, an acceptable plan for payment must be agreed upon prior to reinstatement. If at the end of the probationary period progress has been satisfactory, the student will be restored to good standing. If not, the student will be dismissed.

RE-ADMISSION

A student who withdraws and later wishes to re-enter the school must reapply, pay the application fee, and have an interview with the Academic Dean. The admissions committee will then decide whether or not to readmit.

DISMISSAL

Students are expected to maintain a mature, responsible attitude toward their studies, staff and faculty, and other students. Behavior as outlined below will be cause for dismissal:

1. Failure to maintain satisfactory academic performance.
2. Failure to fulfill financial agreements.
3. Unsatisfactory attendance.
4. Use of alcohol or drugs on campus.
5. Behavior in any manner that is dishonest, unprofessional, disruptive or harmful to fellow students, faculty, staff, School property or reputation.

Unsatisfactory attendance is defined as:

1. Three (3) consecutive days, or a total of three (3) days in a term, of absence without prior notification to the school; and/or,
2. Tardies of four (4) consecutive days or seven (7) days per term.

A student who is dismissed will receive a partial tuition refund or pay the balance due in accordance with the refund policy (see the Refund Policy above).

REQUIREMENTS FOR GRADUATION

In order to graduate from the school, a student must have passed all courses and the comprehensive examinations, met all clinical requirements, paid all the tuition and applicable fees - including clinic fees according to the enrollment agreement, returned all library materials, and complied with all the rules and regulations of the school. A regularly enrolled student who does not finish the program in one and one-half times the contracted program length in academic years, must take additional course-work as determined by the school, and pay additional tuition.

Award of Degrees and Certificates

All requirements for graduation in the master’s degree programs having been completed, the student is awarded the Masters Degree in Acupuncture (M.Ac.) or Masters Degree in Acupuncture and Oriental Medicine (M.Ac.O.M.).

The Certificate in Asian Bodywork Therapy/Tuina is awarded to students who have completed all the requirements of this certificate.

NATIONAL CERTIFYING EXAMINATIONS

Full time students are eligible to take the NCCAOM Asian bodywork therapy, acupuncture, and Chinese herbology examinations in the third year of school. NCCAOM acupuncture certification is required for licensing in Arizona.

PLACEMENT ASSISTANCE

The school does not actively seek placement for its graduates. Employment counseling is provided on request and announcements of positions available are posted on the notice board in the student lounge.

We also post a CAREER CENTER page on our website. Most graduates enter private practice, either alone or with one or more other practitioners. Considering Arizona’s rapidly growing population, the cost and limitations of conventional medicine, and that Oriental medicine works, there would appear to be plenty of opportunity for a well-trained, hard-working, imaginative, and self-confident acupuncturist to make a good living.
BELOW:

Fall 2014 Class (Graduating class of 2017) accompanied by fellow classmates. From top left to right: Lenard Pugh, Michelle Sutter, Greg Kay, Jenny Providence, Rob Villa, Levi Smith, Cameron Belford, Phyllis Nasta (Instructor), Terry Rudd.

From bottom left to right: John Wright, Helene Gaudard-Castillo, Robert Miller, Bianca Valencia.

*Photo by Tim Dunn*

---

Who Are We?

**FOUNDER**

David Epley, Ph.D., Dipl. Ac., L.Ac., Dipl. Ac. (NCCAOM), B.A. Social Relations, Harvard College, and Research Fellow, Harvard Psychological Clinic Annex, Cambridge, MA; M.A. Psychology, Sonoma State University, Rohnert Park, CA; Ph.D. Public and International Affairs, University of Pittsburgh, Pittsburgh, PA (Ford Foundation Fellow); Dipl.Ac. Florida School of Acupuncture, Oviedo, FL. Formerly. N.I.M.H. Postdoctoral Fellow, Community Psychiatry, Harvard Medical School, Boston, MA; Associate Director of Medical Education, Florida Hospital, Orlando, FL; Clinical Assistant Professor, Family Medicine, University of South Florida Medical School, Tampa, FL; and Director, Florida School of Acupuncture, Oviedo, FL; President, ASAOM, among other teaching and administrative appointments. Currently, private practice of acupuncture, Lake Charles, LA. Founder.
ADMINISTRATION

