Daoist Traditions
College of Chinese Medical Arts

Academic Catalog

2026 - 2027

Master of Acupuncture and Herbal Medicine (MAHM)
Master of Acupuncture and Herbal Medicine/Doctor of Acupuncture and Herbal Medicine (MAHM/DAHM)
Doctor of Acupuncture and Herbal Medicine Professional Track (DAHM)
Doctor of Acupuncture Professional Track (DAc)
Certificate in Chinese Herbal Medicine (CCHM)

Policies in this catalog pertain to all students enrolled in all programs at Daoist Traditions. Additional policies are found in the student handbook and clinic manual. Specific policies for the doctoral professional tracks and herbal certificate programs are distributed to enrolled students.

Career Opportunities: Acupuncture is one of the most in-demand treatments in the rapidly growing field of complementary and integrative medicine. Chinese medicine offers a powerful approach to wellness, combining effectiveness, safety, and cost-efficiency — qualities that make it increasingly sought after in today's healthcare landscape. With rising public interest in safe, holistic, and evidence-informed care, acupuncture has become an exceptional career path. Graduates can pursue a variety of professional settings, including individual or group acupuncture practices, integrative clinics alongside physicians or other healthcare providers, hospitals, detoxification programs, or wellness centers. Other opportunities include teaching, research, publishing, translation, or roles with herb and acupuncture supply companies. Most of our graduates establish private practices or join existing acupuncture or multi-modality clinics. The college is contacted regularly by practitioners who want to hire new graduates or rent office space. Listings are shared with alumni and posted on the college website.

Determination of Student Location: The college has adopted policies and procedures to determine the location of enrolled students and the subsequent requirement to notify students about educational preparation for certification/licensure in the state where the student is located. The complete policies can be found on our website. Note: The doctoral professional track is not designed to meet educational requirements for a specific professional license or certification required for employment. Students in these programs do not receive direct disclosures about licensing requirements in different states if/when they change location.

Non-Discrimination and Anti-Harassment: Daoist Traditions prohibits discrimination and harassment against applicants, students, faculty, or staff on the basis of age, race, color, national or ethnic origin, religion, disability, pregnancy status, gender, gender identity, gender expression, sex, sexual orientation, genetic information, veteran status, or any classification protected by local, state, or federal law. All applicants are considered on the basis of individual merit. The scope of this policy also extends to any visitor, vendor, or contractor while on campus property. All applicants are considered based on individual merit.

Reserved Rights of Daoist Traditions: Graduation requirements may change over time in response to new national accreditation standards, state regulations, or to improve effectiveness and educational quality. Daoist Traditions reserves the right to make changes to the policies, procedures, fees, courses, academic calendar, schedules, syllabi, or any other provisions in its catalog, other publications or website, subject to program needs, accreditation requirements, and state and federal laws and regulations. Although every effort has been made to ensure accuracy and completeness, students are advised that changes may be made at any time without prior notice. This catalog does not constitute a contract between the student and the college. Students must meet the requirements in the catalog current at the time of their initial enrollment, along with any revisions to the catalog made by the college. Submitting an application does not guarantee admission. Daoist Traditions reserves the right to deny entrance to any applicant. Some applicants may be placed on a waitlist and receive an admissions decision later in the admissions cycle. The college reserves the right to refuse admission or revoke enrollment if the college determines that an applicant or student poses a threat, is a potential danger, is significantly disruptive to the Daoist Traditions community, or if such a refusal or revocation is considered to be in the best interest of the college. Behaviors where it is considered to be in the best interest of the college to refuse admission or revoke enrollment include misrepresenting any information; unlawful or unethical activities; behavior or public image that bring into question the applicant's maturity, honesty, or moral character; or behaviors that conflict with the college's code of conduct. The college also reserves the right to refuse admission to applicants who have been expelled or suspended, determined to be a threat, potential danger, or significantly disruptive, by another college. This policy may apply while the admissions application is under review or after the admission decision has been made.

Communications with the Board of Directors: Daoist Traditions College is owned by Daoist Traditions, Ltd. Interested parties may contact any member (or all members) of the board by mail at Daoist Traditions Ltd., c/o corporate secretary, 382 Montford Avenue, Asheville, NC 28801; phone 828-225-3993; email board@daoisttraditions.edu. Please indicate whether your letter is for the board or an individual director. All communications received are opened by the corporate secretary and distributed to the board or individual as appropriate.

Tuition Guaranty: Daoist Traditions maintains a tuition guaranty bond for prepaid tuition held. Documentation is available in the financial office for review during normal office hours.

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Dear Prospective Student,

I am honored to introduce to you a college devoted to the teachings of Classical Chinese Medicine, whose roots are deeply entwined with classical Chinese philosophy.

Built primarily upon Daoist teachings, the school has a very distinctive character unlike any other programs currently operating in this country. More importantly, Daoist Traditions is much more than a college. It is a special place guided by individuals active in offering leadership in Chinese medicine nationally, delivering healthcare to the underserved community, and striving collaboratively with western medical clinicians to provide an integrative healing paradigm for the public.

Focusing on the spiritual aspects of Chinese medicine, students are encouraged to become catalysts in healing by engaging patients to unravel personal “myths” about their illnesses. Treatments emphasize helping patients to transcend the consciousness that had become the basis for their suffering. By practicing the Daoist arts of healing, students more intimately learn the effects that environment, nutrition, and emotions have on health.

Daoist Traditions offers a thoughtful balance between the academic and cultivational domains important in the development of a healer. By striving to create a curriculum that embraces diversity from the historical richness of Chinese medicine, as well as the emerging contemporary health issues confronting modern practitioners, the College aims to graduate accomplished students who will become competent clinicians and innovators in this evolving profession. At the same time, graduates are also transformed by self-reflection journals, meditative exercises, and thought-provoking inquiries into their own healing processes.

With its strong administration, distinguished faculty, extraordinary students and alumni, and a vast array of educational resources, I'm confident that you'll find the education at Daoist Traditions to be exemplary and its environment to be nurturing.

Blessings,

Jeffrey C. Yuen
88th Generation, Jade Purity School of Daoism
25th Generation, Complete Reality School of Daoism

Welcome

About Us

Daoist Traditions College of Chinese Medical Arts is devoted to the preservation, transmission, and evolution of classical Chinese medicine. Rooted in the medical teachings of the classics and inspired by the lineage of Master Jeffrey Yuen, we are committed to educating practitioners who embody both depth of knowledge and clarity of purpose. Our name reflects the profound relationship between Daoist philosophy and the origins of Chinese medicine.

Early Daoist scholars and physicians emphasized careful observation of natural patterns, an approach that remains central to clinical diagnosis and treatment today. Their inquiry, experimentation, and dedication to cultivation helped shape the evolution of Chinese medicine as both a healing art and a disciplined body of knowledge. At Daoist Traditions, we honor the classical roots while preparing students to meet the complexities of contemporary healthcare.

The natural world moves in patterned cycles: seasonal rotation, circadian rhythms, the waxing and waning of the moon, and the predictable movement of Qi in the body. These processes demonstrate that change unfolds within recognizable structures. Historically, Daoist cultivation traditions have required disciplined practice, ethical conduct, structured training, and consistent refinement. In this same spirit, our academic programs maintain clear standards, defined schedules, and consistent expectations. These policies are not separate from our Daoist foundation — they reflect it and allow mastery and transformation to occur.

Learning Community

Students come to Daoist Traditions for individual reasons, but they share a common purpose - to learn this medicine so they can help others. We seek to provide a learning community where all individuals are respected, supported, and able to reach their goals. We want each student to feel a sense of connectedness, belonging, and trust in the shared purpose of the learning community.

In the classroom, the learning community includes students and faculty members. Outside of the classroom, it also includes the administrative team who are here to support each student's overall academic experience and career goals. We love the analogy of the college community as a crew. The term "crew" comes from educator Kurt Hahn, founder of Outward Bound, and his quote "We are crew, not passengers, strengthened by acts of consequential service to others". Following this idea, all members of the learning community work together as a team. Each member does their part to maintain the standards of the learning community.