President
Alex Holland, M.Ac., L.Ac., is the founder and President of Han University of Traditional Medicine (formerly Asian Institute of Medical Studies). Alex graduated from the Northwest Institute of Acupuncture and Oriental Medicine (NIAOM) in 1985. He did his clinical training in Chongqing, China in 1985. He was Chair of the Board of NIAOM from 1991-92 and Academic Dean of NIAOM from 1992-1996. He was also a faculty member of NIAOM from 1985-2000 and is a current faculty member at Han University. He has been a preceptor for the Arizona Center for Integrative Medicine from 2001 to present. He was a Commissioner for the Accreditation Commission for Acupuncture and Oriental Medicine from 2008-2014. _Foundations of TCM, Zang Fu, Chinese Medical Language, President, ASAOM._

Chiu-An Chang, D.O., L.Ac., Dipl. Ac./CH (NCCAOM). B.A. Chemistry, Monmouth College, Monmouth, Ill; Doctor of Osteopathic Medicine, University of Health Science and Osteopathic Medicine, Des Moines, Iowa; Internship, Tucson General Hospital; barefoot doctor, Jiang Xi Province, China; Certificate, Acupuncture, Hong Kong Acupuncture and Moxibustion Association, Hong Kong. Formerly Clinic Dean ASAOM. Currently, member, Academy of Medical Acupuncture; member, American Board of Family Practice; family practice of Osteopathy and Chinese medicine, Tucson. _Instructor in Oriental Nutrition and Neuromuscular Systems, Preceptor, Academic Dean, ASAOM._

Tim Dunn, M.Ac.O.M., A.A. Pima Community College, Tucson; Diploma in Massage Therapy, Desert Institute of the Healing Arts, Tucson, AZ; M.Ac.O.M., ASAOM. Tim was twice an extern at Haikou Provincial TCM Hospital, Hainan, China, with Dr. Heping Luo. _Facility Manager, Admissions Director, ASAOM._

Douglas Johnson, M.Ac, L.Ac, Dipl.Ac., (NCCAOM), graduated from the Traditional Acupuncture Institute in 1987. Doug has taught 5 Element Acupuncture extensively in both clinical and academic settings, and is also currently in private practice in Tucson. _Clinic Dean, ASAOM._

Daniel Munitz, B.S. Accounting studies, Pima Community College, Tucson, AZ; B.S. Accounting, University of Arizona. Intern, under study to Steven Phillips, CPA, Tucson. Formerly, athletic scholarship, two year starter, Pima Community College Men’s Soccer Team. Currently, accountant in private practice, Tucson. _Bookkeeper, ASAOM._


Christeen Herrington, CPES, Cert. CA. Christeen is an experienced staff member of ASAOM with more than ten years experience in the medical and chiropractic fields. Behavioral Health Practicing Professional Certification, CPES, 2011, Tucson, AZ. Certified Chiropractic Assistant, Tucson, AZ, 2004, Tucson, AZ. _Administrative Assistant, ASAOM._

Annette Romero, Provides friendly service to customers of ASAOM and has been growing professionally with ASAOM. _Clinic Coordinator, ASAOM._

CORE FACULTY

Nancy Aton, N.M.D., B.S. Chemistry and Biology, Indiana University, Bloomington, IN; N.M.D. National College of Natureopathic Medicine, Portland, Oregon. Currently, Board Member, Arizona Natureopathic Medicine Association; while in practice for 30 years, private practice as Natureopathic Physician in Tucson, specializing in Gyn, Nutrition, Menopause, Preventive Medicine, lifestyle counseling and botanical medicine. _Instructor in Digestion and Medical Terminology, ASAOM._
Chiu-An Chang, D.O., L.Ac., Dipl. Ac./CH (NCCAOM). B.A. Chemistry, Monmouth College, Monmouth, Ill; Doctor of Osteopathic Medicine, University of Health Science and Osteopathic Medicine, Des Moines, Iowa; Internship, Tucson General Hospital; barefoot doctor, Jiang Xi Province, China; Certificate, Acupuncture, Hong Kong Acupuncture and Moxibustion Association, Hong Kong. Formerly Clinic Dean ASAOM. Currently, member, Academy of Medical Acupuncture; member, American Board of Family Practice; family practice of Osteopathy and Chinese medicine, Tucson. Instructor in Orientai Nutrition and Neuromuscular Systems, Preceptor, Academic Dean, ASAOM.