We believe the best way to learn this patient-centered medicine is to be immersed and meet in-person with your instructors and classmates to develop important skills – building rapport, practicing hands-on techniques, communicating professionally, and working collaboratively. Each entering class completes each phase of learning together throughout our programs. By consistently working with the same group, students form a deep sense of community with classmates, practice new skills with peers, and learn from the experiences of others.

Our programs are designed to help you become not merely proficient at individual techniques, but truly adept at helping people through their most difficult life experiences. This requires experiential learning, not just memorizing abstract concepts from a textbook. To this end, the programs at Daoist Traditions include both giving and receiving all necessary clinical skills. You learn how each technique and each point feels to develop sensitivity to patient needs. When you enroll, you are agreeing to rise to the standards required to complete the program.

Philosophy

Institutional Vision
Daoist Traditions College of Chinese Medical Arts is a center of educational excellence, cultivating the next generation of teachers and leaders within the field of Chinese medicine. The college is known for its academically rigorous and transformative curriculum, its service to the community, and its exemplary leadership in Chinese medicine education.

Institutional Mission
Daoist Traditions College of Chinese Medical Arts provides quality education in the classical art and science of Chinese medicine, graduating professionals who provide independent and collaborative care in diverse settings, enriching their communities with Daoist-based medicine.

Guiding Principles
The staff and faculty of Daoist Traditions support a set of principles which guide how we do our work, how we interact with each other, and how we fulfill our mission as a college. We value:

Integrity. We are committed to demonstrating integrity through honest and ethical conduct.
Excellence. We are dedicated to the pursuit of academic excellence through continual program review.
Diversity. We welcome individual perspectives and listen and respond with compassion and respect.
Transformation. We facilitate personal cultivation and growth by imparting the wisdom of Chinese medicine.

Core Values
Study at Daoist Traditions requires respecting differing points of view and different heritages of Chinese medicine. We are committed to an academically rigorous program, which challenges students to transform emotionally, spiritually, and intellectually. Because of this, we seek students who are committed to personal cultivation and growth as well as to their learning. It is essential that all members of the Daoist Traditions community share a commitment to:

- ground all actions in honesty, integrity, and compassion;
- embrace the philosophy and spirit of Chinese medicine;
- respect the wisdom of our teachers and embrace the spirit of cooperation;
- listen receptively and effectively respond to feedback;
- respect each member of our community and hold one another in the highest regard;
- honor freedom of inquiry by fellow students;
- cultivate the ability to observe oneself and take responsibility for one's learning, actions, and well-being;
- express oneself respectfully, using appropriate words and actions;
- exhibit professionalism in all our actions;
- cultivate the ability to observe oneself and develop the ability to recover the observant self;
- engage in self-reflection and cultivation practices as keys to healing and healing presence;
- allow our healing presence to be the guiding principle for all actions.

Cultivating a Healing Presence
Healing is often a gradual awakening of a deeper sense of self (and of self in relation to others) which can encourage profound personal change. We believe that healing can only come from within, in the present moment. We recognize that all of life's journeys and experiences provide opportunity for growth and change. Healing presence is being mindful and compassionate in the present moment. We can cultivate a healing presence through our daily activities and interactions with others.

Accreditation, Approvals, and Memberships

Accreditation
Daoist Traditions College of Chinese Medical Arts and its following programs are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

(1) Master of Acupuncture with a Chinese herbal medicine specialization
(2) Doctor of Acupuncture
    - including a Doctor of Acupuncture degree completion track
(3) Doctor of Acupuncture with a Chinese herbal medicine specialization
    - including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
(4) Certificate in Chinese herbal medicine

The programs listed above may offer courses via distance education.

ACAHM does not accredit any programs at the undergraduate/bachelor level.
Accreditation status and notes may be viewed on the ACAHM Directory.

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952/212-2434; https://acahm.org

Public Disclosure Statement Effective as of 19 August 2026

Licensure
The Board of Governors of the University of North Carolina is the policy-making body legally charged with the general governance of all affairs of the constituent institutions. Daoist Traditions is licensed by the UNC Board of Governors to offer the Master of Acupuncture and Herbal Medicine (MAHM) and Doctor of Acupuncture and Herbal Medicine (DAHM) degrees and is currently seeking licensure for the Doctor of Acupuncture (DAc) program. The Board of Governors can be contacted at UNC General Administration, 223 S. West Street, Suite 1800; Raleigh, NC 27603; 919-962-1000; northcarolina.edu.

Approvals
- Authorized by the NC Acupuncture Licensing Board (NCALB) to operate professional Chinese Medicine school in NC.
- Approved by the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM).
- Approved Educational and Training Program with the California Acupuncture Licensing Board [Dual MAHM/DAHM].
- Approved by the United States Department of Education to offer Title IV funds to qualified students.
- Approved by the Student and Exchange Visitor Program (SEVP) to enroll F-1 students in the MAHM and dual degree MAHM/DAHM programs.
- Approved by the Veteran's Administration to apply VA benefits toward tuition for qualified students.
- Approved by the Department of Vocational Rehabilitation (DVR) to have tuition subsidized for approved students.
- Authorized to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA) and to offer distance education courses and/or programs to any other SARA state member. **California is not a SARA member, and the college is not currently registered with the California Bureau for Private Postsecondary Education (BPPE), therefore, the college cannot enroll applicants who reside in the state of California. Applicants should speak with the admissions director about their timeline for relocation.*

Memberships
- Member of the Council of Colleges of Acupuncture and Herbal Medicine (CCAHM)
- Member of the North Carolina Society of Acupuncture and Asian Medicine (NCSAAM)
- Member of the American Society of Acupuncturists (ASA)
- Member of the Asheville Chamber of Commerce

Our Programs

Master's Degree Program

Master of Acupuncture and Herbal Medicine (MAHM)

The purpose of the MAHM program is to graduate independent, competent, and compassionate practitioners who advance the discipline of Classical Chinese Medicine by providing safe, effective, and patient-centered healthcare in diverse settings. Grounded in Daoist principles, the program provides comprehensive education in acupuncture, herbal medicine, and biomedicine, integrating classical theory with evidence-informed practice. The curriculum cultivates clinical proficiency, professionalism, and personal cultivation, preparing graduates to enter clinical practice as independent healthcare providers who can collaborate effectively within today's interdisciplinary medical environments.

Dual Degree Program

Master of Acupuncture and Herbal Medicine/Doctor of Acupuncture and Herbal Medicine (MAHM/DAHM)

The purpose of the dual degree program is to graduate highly skilled professionals who advance the discipline of Classical Chinese Medicine by providing independent and collaborative healthcare in diverse settings. The integrated program combines rigorous academic study and clinical training with advanced coursework in system-based medicine, collaborative care, and evidence-informed practice. Students develop a deep understanding of Classical Chinese Medicine theory, diagnostic methods, and herbal formulation while cultivating a healing presence rooted in Daoist philosophy. Graduates are prepared to serve as independent acupuncture and herbal medicine providers and as collaborative members of interdisciplinary healthcare teams.

Doctoral Professional Tracks

Doctor of Acupuncture and Herbal Medicine (DAHM) and Doctor of Acupuncture (DAc)

The purpose of the doctoral professional tracks is to graduate advanced practitioners who expand their mastery of Classical Chinese Medicine through the development of doctoral-level competencies in clinical reasoning, evidence-informed practice, and systems-based collaborative care. Building upon master's-level training, the programs strengthen the practitioner's capacity to deliver safe, effective, and integrative care as an independent healthcare provider in a wide range of settings, including private practice, hospitals, and interdisciplinary health teams. The programs emphasize leadership, scholarship, and advocacy within the profession. A combination of online courses and in-person sessions allows students to continue their professional practice while earning a doctoral degree.