Talena DeBaun, M.Ac., L.Ac., Dipl. Ac. (NCCAOM). B.A. (Eastern) Religious Studies, University of Arizona, Tucson; Certificate Zen Shiatsu, Desert Institute for the Healing Arts (DIHA), Tucson; NADA Auricular Acupuncture Certificate; studied qi gong and taiji with George Mera, Tucson; tuina with Joel Seigneur, Tucson and Bill Helm, San Diego; acupressure with Augustine Fong, Tucson and Burton Moore, Fayetteville, AR; Thai massage at WAT PO, Bangkok, Thailand; 5-element acupuncture with Joel Seigneur, Rosa Schneyer, Christy Allen and Doug Johnson, Tucson. Formerly, Western Regional Director, and Arizona Representative, Board of the American Oriental Bodywork Therapy Association (AOBTA); Instructor and Clinic Supervisor, zen shiatsu, DIHA; Formerly ASAOM Clinic Dean. Currently, private practice of Acupuncture and Oriental medicine, Tucson. Instructor in 5-Element and Meridian Level Acupuncture, Clinic Supervisor.


Robert Hudson, M.Ac., L.Ac., is a graduate of the San Francisco College of Oriental and has been in practice for 19 years. He is trained in the martial arts and his Chinese medicine specialty is neuromusculokkeletal and trauma medicine.

Donald Lightner, Dipl.Ac., L.Ac., Dipl. L.Ac. (NCCAOM). Studies in Art History and Business Administration, the University of Arizona, Tucson. Dipl. Ac. Arizona School of Acupuncture and Oriental Medicine, Tucson. Ordained monk in the Diamond Sangha Zen Lineage under Fr. Pat Hawk, Roshi, Tucson; Jukai (lay ordination) with John Tarrant, Roshi Pacific Zen Institute, Santa Rosa, CA. Chado (Japanese Way of Tea) Certified Teacher in the Urasenke tradition of Chanoyu. Specializes in the making of tea utensils for Chanoyu and has shown his work in Tucson and Phoenix, AZ, Santa Fe and Taos, NM, Boston and Duxbury, MA, and Seattle, WA as well as in Belgium and the Netherlands. His work is in collections in many countries. Longtime student of Chinese calligraphy with Master Xu Datong. Formerly, resident Chinese Medicine Practitioner at Miraval Life in Balance Resort, Tucson. Formerly, Academic and Clinic Dean, ASAOM. Currently, Private Practice of Chinese Medicine, Tucson. Instructor in Traditional Chinese Medicine, Supervisor.

Qing Liu, B.T.C.M. (China), L.Ac., Dipl. Ac/CH (NCCAOM). B.T.C.M. Nanjing Institute of Traditional Chinese Medicine, Nanjing, China; general studies at Pima Community College, Tucson. Formerly, Physician, Nantong TCM Hospital, China; Physician and Supervisor of interns, Yangzhou University Medical Center, China. Currently, Acupuncturist and Herbalist in private practice, Tucson. Instructor in Chinese Herbolgy, Clinic Supervisor, Herbal Dispensary Manager.

Ardeshir Mehrabani, N.M.D. B.S. Biology, University of Arizona; N.M.D. Naturopathic Medicine, Bastyr University, Seattle, WA. Currently, Naturopathic Physician in private practice, Tucson. Instructor in Western Clinical Science.


David Price, M.O.M, Cert. Adv. TCM Studies. M.O.M. International Institute of Chinese Medicine, Santa Fe, NM; Certification in Advanced TCM Studies, Chengdu University of TCM, Chengdu, China. Formerly, Director of Herbal Dispensary, Clinic Dean, and Instructor, Asian Institute of Medical Studies, Tucson. Currently, Acupuncturist in private practice at White Pine Clinic, Tucson. Instructor of TCM, Chinese Medical Language, Formulas and Strategies.