Certificate in Chinese Herbal Medicine (CCHM)

The purpose of the CCHM program is to expand the scope of practice of licensed acupuncturists and advanced students of Chinese medicine by providing specialized training in the safe and effective use of Chinese herbal medicine. Rooted in Classical Chinese Medicine theory, the program deepens diagnostic and treatment skills while integrating biomedical knowledge and evidence-informed approaches. Graduates are prepared to incorporate herbal medicine into independent or collaborative healthcare practice, contributing to the delivery of comprehensive, holistic care within diverse clinical environments. The CCHM program is open to acupuncture practitioners and advanced master's-level acupuncture students who are seeking in-depth training in Chinese herbal medicine. The program builds on previous Chinese medicine theory and acupuncture training. A combination of online courses and in-person sessions allows students to maintain their current acupuncture practice while attending school.

Program Goals and Outcomes

Master of Acupuncture and Herbal Medicine (MAHM) Program

Program Goals

1. Graduate knowledgeable, skilled practitioners who effectively diagnose and treat a broad range of health conditions.
2. Develop caring, compassionate practitioners by fostering a healing presence in personal and professional interactions.
3. Prepare graduates to pass the NCBAHM national certification examinations.

Program Learning Outcomes

1. Daoist Traditions will graduate practitioners who are able to:
2. Apply the fundamental theories of Chinese medicine, including Daoist principles and classical channel theories.
3. Formulate skilled diagnoses using diagnostic findings and the theories of Chinese medicine.
4. Create treatment plans that include appropriate acupuncture, adjunctive therapies, and lifestyle recommendations.
5. Apply foundational knowledge of Chinese herbs to formulate effective herbal treatment plans.
6. Integrate relevant biomedical information into the practice of Chinese medicine.
7. Deliver patient care through safe and effective clinical case management.
8. Demonstrate professionalism and practice-building skills.

Master of Acupuncture and Herbal Medicine/Doctor of Acupuncture and Herbal Medicine (MAHM/DAHM) Program

Program Goals

1. Graduate knowledgeable, skilled practitioners who effectively diagnose and treat a broad range of health conditions.
2. Develop caring, compassionate practitioners by fostering a healing presence in personal and professional interactions.
3. Prepare practitioners who function effectively in collaborative and interdisciplinary settings.
4. Develop practitioners who integrate evidence-based medicine into clinical practice.

Program Learning Outcomes

Daoist Traditions will graduate practitioners who are able to:

1. Apply the fundamental theories of Chinese medicine, including Daoist principles and classical channel theories.
2. Formulate skilled diagnoses using diagnostic findings and the theories of Chinese medicine.
3. Create treatment plans that include appropriate acupuncture, adjunctive therapies, and lifestyle recommendations.
4. Apply foundational knowledge of Chinese herbs to formulate effective herbal treatment plans.
5. Integrate relevant biomedical information into the practice of Chinese medicine.
6. Deliver patient care through safe and effective clinical case management.
7. Demonstrate professionalism and practice-building skills.
8. Integrate advanced Chinese medicine skills, biomedical diagnostics, and research into evidence-informed patient care.
9. Collaborate with a variety of professional colleagues to manage patient-centered care.
10. Demonstrate the skills necessary to contribute to and advocate for the Chinese Medicine profession.

Doctor of Acupuncture and Herbal Medicine (DAHM) and Doctor of Acupuncture (DAc) Professional Track Programs

Program Goals

1. Graduate knowledgeable, skilled practitioners who advance the discipline of Classical Chinese Medicine by providing independent and collaborative health care in diverse settings.
2. Prepare practitioners who function effectively in collaborative and interdisciplinary settings.
3. Develop practitioners who integrate evidence-based medicine into clinical practice.

Program Learning Outcomes

Graduates of the doctoral professional track will be able to:

1. Integrate advanced Chinese medicine skills, biomedical diagnostics, and research into evidence-informed patient care.
2. Collaborate with a variety of professional colleagues to manage patient-centered care.
3. Demonstrate the skills necessary to contribute to and advocate for the Chinese Medicine profession.

Certificate in Chinese Herbal Medicine (CCHM) Program

Program Goals

1. Graduate knowledgeable, skilled Chinese herbal medicine practitioners who effectively diagnose and treat a broad range of health conditions.
2. Develop caring, compassionate herbal medicine practitioners by fostering a healing presence in personal and professional interactions.
3. Prepare graduates to pass the NCBAHM certification examination in herbology.

Program Learning Outcomes

Based on previous Chinese medicine theory and acupuncture training, graduates of the CCHM will be able to:

1. Articulate the basic theories of Chinese herbal medicine and the foundational knowledge of Chinese herbs, herbal formulations, and associated natural products.
2. Formulate effective treatment plans with appropriate herbal medicine treatment and dietary recommendations.
3. Integrate relevant biomedical information into the practice of Chinese herbal medicine.
4. Demonstrate professionalism and effective clinical case management.

Faculty

Our faculty is comprised of experienced practitioners who are committed to helping each student excel. Faculty biographies and a current list of guest lecturers can be found on our website.

Core Faculty	Credentials	Programs
Leanne Apfelbeck	DC, MS	MAHM, MAHM/DAHM
Jessi Davis	MAOM, L.Ac.	MAHM, MAHM/DAHM, CLINIC
Doris Johnson	PhD, L.Ac., Dipl. Ac./Dipl. CH (NCBAHM)	MAHM, MAHM/DAHM, CCHM, CLINIC
Lissa Juedemann	DACM, MAOM, L.Ac., Dipl. OM (NCBAHM)	MAHM, MAHM/DAHM, DAHM, DAc, CCHM, CLINIC
Kathy Robinson	MD	MAHM, MAHM/DAHM, DAHM, DAc, CCHM
Robert Vanderwall	MAOM, DAOM Candidate	MAHM, MAHM/DAHM, DAHM, DAc, CCHM

Faculty	Credentials	Programs
Paul Alexander	MSTOM, L.Ac.	MAHM/DAHM, DAHM, DAc
Simon Becker	M.Ac.	MAHM, MAHM/DAHM
Marina Braine	MS, BS	MAHM, MAHM/DAHM
Julie Burke	DACM, MAOM, L.Ac.	MAHM, MAHM/DAHM
Evan Bussanich	M.Sc.OM, L.Ac.	CLINIC
Theo Yang Copley	L.Ac., Dipl. Ac. (NCBAHM)	MAHM, MAHM/DAHM
Sharon DeMocker	MD	MAHM, MAHM/DAHM
Emily Fader	MLIS	MAHM, MAHM/DAHM
Lori Fendell	M.Ac., L.Ac., PA, MPH	MAHM, MAHM/DAHM
Mindy Gates	RN, MAOM, L. Ac.	MAHM, MAHM/DAHM, DAHM, DAc, CLINIC
Diane Gioioso	DAHM, M.Ac, L.Ac	MAHM/DAHM, DAHM, DAc
Brian Hightower	DAHM, MAOM, L.Ac.	MAHM, MAHM/DAHM, CLINIC
Frank Iborra	AP, Dipl. Ac. (NCBAHM)	CLINIC
Jennifer Jackson	DACM, MAOM	MAHM, MAHM/DAHM
Theresa Johnson	MAOM, L.Ac.	MAHM, MAHM/DAHM
Christopher Kazepis	MAOM, L.Ac.	CLINIC
Autum Kirgan	MAOM, DACM, L.Ac.	MAHM, MAHM/DAHM
Lynn Lewis	PhD	MAHM/DAHM, DAHM, DAc
Randine Lewis	PhD, L.Ac., FABORM	MAHM, MAHM/DAHM, DAHM, DAc
Catherine Lok	D.O.	MAHM, MAHM/DAHM
Mary Cissy Majebé	O.M.D., L.Ac., DOM (NM)	MAHM, MAHM/DAHM, DAHM, DAc
Jem Minor	DAHM, MAOM, L.Ac.	MAHM, MAHM/DAHM
Heidi Most	D.Ac., M.Ac.	MAHM/DAHM, DAHM, DAc
Marc Mullinax	PhD	MAHM, MAHM/DAHM
Cameron Mullins	MA, BA	MAHM, MAHM/DAHM
Michael Parker	MAOM, L.Ac.	MAHM, MAHM/DAHM, CLINIC
Tracy Peck	M.Ac., L.Ac.	MAHM, MAHM/DAHM
Evan Rabinowitz	D.Ac., M.Ac., Dipl. Ac. (NCBAHM)	MAHM/DAHM, DAHM, DAc
Connie Ross	MD	MAHM, MAHM/DAHM, DAHM, DAc, CCHM
Joseph Rothstein	DACM, Dipl. O.M. (NCBAHM)	MAHM, MAHM/DAHM, CCHM
Joanne Shea	BA, LMBT	MAHM, MAHM/DAHM
Peter Shea	DACM, MS, L.Ac.	MAHM, MAHM/DAHM, DAHM, DAc, CCHM, CLINIC
Dov Shoneman	DACM, MTCM, L.Ac., Dipl. Ac. (NCBAHM)	MAHM, MAHM/DAHM, CLINIC
Becka Williams	DACM, MAOM, L.Ac.	CLINIC
Christopher Whyrick	DACM, L.Ac.	MAHM, MAHM/DAHM
Ann Wolman	MAOM, L.Ac.	CCHM
Christina Velderman	DACM, MAOM, L.Ac.	MAHM, MAHM/DAHM