Jenny Providence, B.A. in Biology from Cornell College, Mount Vernon, IA. Certificates in Massage Therapy and Zen Shiatsu from the Desert Institute of the
Healing Arts, Tucson, AZ. Certified CrossFit trainer, Tucson, AZ. Jenny has taught Anatomy and Physiology since 1996. She and her husband, Noah Providence, founded the Providence Institute in 2000, which they operated for ten years, providing services and career training in massage, shiatsu, yoga and personal training. Jenny is an avid CrossFit athlete, enjoys self-study in exercise, physiology and nutrition and maintains a private bodywork practice. Currently, she and Noah own and operate Wildcat CrossFit, Tucson, AZ. She and her husband homeschool their five children. Instructor of Anatomy and Physiology, Life Sciences and Western Nutrition, Western Clinical Sciences Area Head ASAOM


Amy Wheeler, M.S.O.M., L.Ac., Dipl. Ac./CH (NCCAOM). B.A. Holistic Health, Prescott College, Tucson; M.S.O.M. Southwest Acupuncture College, Santa Fe, NM; Cert. Shiatsu, Swedish Institute, New York, NY; Cert. Massage, El Paso Wellness Center School for Massage Therapy, El Paso, TX; Apprenticeship in TCM, Dr. Vince Black, Four Winds Clinic, Tucson. Formerly, Massage Therapist, La Casa de Natural Day Spa, New York City; Miraval Resort, Tucson; Omni Tucson National Golf Resort; Sheraton El Conquistador Resort, Tucson. Currently, Licensed Acupuncturist, Tucson. Instructor in Chinese Herbs, Gynecology, Prescriptionology, Preceptor, ASAOM.


GUEST LECTURERS

Tina Buck, Ph.D., LPC, CPC. B.A. Special Education and Rehab, Pima Community College; M.A. Rehab Counseling; and Ph.D. Special Education and Rehab, University of Arizona, Tucson. Additionally, Biofeedback and Psychodrama Training, U of A Extended University. Formerly, Associate Faculty, Masters of Arts in Counseling Program, Prescott College, Tucson Center; Behavioral Health Therapist, Palo Verde Hospital/Tucson Medical Center, Tucson, AZ; Clinical Coordinator, Southeastern Arizona Behavioral Health Services, Douglas and Bisbee, AZ; Director of Admissions and Outreach, Miraval, Tucson; and other employments in counseling and rehab. Presently, Adjunct Faculty, University of Arizona Department of Special Education and Rehabilitation/School Psychology, Tucson, AZ. Instructor in Counseling and Addictions.

Amy Wheeler, M.S.O.M., L.Ac., Dipl. Ac./CH (NCCAOM). B.A. Holistic Health, Prescott College, Tucson; M.S.O.M. Southwest Acupuncture College, Santa Fe, NM; Cert. Shiatsu, Swedish Institute, New York, NY; Cert. Massage, El Paso Wellness Center School for Massage Therapy, El Paso, TX; Apprenticeship in TCM, Dr. Vince Black, Four Winds Clinic, Tucson. Formerly, Massage Therapist, La Casa de Natural Day Spa, New York City; Miraval Resort, Tucson; Omni Tucson National Golf Resort; Sheraton El Conquistador Resort, Tucson. Currently, Licensed Acupuncturist, Tucson. Instructor in Chinese Herbs, Gynecology, Prescriptionology, Preceptor, ASAOM.
Jing Liu, M.D. (China) and Ph.D. (China), L.Ac. Dipl. Ac. (NCCAOM). M.D. Beijing Medical School of PLA #301, Tianjin, China; Ph.D. First Teaching Hospital of Tianjin University. M.S.O.M., Dongguk Royal University, Los Angeles, CA. Currently, Dr. Liu operates an integrative medicine clinic in Scottsdale, AZ, which includes the Dr. Shi Xue Min Stroke Center, as well as a day spa offering tuina, cupping, acupressure and reflexology. She is the U.S. Representative/Agent of Dr. Shi Xue Min, organizing his lecture tours in this country. She has received an award in Infertility Research from the number 12 China Ke Xie Department for Chinese Medicine. Instructor in TCM, Clinic Preceptor/Clinic Supervisor, Advisory Committee.

Heping Luo, B.T.C.M. (China). B.T.C.M., Hunan College of T.C.M.; Postgraduate Fellow, Department of Acupuncture and Moxabustion, Hunan College of T.C.M. Formerly, Attending Physician, Hainan Provincial People’s Hospital, Haikou. Currently, Deputy Director, Center of Traditional Medicine, Resident Attending Physician, Associate Chief Physician, and Head, Department of Acupuncture and Moxabustion, Hainan Provincial TCM Hospital, Haikou. Also, Secretary General, Hainan Provincial Association for Acupuncture and Moxabustion. Adjunct Instructor, Resident Head of ASAOM Externship in Haikou.