Core faculty are department chairs and full-time faculty who assist with department-wide initiatives and are involved in program development and assessment. Faculty are instructional staff who are responsible for the design, delivery, and assessment of academic courses. Doctoral faculty have achieved doctoral-level degrees, the terminal degree in the field in which they are teaching or have been vetted to ensure they possess appropriate recognized credentials, relevant professional experience, and have demonstrated substantial competence in the teaching areas.

Administrative Staff and Directors

Administrative Staff
Mary Cissy Majebé, O.M.D., L.Ac., President/Financial Director
Rachel Nowakowski, MAOM, L.Ac., Dipl. Ac./Dipl. CH (NCBAHM), Vice President
Chris Giglio, B.S., Administrative Director/Registrar
Christina Velderman, DACM, L.Ac., Academic Dean for MAHM and Dual Degree Programs
Robert Vanderwall, MAOM, DAOM Candidate, Academic Dean for DAHM/DAc and CCHM Programs
Jennifer Jackson, DACM, MAOM, Dean of Students
Leanne Apfelbeck, D.C., M.S., Biomedicine Department Chair
Jessi Davis, MAOM, L.Ac., Acupuncture/Foundations Chair
Lissa Juedemann, DACM, MAOM, L.Ac., Dipl. OM (NCBAHM), Dean of Clinical Training/Herbal Department Chair
Juliet Daniel, M.Ac., Admissions Director
Cameron Mullins, M.A., B.A., Federal Financial Aid Director
Anthony Sigler, B.F.A., Registrar Assistant
Emily Fader, MLIS, Librarian
Teresa Imfeld, MLIS, Librarian
Katie Hanning, B.S., Finance Manager
Jennifer Moore, B.A., Administrative Assistant/Events and Facilities Manager
Pepper Kelliher, M.L.A., Executive Administrative Assistant
Kalyn Livernois, M.F.A., B.A., Administrative Assistant
Linda Barsi, M.F.A., B.A., Administrative Assistant
Jan Vidmar, Administrative Assistant
Theo Yang Copley, L.Ac., Dipl. Ac. (NCBAHM), Director of Community Engagement

College Clinic Staff
Marie Michaud, Clinic Administrative Assistant
Holly Ingram, Clinic Administrative Assistant
Christiana Salatino, Clinic Administrative Assistant

Board of Directors

Ann Flynn, Chair
Bill Byrne, Vice Chair
Patricia Bernarding
Mary Cissy Majebé
Rachel Nowakowski
Susan Taylor Rash
Carol Pennell

John N. Davis, Member Emeritus
Junie Norfleet, Member Posthumous Emeritus

Location and Community

Asheville NC Community
Nestled in the Blue Ridge Mountains, Asheville is the largest city in Western North Carolina with a population of approximately 95,000. The city is known for its friendly, inclusive atmosphere, culinary diversity, and eclectic culture. The area attracts a lively mix of professionals, students, and artists. The Blue Ridge Parkway, Appalachian Trail, French Broad and Swannanoa Rivers, and thousands of acres of national forest offer a multitude of outdoor activities. With its long history as a healing destination and a community of people interested in natural approaches to wellness, our city is the perfect location for studying acupuncture and herbal medicine.

Campus Facilities
Our campus is located in the Montford Historic District, adjacent to downtown Asheville. The main campus houses our fully equipped classrooms, library and computer lounge, student kitchen/dining area, and administrative offices. Classes and workshops are also held at our conference space, Heaven's Cloud Event Center, in West Asheville, a 15-minute drive from campus. Our teaching clinic is located a short drive from campus in the downtown area and includes 11 treatment rooms, meeting spaces, and an herbal dispensary. The campus and clinic are accessible by public transportation. All facilities are smoke, drug and alcohol free; and as chemically free as possible. The college does not provide housing for students.

Medicinal Herb Gardens
Daoist Traditions is one of a growing number of Chinese medicine schools with medicinal herb gardens. The purpose is to give students the opportunity for hands-on contact with the medicinal plants that are introduced in their herbal medicine studies. The campus gardens currently contain over 100 different medicinal plants and continue to be expanded each year.

Master's and dual degree students gain hands-on experience in the herb garden during the Introduction to Herb Cultivation course and participate in the care of the herbal gardens during the first and second years. Through this service project, students help cultivate a healing space for the college community to enjoy.

Library Resources
Our library supports the research and educational needs of students, faculty, and staff by providing access to library collections and services consistent with our programs. The library is open to students, alumni, and faculty. The collection includes books, print and electronic journals, journal databases, periodicals, and audio-visual materials. In addition to Chinese medicine, the collection covers topics such as cultivation techniques, philosophy, biomedicine, herbal medicine, complementary healing modalities, and business and study skills. The library provides computers, wireless internet, copy and print services, and staff to assist with research needs. Items may be used or borrowed in accordance with the guidelines set by the college.

Daoist Traditions has a cooperative agreement with the University of North Carolina at Asheville (UNCA) Ramsey Library, located just a few minutes from campus, which provides access to additional print and electronic resources. Master's and dual degree students receive membership to Ramsey Library with borrowing privileges. Students enrolled in other programs have the option to purchase a community membership from Ramsey Library. In addition, all students can access the Buncombe County Library System branches throughout Asheville.

For All Programs

Overview

Daoist Traditions College of Chinese Medical Arts offers a rigorous, immersive education grounded in classical Chinese medicine, clinical excellence, and personal cultivation. Our programs are designed for students who are prepared to meet high academic, clinical, and professional expectations in a demanding learning environment that supports deep engagement and growth.

Prospective students are encouraged to speak with the Admissions Director, visit campus, observe classes, and engage with faculty and current students to determine whether Daoist Traditions is the right fit. The depth and pace of our programs require commitment, resilience, and readiness for intensive study.

The Daoist Traditions community strives to cultivate a healing presence and convey that healing presence in the classroom, clinic, and broader community. Accordingly, we seek students who demonstrate maturity, emotional stability, sound judgment, and professionalism—qualities essential to becoming effective practitioners.

Admission decisions are based on individual merit without regard to age, race, color, national or ethnic origin, religion, disability, pregnancy status, gender, gender identity or expression, sex, sexual orientation, genetic information, veteran status, or any other classification protected by law.

Technical Skills and Standards

The programs at Daoist Traditions require students to engage in diverse and specific experiences essential to the acquisition and practice of necessary skills. Unique combinations of cognitive, psychomotor, and affective abilities are required to satisfactorily perform these essential functions. Providing safe care to patients is the priority in Chinese/Asian medical education and is dependent on the skills of students in training to become practitioners and doctors. Daoist Traditions' technical skills and standards apply to all students in all programs and are applied to consideration of admission, matriculation, retention, and graduation from Daoist Traditions. Students unable to satisfy the technical standards, despite the opportunity for reasonable accommodation, are subject to reconsideration of their suitability for the program(s). Students must meet the following competencies:

Communication ▪ Communication includes speech, reading, and writing. Students must be able to communicate effectively with all members of a health care team. They must maintain appropriate medical records. They must be able to speak and hear effectively and be able to observe patients and peers to elicit information; be able to perceive non-verbal communication; and recognize and respond to changes in mood, activity, posture, and patient communication. Students must demonstrate a willingness and ability to give and receive feedback. They must approach each patient free from bias and with social and cultural sensitivity and obtain thorough information using critical thinking while establishing rapport with the patient. They must be able to communicate with empathy and concern for the well-being of others.