Debi Malone, Dipl. Ac., L.Ac., Dipl. Ac. (NCCAOM). A.A., Legal Assistance Program, Pima Community College. Diploma in Acupuncture, Arizona School of Acupuncture and Oriental Medicine, Tucson. Formerly, trial-level legal assistant, Goering-Roberts, Esq., Attorneys at Law, Tucson; Librarian, Pima County Law Library and Office of the Pima County Attorney’s Office, Tucson; Manager/Counselor, Vitamin Warehouse, Tucson; Administrator of ASAOM. Former Chairperson, Arizona Board of Acupuncture Examiners; Currently, Acupuncturist in private practice, Tucson. Instructor in Master Tong / Dr. Tan Acupuncture.

Stan Posey, Cert.O.M., Dipl. Ac. (NCCAOM). B.S. Pre-Veterinary Medicine and B.S. Botany, Arizona State University, Tempe; Certificate in Oriental Medicine, Pacific College of Oriental Medicine, San Diego, CA. Formerly Research Fellow in Botany with Professor Dennis Clark, Arizona State University; Internship in Tuina with Vincent Black, O.M.D., San Diego, CA and Tucson; private practice in Chinese Medicine, San Diego. Currently practice of TCM, Tucson. Instructor in TCM and Preceptor.


Josh Whiteley, L.Ac., M.S.A.O.M., Dipl. Ac. (NCCAOM). M.S.A.O.M Southwest Acupuncture College, Boulder, CO; C.A.P. Ayurvedic Institute, Albuquerque, NM; formerly LMT, Nevada School of Massage, Las Vegas, NV; Currently in private practice, co-owner of Tucson Acupuncture Co-op in Tucson, AZ. Instructor in Clinic Skills, and Balance Method/Master Tung Acupuncture.

Shi Xue-min, M.D., Ph.D. (China) B.A., Tianjin University of TCM; M.D. and Ph.D. (TCM), Chinese National Ministry of Health. Innovator of Xing Nao Kia Qiao (XNKQ) for stroke rehabilitation, as seen in the movie 9,000 Needles. Dr. Shi is a member of various societies and boards, including Vice-President of the Chinese Academy of Engineering, Vice-Director of the Chinese Institute of Acupuncture and Moxibustion, and Director of the China Clinical Research Institute. Dr. Shi is Honorary President of the First Teaching Hospital of Tianjin University. Currently, he comes to the United States once a year under the sponsorship of the Eastern Medicine Clinic in Scottsdale; AZ Five Branches Institute in Santa Cruz, CA, and ASAOM and teaches and supervises interns, at ASAOM and in other acupuncture colleges. Distinguished Instructor in TCM, Clinic Preceptor/Clinic Supervisor.

Holly Sparks, M.S.O.M., L.Ac., Dipl. Ac./C.H. (NCCAOM). B.S. Psychology, University of New Mexico. M.A. Health Psychology, Northern Arizona University, Flagstaff, AZ. M.S.O.M. International Institute of Chinese Medicine, Santa Fe, NM. Formerly 30-year career as respiratory therapist and instructor of respiratory therapy, including clinical instruction at the University of New Mexico Hospital, Albuquerque. Psychology Instructor at IICM/Denver, CO; Memorial Hospital, Colorado Springs, CO; and Coconino Community College, Flagstaff, AZ. Private practice of Chinese Medicine, Flagstaff, AZ. Currently, Chinese Medicine Practitioner in Tucson. Instructor in TCM, Clinic Supervisor.
Kim Young, B.A., Political Science, Arizona State University, Tempe. Study with Carol Anthony and Hanna Moog at the I Ching Institute, Stow, MA. Formerly, founder of Bicas bicycle recycling cooperative and trade school for youth and adults, Tucson; teacher of I Ching, nutritional counseling, yoga, shiatsu, western herbs and cooking at the Union of Art and Healing at Toole Ave, Tucson. Currently, private practice of I Ching Studies and Counseling, Payson, AZ. Instructor in I Ching Counseling.

Ai Zhou, M.D. (China), Chief of the acupuncture department in Zhuhai Hospital and the Zhuhai Association of Acupuncture and Moxibustion Chair: Masters of Acupuncture and Traditional Chinese Medicine at the Guangzhou University of TCM. With over 20 years of clinical experience, her expertise is at the Flying Needle technique with double hands, Abdominal Acupuncture and Flowing Meridian. Senior Instructor in TCM.