Observation/Sensory ▪ Observation requires the functional use of the senses of vision, touch, hearing, and somatic sensation. It is enhanced by the functional use of the sense of smell and by color vision. Students must be able to acquire the information presented through demonstrations and experiences. They must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when working with patients. They must be capable of perceiving the signs of disharmony and manifestations through physical examination. They must be able to observe patient's emotions, body, demeanor, and tongue; discern muscles and bones; obtain auditory information from voice, breathing, sighing; tolerate unusual smells, such as moxa smoke or liniments; and tolerate the use of Wi-Fi on campus. ***Daoist Traditions has a focused education that emphasizes but is not limited to insertion of acupuncture needles. Styles that have accommodations appropriate for the visually impaired to learn and practice acupuncture, such as abdominal diagnosis or Japanese Tehari, are not taught at Daoist Traditions.*

Motor/Physical ▪ Students should have sufficient motor function to be able to execute movements required to provide general care and treatment to patients in all health care settings. Students must be able to directly examine patients; palpate the body, pulse, and acupoints effectively and efficiently; perform basic physical exam procedures/tests; demonstrate the use of all acupuncture and Chinese/Asian Medicine practical and clinical skills, including, qi gong/tai chi. They must be able to perform CPR and first aid and function in an emergency. Students must have the ability, within reasonable limits, to safely assist a patient in moving, for example, from a wheelchair to a treatment table or chair. They must be able to accompany staff during clinical sessions, attend a full clinic shift, and a full day of scheduled classes/clinic. *Skills related to acupoints and the use of acupuncture do not apply to students enrolled in the Certificate of Chinese Herbal Medicine program.*

Intellectual/Cognitive/Conceptual ▪ Students must be able to concentrate and engage in critical thinking, self-discipline, focus, and problem solving in the classroom and clinical setting. Students must be able to promptly complete required assignments and responsibilities related to the effective and timely diagnosis and treatment of patients, which begins with assignments in the first year and thereafter in class, practicum, and clinic. They must be able to quickly read, comprehend, synthesize, and memorize extensive written material; effectively participate in solving clinical problems; effectively interpret the data collected from the interview/examination of patients; exhibit sound judgment, resourcefulness, and analytical skills even under pressure; effectively organize information and tasks to efficiently work in patient care environments; and effectively function as a member of a health care team.

Professionalism/Behavioral/Emotional/Social ▪ Students are required to consistently demonstrate integrity, ethics, professionalism, maturity, honesty, and fairness in all dealings with patients, the families of patients, peers, staff, supervisors, and instructors. They must be able to integrate feedback from supervisors or peers in a collaborative and collegial manner; preserve confidentiality; follow rules and regulations; and maintain a professional demeanor. Students must have the emotional stability, maturity, and resilience to function effectively under stress and adapt to an environment that may change in unpredictable ways. They must be able and willing to be palpated/needled at all required body areas and acupoints by any classmate, any gender, during skills classes. They must be able and willing to change their behavior when it interferes with productive individual or team relationships. They must be able to proactively make use of the available resources to maintain physical, mental, and emotional health. They must possess the ability to reason morally and practice health care in an ethical manner. They must possess attributes that include compassion, empathy, responsibility, and tolerance. They must be able to engage in patient care delivery in all settings and to all patient populations including but not limited to children, adolescents, adults, medically compromised patients, and vulnerable adults of all races, ages, and genders.

Transfer Credit
Applicants considering transferring to Daoist Traditions are asked to visit the college to meet with our admissions director, observe class sessions, and meet our students. Transferring students must be open to learning perspectives that may differ from their former school. Students must honor the diversity of all healing traditions to allow us to build upon the common foundation that joins them.

Master's: The college may accept up to one year of transfer credits.
Dual Degree: Transfer credit may be accepted for Chemistry and Physics. Transfer credit is not accepted for other courses exclusive to the doctoral program.
CCHM: Transfer of biomedicine courses is considered for CCHM applicants. Coursework must have been completed no more than 1 calendar year from the time of application. No other transfer credit is accepted for the CCHM program.
Doctoral Professional Tracks: No transfer credit is accepted for courses exclusive to the doctoral program.

All transferred coursework must be completed at a college/university accredited by an agency recognized by the U.S. Secretary of Education, or equivalent international entity, and be equivalent to Daoist Traditions' degree requirements. Transferred acupuncture and Chinese herbal medicine coursework must be completed at an Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) accredited or pre-accredited program. *Refer to the tuition/fees list for information about how transfer credits affect tuition.*

Transfer credit is granted on a case-by-case basis. Although the national guidelines for all acupuncture schools are the same, each program is unique. Our admissions team tries to award as many transfer credits as possible while being careful to only accept credits for courses that clearly have prepared the student for our program. Due to the differences between programs, transfer students should expect that some credits will not be accepted or that it may require additional time to complete our program. Transfer students are required to repeat course work related to clinical skills, such as pulse diagnosis and needling techniques.

Transfer credits are evaluated once official transcripts have been received and the applicant has submitted an application for admission with the application fee. Students should review the program curriculum and course descriptions available at the time of enrollment. *All transfer credits must be requested and awarded before the second semester of enrollment begins. Transfer credit is not evaluated after this time.*

Daoist Traditions does not evaluate prior learning experience. If a course is not listed on a transcript, regardless of prior experience, credit cannot be awarded. Transfer credit cannot be awarded twice for the same class; that is, it cannot be used to meet the minimum entrance requirement and count toward hours within the program.

For Transfer of Acupuncture, Chinese Medicine, and Herbal Medicine Courses:

1. The course must be listed on an official transcript with a grade of B, or equivalent, or better;
2. The course must have been taken within the past three years;
3. The course must meet the hour requirements of the equivalent class at Daoist Traditions;
4. The course syllabus for each course is reviewed to ensure equivalency. The student must provide a catalog or URL for an online catalog and course syllabus outlining the content for each course being evaluated; and
5. A placement exam may be required if transfer credit for multiple courses is being requested.

For Transfer of Biomedical Science Courses:

1. The course must be listed on an official transcript with a grade of B, or equivalent, or better;
2. The course must meet the hour requirements of the equivalent class at Daoist Traditions;
3. *Master's program:* the course must have been taken no more than five years from the time of application, unless the applicant can provide acceptable evidence of continuous activity within two years in the specific field for which transfer credit is requested, e.g. a physician; *Dual Degree program*: chemistry and physics must have been taken no more than five years from the time of application; *CCHM program:* the course must have been completed no more than one year from the time of application to the CCHM program.
4. An assessment exam is required if transfer credit is requested in the master's program for WM501 Anatomy & Physiology 1, WM502 Anatomy & Physiology 2, or a significant portion of the biomedicine curriculum.

International (Non-Immigrant) Applicants

Daoist Traditions is authorized under Federal law to enroll nonimmigrant alien F-1 students into the master's and dual degree programs. The Student and Exchange Visitor Program (SEVP) requires that international students enroll in a full-time course of study, attend classes regularly, and make satisfactory progress toward completion of the degree objective. Special application and admission procedures are required of all international students. *Due to federal regulations limiting the number of online courses international students may take each semester, the college does not enroll F-1 students in the doctoral professional tracks or the CCHM program.*

English Language Competency

Academic success is dependent upon the student's ability to understand, speak, read, and write in English. The level of proficiency needed for a graduate-level academic program is greater than that required for daily living. English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The applicant must have completed one of the following *with English having been the language of instruction AND the language of the curriculum used*:

a) four years at a U.S. high school demonstrably delivered in English;
b) at least two years (60 semester credits or 90 quarter credits) of undergraduate- or graduate-level education in an institution accredited by an agency recognized by the U.S. Secretary of Education;
c) at least two years (60 semester credits or 90 quarter credits) of undergraduate- or graduate-level education demonstrably delivered in English;
d) high school or two years (60 semester credits or 90 quarter credits) of undergraduate- or graduate level education in an institution in one of the following countries or territories: American Samoa; Anguilla; Antigua & Barbuda; Australia; Bahamas; Barbados; Belize; Bermuda; Botswana; British Virgin Islands; Cameroon; Canada (except Quebec); Cayman Islands; Christmas Island; Cook Islands; Dominica; Federated States of Micronesia; Fiji; The Gambia; Ghana; Gibraltar; Grenada; Guam; Guyana; Ireland; Isle of Man; Jamaica; Kenya; Lesotho; Liberia; Malawi; Montserrat; Namibia; New Zealand; Nigeria; Norfolk Island; Papua New Guinea; Philippines; Pitcairn Islands; Sierra Leone; Singapore; South Africa; South Sudan; St. Helena; St. Kitts & Nevis; St. Lucia; St. Vincent & the Grenadines; Swaziland; Tanzania; Trinidad and Tobago; Turks and Caicos Islands; United Kingdom; U.S. Virgin Islands; Uganda; Zambia; Zimbabwe.

OR

2. The applicant must have completed an English language competency assessment at the required level. Applicants must score at least 80 on the Test of English as a Foreign Language (TOEFL) internet-based exam (iBT) or achieve an overall band score of 6.5 (Academic Format) on the International English Language Testing System (IELTS).

Equivalent levels of other English language assessment tools are also accepted. Other assessments include Duolingo English Test, China Standard of English Language (CSE), Cambridge First Certificate in English (FCE), Cambridge English Advanced (CAE), Common European Framework Reference (CEFR), Occupational English Test (OET), Pearson Test of English (PTE). *Contact the admissions office for minimum required scores.*

Transcripts from other countries must be translated into English and evaluated by a credential evaluation service, such as World Education Services (wes.org) or Educational Credential Evaluators (ece.org).

Computer Literacy and Technology
To be successful in our programs, students must use computers in their work and be able to work online. Students should be comfortable with basic word processing software; email functionality; internet research skills; electronic file management; and downloading appropriate plugins, as needed. Canvas, a learning management system, is used for course content storage, file sharing, submitting assignments, and delivery of online class sessions. Respondus LockDown Browser and Monitor are used for online quizzes and exams to ensure that the same standards are applied during in-person and online classes and exams. Students purchase a software subscription which provides access to online exams administered in Canvas. Students complete Canvas and Respondus training to become familiar with the various functions.

Wireless internet and computers with printing capability are available on campus during regular school hours, however, students should not rely solely on the internet and computer equipment provided on campus. Individual instructors may require specific software to format files or to complete course assignments. All students must have:

- A relatively new computer. Students may be required to bring a laptop or tablet to class. Computers should have one of the following operating systems: Microsoft Windows (10 or later), Apple macOS (10.13.x or later), Apple iOS (12.4.2 or later), or Chrome OS (75.0.3770). Software required for courses - Respondus Lockdown Browser and Monitoring - is available for Windows PCs, Mac computers, Chromebooks, and iPads – it is not supported on Android devices and Smartphones.
- Google Chrome web browser version 109 or 110
- A working webcam (internal or external) and microphone on your device to participate in online discussion groups, take online quizzes/exams, and complete other assignments.
- Microsoft Office Suite 2019 or 365 (Word, PowerPoint, etc.)
- Adobe Acrobat or another PDF converter – needed to submit assignments to Canvas
- Reliable, high-speed internet connection with at least 8-10 Mbps download speed

Required Immunizations
In accordance with North Carolina State law (G.S. 130A-152) master's, dual degree and CCHM students must submit documentation of required immunizations within 30 days of their first registration. Please note: A physical is not required for enrollment, only documentation of required immunizations.

Malpractice Insurance
Coverage on the college's malpractice insurance policy is required for the duration of the master's, dual degree, and doctoral professional track programs. Malpractice insurance coverage is required for clinical internship in the CCHM program.

Master's Degree Program

Master of Acupuncture and Herbal Medicine (MAHM)

The four-year master's degree program includes extensive training in the ancient traditions of Classical Chinese Medicine (CCM) and Traditional Chinese Medicine (TCM). The program includes the study of all the meridian and collateral systems, an in-depth study of Chinese herbal medicine, and a survey of the history of ideas and their influence in the development of styles of practice. The MAHM program consists of 2944 hours/162.7 credits.

In addition to a solid foundation in the philosophies of Chinese medicine, students gain practical knowledge through training by dedicated faculty who are successfully practicing in the field. While the program is challenging, our supportive academic environment is structured to assure the success of our students. A limited number of students are accepted into each entering class, which allows for more personalized attention and rich classroom dialogue.

Time Commitment

The master's program is designed as a full-time track program, and students follow the sequence of courses for the duration of the program. For every hour spent in class, students should expect to spend approximately two hours outside of class studying, completing readings, assignments, and projects.

The program follows a semester system with a fall semester (August–December) and a spring semester (January–May). The fall semester of the first year consists of 16 instructional weeks, which includes an introductory week held in early August. All subsequent semesters consist of 15 instructional weeks. Some summer classes are required.

In the final two years of the program, students engage in immersive clinical internship training for 42–46 weeks per year. Internship is structured as half-day clinic shifts (4–4.5 hours), allowing students to build confidence and continuity in patient care while balancing coursework. Students attend classes and clinic up to six days per week during this phase of training.

Master's Admissions Requirements

Prior to acceptance, MAHM applicants must have fulfilled a minimum of two years and 60 semester credits (90 quarter units) of general education at the baccalaureate level from an institution accredited by an agency recognized by the U.S. Secretary of Education. Official transcripts must be sent directly from the college or university to Daoist Traditions. Refer to the Application for Admission for a complete list of materials to be submitted.

Master's Admissions Procedure

Applications are considered on an ongoing basis until the class has reached its maximum capacity. Once the class is full, additional applications may be considered and a list of alternates will be selected. New students are enrolled in August each academic year. Interviews with the admissions team are scheduled once completed application materials are received. The interviews are an important part of our admissions procedure because we want to know our students on a more personal level than documentation will provide. On-site interviews are scheduled whenever possible, but video call interviews may be allowed in cases where distance is a factor.

Master's Program Acceptance

Upon notification of acceptance, each student is required to reserve space in the upcoming class with a non-refundable acceptance fee. This fee is separate from any tuition payments. If the fee is not received within the specified time, the applicant's place may be offered to another applicant. If an applicant is accepted and chooses not to enroll for that semester, the application materials will be held for a one-year period. However, the original acceptance is not guaranteed for future semesters. To reactivate an application, applicants must apply for re-admission with application fee. The admissions team will conduct an interview and make its decision.

Non-Degree Seeking Applicants

As class size permits, Daoist Traditions will consider students with special interests who are not seeking a degree to audit courses. All educational requirements of the college and course pre-requisites must be met. Contact the admissions director for more information.

Dual Degree Program

Master of Acupuncture and Herbal Medicine/Doctor of Acupuncture and Herbal Medicine (MAHM/DAHM)

The doctorate is the new terminal degree in the field of East Asian medicine and is anticipated to become the industry standard. The doctorate will be significant for practice growth and insurance reimbursements and will be especially important for those interested in working in hospitals and other integrated settings, teaching, or research. Currently, the master's degree leads to state licensure and national certification. The doctorate may eventually replace the master's degree as entry-level education.

The four-year dual degree program offers extensive training in the ancient traditions of Classical Chinese Medicine (CCM) and Traditional Chinese Medicine (TCM). The program includes the study of all the meridian and collateral systems, a survey of the history of ideas and their influence in the development of styles of practice, and an in-depth study of Chinese herbal medicine. In addition to the principles of Chinese Medicine and relevant biomedicine, students complete advanced study in specialty areas of orthopedics, cardiology, endocrinology, neurology, and obstetrics.