### Appendix I

**ASAOM - FINANCIAL AID OPTIONS**

Our office makes every effort to assist students seeking to continue their education through the Arizona School of Acupuncture and Oriental Medicine (ASAOM). This information will explain what types of financial aid options are available to you and the process all students interested in applying for Federal financial assistance must follow while attending ASAOM.

As of July 1, 2012, there are many changes in the regulations pertaining to Title IV funding. Any questions should be directed to the financial aid office.

Federal financial assistance is available to any qualified student who completes the Free Application for Federal Student Assistance (FAFSA) and submits all appropriate documentation to the Financial Aid Office for processing. Financial need is the cost of attendance minus the amount the student is expected to pay (Expected Family Contribution) – this is determined by the DOE by completing the FAFSA – and the amount of other financial aid resources.

ASAOM participates in the following federal programs listed below to assist our students with financing their education. Financial aid is available to assist with the financial burden of achieving a higher education.

### FEDERAL DIRECT STAFFORD LOAN PROGRAM:

Federal Direct Stafford Loans are low interest loans. There are two types of Stafford Loans: Subsidized and Unsubsidized. An origination fee of up to 3%, a guarantee fee of up to 1%, and a default fee of .05% may be deducted from the loan proceeds prior to disbursement. The interest rate is fixed at 6.8%. Repayment begins six (6) months after the borrower graduates, drops below half-time studies or leaves school.

- **Federal Direct Unsubsidized Stafford Loan** - This loan is available to all qualified students attending ASAOM. Because this loan is not based on financial need, the student is responsible for all interest accrued on the loan. However, the student can opt to have the interest deferred and capitalized upon repayment.

#### Federal Direct Unsubsidized Loans for Students

The annual loan limit for graduate and professional students remains unchanged at $20,500 ($47,167 for certain health professions students), but this amount will now be limited to Direct Unsubsidized Loans.

The aggregate loan limit for graduate and professional students remains unchanged at $138,500 ($224,000 for certain health professions students), not more than $65,500 of which may be in subsidized loans.

The law continues to authorize the Department to offer interest rate reductions to Direct Loan borrowers who agree to have payments automatically electronically debited from a bank account.
FEDERAL DIRECT STAFFORD LOAN LIMITS

<table>
<thead>
<tr>
<th>Unsubsidized Stafford</th>
<th>Annual Loan Limit</th>
<th>Aggregate Loan Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$20,500</td>
<td>$138,500</td>
</tr>
<tr>
<td>Loan Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A new Federal Direct loan effective July 1, 2006 is the Grad PLUS loan. After the annual Stafford Loan limits are exhausted, the student may apply for the Grad PLUS loan. The student may borrow up to the cost of attendance minus any aid received under the Stafford program. This loan essentially takes the place of the private alternative loans, and is credit-based. The interest rate on the Grad PLUS loan is at 8.5% fixed rate. For further information on this new program, please contact the Financial Aid Office.

The following outlines the process all students must complete if they are interested in applying for Federal financial assistance while attending the Arizona School of Acupuncture and Oriental Medicine (ASAOM). If you have any questions throughout this process, please stop by the Financial Aid Office.

- **Prior to completing the Free Application for Federal Student Assistance (FAFSA)** students should request a Personal Identification Number (PIN) from U.S. Department of Education from www.pin.ed.gov. This number is used for electronic signatures on the FAFSA. NOTE: Student must have an email account set up prior to applying for this code as the PIN will be sent to this address within 24-48 hours after request. It should also be kept in a safe place as the same number will be used each year the student is interested in applying for Federal student assistance.

- When you have received your PIN number, all students should complete the FAFSA online at www.fafsa.ed.gov. The school code for ASAOM is ...

036955

- Students applying for Federal financial assistance will be selected for a process called verification. This is a random selection determined by the U.S. Department of Education in which the Financial Aid Office is required to verify that certain data fields on the FAFSA application were completed accurately. If you are selected, the Financial Aid Office will contact you separately with a list of documents you will need to complete/submit for this process. Your financial aid will not be completed until you have submitted all appropriate forms to the Financial Aid Office, and any corrections if needed, have been made accordingly.

  Note: You may sign the FAFSA online using your PIN number

- All students who will be borrowing under the Federal Direct Stafford Loan Program must complete an Entrance Interview. No student loan funds will be disbursed until this has been completed.

  [http://mappingyourfuture.org](http://mappingyourfuture.org)

  - gradstudent
  - complete online counseling
  - DirectLoan and Direct Plus Loan combined entrance counseling

  Print completion page with conformation number, sign it and return to the financial aid office.

- **An Award Letter is then given to all students that must be signed and returned to the Financial Aid Office in order for your financial aid to be processed.** This award letter will inform you of what loan programs and loan amounts are available to you to assist in paying the cost of attendance.
• If you are eligible for the loan programs, you must now select your loan provider. Please note that if you are applying for a Subsidized and Unsubsidized Stafford Loan, only one application is needed for both loans. However, a separate loan application is needed if you are also applying for a Grad Plus loan.

All students who will be borrowing under the Federal Direct Stafford Loan Program must complete an Entrance Interview. No student loan funds will be disbursed until this has been completed.

• Approximately one week after you have completed the FAFSA, you will receive a Student Aid Report (SAR) via e-mail from the federal processor. Review the information on the SAR for accuracy. If corrections need to be made, follow the instructions on the SAR.

• If the SAR indicates the student’s application has been selected for review in a process called verification, the student must submit to the office of financial aid signed copies of the federal tax returns and other documents.

Requirements to request a Federal Direct Loan at Arizona School of Acupuncture and Oriental Medicine (ASAOM)

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

☐ You must have a current application at ASAOM. All application fees must be paid in full.

☐ All colleges attended must be listed on your application. All college official transcript(s) from all college(s) attended must be on file for review.

☐ Official Student Educational Plan (SEP) for Transfer Students. All official transcript(s) from all college(s) attended must be evaluated for transfer credit and basis of financial aid.


☐ Complete the loan entrance interview online at [www.studentloans.gov](http://www.studentloans.gov) or [http://mappingyourfuture.org/oslc/counseling/index.cfm?act=Intro&OslcTypeID=28](http://mappingyourfuture.org/oslc/counseling/index.cfm?act=Intro&OslcTypeID=28)

PRINT CONFORMATION PAGE AND RETURN TO FINANCIAL AID OFFICE.

☐ Sign Master Promissory Note online at [www.studentloans.gov](http://www.studentloans.gov)

PRINT AND RETURN TO FINANCIAL AID OFFICE.

“The Arizona School of Acupuncture and Oriental Medicine assisted me in attaining a dream. I was challenged in all aspects of my being – it was truly a wonderful growing experience. The knowledge, experience, and enthusiasm of the instructors provided me with a foundation and support system that I may not have had the opportunity to experience in a larger school. ASAOM is not only an educational facility, it is a vision.”

- Graduate

---

RETURN TO TITLE IV POLICY

WITHDRAWAL FROM THE PROGRAM AND FEDERAL FINANCIAL AID

Federal Financial Aid is awarded to students based on the assumption that students will be enrolled for a period of time, such as a semester. Withdrawing will affect financial aid. Dropping classes may also impact financial aid if the student falls below full-time status. Financial aid funds that are not earned must be returned. The first step in calculating Return of Title IV Funds (R2T4) is to determine the withdrawal date.
A student may withdraw from the school at any time after the cancellation period may receive a pro rata refund if they have completed 60 percent or less of the scheduled days/hours in the current payment period in their program through the last day of attendance. The refund will be less a registration or administration fee not to exceed $250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

The decision to withdraw from a course or the program must be submitted in writing to the ASAOM Registrar. The withdrawal date is the date the student ceased attendance. The last date of attendance or the date of official notification is set as the withdrawal date. The withdrawal date is determined as follows:

- If the student does not notify the school of his or her withdrawal, the withdrawal date is the last date of recorded class attendance documented by the school. The withdrawal date must be determined by the school within 14 calendar days of the student’s last date of attendance.
- If the student notifies the school before he or she stops attending classes, the withdrawal date is the last date of attendance supplied by the student, unless the school has evidence that the student attended classes beyond the date he or she supplied, in which case the withdrawal date is the later date documented by the school.
- If the student notifies the school after he or she stops attending classes, the withdrawal date is the last date of recorded class attendance documented by the school, unless the student provides an earlier withdrawal date, in which case the student’s date should be used.
- If the student fails to return from an approved leave of absence or is expelled, the withdrawal date is the last date of recorded class attendance documented by the school.
- The institution terminates the student’s enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- If the student takes an unapproved leave of absence, the withdrawal date is the last date of recorded class attendance prior to the leave.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days/hours in the program), multiplied by the number of days/hours scheduled to attend, prior to withdrawal.