The dual degree program also includes didactic and clinical work in the areas of collaborative care, system-based medicine, and evidence-informed practice. Students experience the integration of diverse medical perspectives in collaborative care rounds with Chinese medicine and western medicine practitioners. Bringing together clinical experience with evidence from research, students evaluate the strengths and weaknesses of medical paradigms.

The MAHM/DAHM program consists of 3,266 hours/179.7 credits. Students earn both the master's and doctoral degrees upon completion.

All applicants who meet the doctoral admissions requirements are encouraged to enroll in the dual degree program. Applicants who do not meet the doctoral admission requirements, or accepted students who choose not to dually enroll, may enroll in the master's program. Refer to the master's admissions section for details. Master's students have limited time to apply to the doctoral program. If a qualified applicant does not initially apply for the dual degree program, they have the opportunity to apply between years one and two of their master's studies. After that time, students must complete the master's program before applying to the doctoral professional track. Academic standing, disciplinary actions, and professionalism issues are considered for applicants who do not enroll in the doctoral programs from the beginning of their master's studies.

Dual Degree Time Commitment

The program is designed as a full-time track program, and students follow the sequence of courses for the duration of the program. Dual degree students are expected to complete all doctoral courses with their cohort due to scheduling constraints. For every hour spent in class, students should expect to spend approximately two hours outside of class studying, completing readings, assignments, and projects.

The program follows a semester system with a fall semester (August-December) and spring semester (January-May). The fall semester of the first year consists of 17 instructional weeks, which includes an introductory week in early August. All subsequent semesters consist of 16 instructional weeks. Some summer classes are required.

In the final two years of the program, students engage in immersive clinical internship training for 42–46 weeks per year. Internship is structured as half-day clinic shifts (4–4.5 hours), allowing students to build confidence and continuity in patient care while balancing coursework. Students attend classes and clinic up to six days per week during this phase of training.

Dual Degree Admissions Requirements

Prior to acceptance, dual degree applicants must have fulfilled a minimum of three years and 90 semester credits (135 quarter units) of general education at the baccalaureate level from an institution accredited by an agency recognized by the U.S. Secretary of Education. Official transcripts must be sent directly from the college or university to Daoist Traditions. Refer to the Application for Admission for a complete list of admissions materials to be submitted.

Applicants for dual enrollment must have fulfilled specific prerequisites in biology and psychology. These prerequisites may be met by one of the following means:

- Completion of courses in undergraduate education. *Transcripts must be sent directly to Daoist Traditions from the institution*;
- Completion of College-level Examination Placement (CLEP) or American Council on Education (ACE) credit courses with the minimum credit-granting scores achieved. *Scores must be sent directly to Daoist Traditions from the College Board;* or
- Completion of the following professional-level certificate courses, via coursera.org, a massive open online course (MOOC) provider: The Little Stuff - Energy, Cells and Genetics (University of Colorado Boulder) and Introduction to Psychology (Yale University). *Certificates of completion/transcripts must be forwarded to Daoist Traditions.*

Dual Degree Admissions Procedure
A limited number of students are accepted into each entering class, which allows for more personalized attention and rich classroom dialogue. Applications are considered on an ongoing basis until the class has reached its maximum capacity. Once the class is full, additional applications may be considered and a list of alternates will be selected. New students are enrolled in August each academic year. Interviews with the admissions team are scheduled once completed application materials are received. The interviews are an important part of our admissions procedure because we want to know our students on a more personal level than documentation will provide. On-site interviews are scheduled whenever possible, but video call interviews may be allowed in cases where distance is a factor.

Dual Degree Program Acceptance
Upon notification of acceptance, each student is required to reserve space in the upcoming class with a non-refundable acceptance fee. This fee is separate from any tuition payments. If the fee is not received within the specified time, the applicant's place may be offered to another applicant.

If an applicant is accepted and chooses not to enroll in the dual program for that semester, the application materials will be held for a one-year period. However, the original acceptance is not guaranteed for future semesters. To reactivate an application, applicants must apply for re-admission with application fee. The admissions team will conduct an interview and make its decision.

Doctoral Professional Tracks

Doctor of Acupuncture and Herbal Medicine (DAHM)
Doctor of Acupuncture (DAc)

The doctoral professional tracks provide master's-level graduates with the opportunity to deepen clinical expertise and expand their understanding of whole-person healthcare. These programs cultivate advanced competencies in collaborative care, systems-based medicine, and evidence-informed practice—essential for acupuncturists working within today's integrative, team-based healthcare environments. Coursework includes advanced study in specialty areas commonly encountered in clinical practice, including orthopedics, neurology, endocrinology, obstetrics, and cardiology.

Students experience the integration of diverse medical perspectives in collaborative care rounds with Chinese medicine and western medicine practitioners. Bringing together clinical experience with evidence from research, students will evaluate the strengths and weaknesses of medical paradigms. From planning treatments to evaluating laboratory results, pharmaceuticals, and nutrition plans from both Chinese and western medical perspectives, the doctoral professional track provides students with advanced competencies to provide the best quality care for patients.

The doctoral program consists of 305 hours and 16 credits.

Time Commitment
The one-year doctoral programs are designed on a track system, and students follow the sequence of courses for the duration of the program. The modular format offers students the flexibility to continue their clinical practice while earning their degree.

Online coursework is completed throughout the year in both asynchronous and synchronous formats. The program requires in-person attendance for 3-5 day clinical and hands-on class sessions each semester. Coming together with classmates and colleagues also offers an opportunity to collaborate and build community with professionals from diverse backgrounds. For every hour spent in class, students should expect to spend approximately two hours outside of class studying, completing readings, assignments, and projects.

The curriculum, course schedules, and clinical dates are program specific. Students must attend the class and clinic dates listed on the schedule for their program. Certain courses may not be available each semester and absences could impact on the ability to complete the program within the normal timeframe. Refer to attendance policies and course syllabi for details.

Professional Track Admissions Requirements
The doctoral programs are open to graduates of ACAHM accredited/pre-accredited programs or institutions. Applicants for the DAHM must have completed a master's-level acupuncture/herbal medicine degree program, or a master's-level acupuncture program and a Chinese herbal medicine certificate program. Applicants for the DAc must have completed a master's-level acupuncture degree program. Current CPR with first aid certification is also required. Refer to the Application for Admission for a complete list of admissions materials to be submitted.

Applicants must have also fulfilled a minimum of three years (90 semester credits, or 135 quarter credits) of baccalaureate-level education from an institution accredited by an agency recognized by the U.S. Secretary of Education, or an equivalent international entity. Applicants must have completed undergraduate or professional-level courses in biology, psychology, and chemistry to ensure readiness for doctoral-level coursework.

Biology and Psychology
These requirements may be met by one of the following means:

- Completion of courses in undergraduate education. *Transcripts must be sent directly to Daoist Traditions from the institution*;
- Completion of College-level Examination Placement (CLEP) or American Council on Education (ACE) credit courses with the minimum credit-granting scores achieved. *Scores must be sent directly to Daoist Traditions from the College Board;* or

- Completion of the following professional-level certificate courses, via coursera.org, a massive open online course (MOOC) provider: The Little Stuff - Energy, Cells and Genetics (University of Colorado Boulder); and Introduction to Psychology (Yale University). *Certificates of completion/transcripts must be forwarded to Daoist Traditions.*

Chemistry
This requirement may be met by one of the following means:

- Completion of courses in undergraduate education. *Transcripts must be sent directly to Daoist Traditions from the institution*;
- Completion of College-level Examination Placement (CLEP) or American Council on Education (ACE) credit courses with the minimum credit-granting scores achieved. *Scores must be sent directly to Daoist Traditions from the College Board;*
- Completion of the following professional-level certificate courses, via coursera.org, a massive open online course (MOOC) provider: Introduction to Chemistry: Reactions and Ratios (Duke University). *Certificate of completion/transcript must be forwarded to Daoist Traditions; or*
- Completion of an asynchronous online course at Daoist Traditions during semester 1 (summer). See tuition/fees list.