If any portion of the tuition that was paid from the proceeds of an unsubsidized student loan and or a Grad Plus loan, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has not received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid programs.

Appendix II

A.A. MILNE OFFERS A PERSPECTIVE ON FOLLOWING THE TAO:

"The fact is," said Rabbit, “we’ve missed our way somehow."
They were having a rest in a small sand-pit on the top of the Forest. Pooh was getting rather tired of that sand-pit, and suspected it of following them about, because whichever direction they started in, they always ended up at it, and each time, as it came through the mist at them, Rabbit said triumphantly, “Now I know where we are!” and Pooh said sadly, “So do I,” and Piglet said nothing. He had tried to think of something to say, but the only thing he could think of was, “Help, help!” and it seemed silly to say that, when he had Pooh and Rabbit with him.

“Well,” said Rabbit, after a long silence in which nobody thanked him for the nice walk they were having, “we’d better get on, I suppose. Which way shall we try?”

“How would it be,” said Pooh slowly, “if, as soon as we’re out of sight of this Pit, we try to find it again?”

“What’s the good of that?” said Rabbit.

“Well,” said Pooh, “we keep looking for Home and not finding it, so I thought that if we looked for this Pit, we’d be sure not to find it, which would be a Good Thing, because then we might find something that we weren’t looking for, which might be just what we were looking for, really.”

“I don’t see much sense in that,” said Rabbit....

“If I walked away from this Pit, and then walked back to it, of course I should find it.”

“Well, I thought perhaps you wouldn’t,” said Pooh. “I just thought.”

“Try,” said Piglet suddenly. “We’ll wait here for you.”

Rabbit gave a laugh to show how silly Piglet was, and walked into the mist. After he had gone a hundred yards, he turned and walked back again...and after Pooh and Piglet had waited twenty minutes for him, Pooh got up.

“I just thought,” said Pooh. “Now then, Piglet, let’s go home.”

“But, Pooh!” cried Piglet, all excited, “do you know the way?”

“No,” said Pooh. “But there are twelve pots of honey in my cupboard, and they’ve been calling to me for hours. I couldn’t hear them properly before, because Rabbit would talk, but if nobody says anything except those twelve pots, I think, Piglet, I shall know where they’re calling from. Come on.”

They walked off together; and for a long time Piglet said nothing, so as not to interrupt the pots; and then suddenly he made a squeaky noise...and an oo-noise...because now he began to know where he was; but he still didn’t dare to say so out loud, in case he wasn’t. And just when he was getting so sure of himself that it didn’t matter whether the pots went on calling or not, there was a shout in front of them, and out of the mist came Christopher Robin.”

Academic Year 2015 - 2016

FALL QUARTER 2015
*Fees Due: $60/materials, $120/technology, $300 insurance
CNT – Clean Needle Test

Registration week – Current Students
New Student Orientation/Registration
Quarter begins
Thanksgiving Holiday (school/clinic closed) **
Didactic Quarter Ends
Clinic Quarter Ends

WINTER QUARTER 2016

Registration Week
Quarter begins
Didactic Quarter Ends
Clinic Quarter Ends

SPRING QUARTER 2016

Registration Week
Quarter begins
Memorial Day (administration closed/clinic open)
Didactic Quarter Ends
Fall 2015 Internship Orientation & Safety Training (mandatory)

Clinic Quarter Ends

SUMMER QUARTER 2016

*Fees Due: $200/graduation (M16), $75 Tuina graduation (Fall 2014)
$50/Comp Exam, (Fall 2015, Fall 2015), $35/Clinic Safety Training (Fall 2015)

Registration Week
Quarter begins (administration closed/clinic open)
F2014, F2015 - Comprehensive Exams – Week 6 (mandatory)
Didactic Quarter ends
Clinic Quarter Ends
M16 Graduation & M19N, Fall 2014 ABT Cert. Ceremony!

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

**Credit will be given for clinic on Thanksgiving Holiday. Saturday clinic on November 28 must be made up. Classes missed will be made up in week 12 (or as otherwise arranged with the teacher).