Entrance Assessment
Daoist Traditions master's graduates who graduated more than 5 years prior to entering the doctoral program must complete a written assessment to demonstrate retention of the master's-level content knowledge and competencies. Graduates of master's-level Chinese medicine programs from other colleges must complete a written assessment to demonstrate attainment and retention of master's-level content knowledge and competencies. A minimum passing score is required. Applicants who have not completed a college-level research course must also complete an online module and assessment covering research fundamentals.

Professional Track Admissions Procedure
Applications are considered on an ongoing basis until the class has reached its maximum capacity. New students are enrolled in the summer/fall each academic year. The admissions process includes a comprehensive transcript analysis to ensure that all applicable master's-level coursework completed is equivalent to the published degree requirements in terms of content knowledge and attainment of professional competencies. Students may be required to complete additional coursework.

Interviews with the admissions team are scheduled once completed application materials are received. The interviews are an important part of our admissions procedure because we want to know our students on a more personal level than documentation will provide. On-site interviews are scheduled whenever possible, but video call interviews may be allowed in cases where distance is a factor.

Professional Track Acceptance
Upon acceptance, students are provided with details about any outstanding requirements, coursework, or examinations to be completed. If an applicant is accepted into the program and chooses not to enroll for that semester, the application materials are held for a one-year period. However, the original acceptance is not guaranteed for future semesters. To reactivate an application, applicants must submit an Application for Re-Admission with application fee. The admissions team will conduct an interview and make its decision.

Certificate in Chinese Herbal Medicine (CCHM)

The Certificate in Chinese Herbal Medicine (CCHM) is a postgraduate program for acupuncture practitioners who are seeking comprehensive training in Chinese herbal medicine. The 24-month program teaches practitioners to safely and effectively incorporate the use of Chinese herbs into their clinical practice. The program consists of 720 hours and 41 credits.

Students explore the unique properties of individual Chinese herbs and the composition and therapeutic functions of traditional prescriptions. The curriculum also includes the study of prepared medicines, essential oils, food therapy, and drug-herb interactions. Relevant biomedical training is included to review important skills and stay up to date on information and procedures that can change over time. Students gain practical experience creating formulas for patients in a supervised clinical setting and reviewing cases to refine herbal prescriptions based on patient progress.

NCBAHM diplomates of acupuncture in active status are eligible for the NCBAHM Chinese herbology examination upon program completion. To receive NCBAHM certification in Chinese herbology, graduates must also complete the NCBAHM biomedicine exam, if not previously taken. Eligibility for the biomedicine exam is determined by students' previous master's level Chinese medicine education. Refer to the NCBAHM Certification and/or Recertification Handbook for details.

Time Commitment
The CCHM program is designed as a track system, and students follow the sequence of courses for the duration of the program. The modular format reduces travel time and combines the best aspects of face-to-face and online learning.

Online coursework is completed each week in both asynchronous and synchronous formats. During the first two terms, students attend three in-person sessions per term. Each session consists of four consecutive days of classes. During the final term, students attend one in-person session per month, with each session lasting four consecutive days, to complete clinical internship training and participate in a comprehensive review of program material. In-person class and clinic days are 8 hours in length, with built-in break times. For every hour spent in class, students should expect to spend approximately two hours outside of class studying, completing readings, assignments, and projects.

The curriculum, course schedules, and clinical dates are program specific. Students must attend the class and clinic dates listed on the schedule for their program. Absences could impact on the ability to complete the program within the normal timeframe. Refer to course syllabi for details. There is not a part-time option for this program.

CCHM Admissions Requirements
Applicants must be graduates of a master's-level acupuncture program which is accredited or pre-accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). Applicants who are currently enrolled in an ACAHM accredited/pre-accredited master's-level program may be considered if they are nearing completion. Current CPR and first aid certification is also required. Refer to the Application for Admission for a complete list of admissions materials to be submitted.

CCHM Admissions Procedure
Applications are considered on an ongoing basis until the class has reached its maximum capacity. Interviews with the admissions team are scheduled once completed application materials are received. The interviews are an important part of our admissions procedure because we want to know our students on a more personal level than documentation will provide. On-site interviews are scheduled whenever possible, but video call interviews may be allowed in cases where distance is a factor.

Financial Assistance

Federal Financial Aid
Students are eligible to apply for federal student aid to assist in financing their educational costs. Daoist Traditions participates in the US Department of Education's Direct Loan Program, which includes federal Direct and Graduate PLUS loans.

The program Cost of Attendance (COA) and related program costs, along with information provided on the Free Application for Federal Student Aid (FAFSA) are used to calculate a student's eligibility for loans. Non-institutional charges, such as summer living expenses, cannot be included in the cost of attendance due to federal regulations. Master's and doctoral summer courses and clinic sessions are considered part of the fall semester's curriculum.

To be eligible for financial aid, students must:

- Be a US citizen or eligible non-citizen;
- Be enrolled at least half-time in courses required for graduation in one of our given programs (half-time is defined as 10 credits for master's, 2 credits for doctoral, 4.5 credits for CCHM);
- Be registered with the Selective Service System, if required to do so;
- Not be in default on any previous student loan; nor owe a repayment on a Federal Pell Grant or SEOG Grant; or have borrowed in excess of the loan limits, under Title IV programs, at any institution;
- Meet federal requirements regarding convictions for possessing/distributing illegal drugs;
- Meet any and all other federally mandated requirements;
- Submit all forms required by the Financial Aid Office to confirm eligibility; and
- Maintain Satisfactory Academic Progress, once enrolled.

The Higher Education Act of 1965 as amended suspends aid eligibility for students who have been convicted under federal or state law for the sale or possession of drugs if the offense occurred during a period of enrollment for which the student was receiving federal student aid.

Federal Direct Loans
Students can qualify for graduate-level loans by completing a FAFSA. Students who are admitted with less than 72 baccalaureate credits do not qualify for aid per federal regulations. Once 72 credit hours have been earned, either outside of the institution or while enrolled, a student can qualify for aid in the next eligible payment period. All graduate-level loans are unsubsidized. Unsubsidized loans accrue interest from the time the loan is disbursed until it is paid in full. The student can choose to pay the interest while in school or choose to have the interest added to the principal of the loan. Repayment of Direct loans begins six months after the last date of attendance, or when enrollment drops below half-time. Students who have prior loans that are in repayment may be eligible for an in-school deferment while enrolled. Students should contact their prior lender to verify if they are eligible.

Federal Graduate PLUS Loan
This loan program allows graduate students to borrow under the criteria of the Federal PLUS loan, which is credit-based and requires a secondary application beyond the FAFSA. *As of July 1, 2026, PLUS loans are no longer available to new incoming students.* PLUS loans allow students to borrow up to the maximum COA minus other financial aid. The borrower must be deemed creditworthy or have a creditworthy co-signer. PLUS loans have a fixed interest rate and are eligible for consolidation with Direct loans upon graduation. The interest rate for PLUS loans is typically higher than the unsubsidized Direct loan rate. PLUS loans are also unsubsidized, and students have the option to pay the interest while in school or allow it to accrue and capitalize. PLUS loans have the same 6-month grace period as Direct unsubsidized loans, which begins six months after the last date of attendance or when enrollment drops below half-time. Students can apply for Grad PLUS loans online at studentaid.gov and should contact the financial aid director when they have completed the application. Funds beyond the federal graduate awarding limit of $20,500/year, require a FAFSA and an approved PLUS loan application. The higher COA of the dual degree program does not allow for funds beyond the federal graduate unsubsidized awarding limit, though PLUS funds can be awarded up to COA limits.

Private Loans
Daoist Traditions offers private loan options. We recommend that students only utilize private loans after they have exhausted all federal loan options. We suggest borrowing minimum amounts of private loans when possible, as they typically come with higher interest rates and less flexible repayment terms. Daoist Traditions does not endorse any specific lender and does not create the terms of these loans. Our staff cannot counsel students on the terms and conditions of private loans in the same manner as with federal loans. Students should carefully consider the risks, terms, and conditions of private loans before choosing. Students can reach out to our Financial Aid Director with questions about options and eligibility.

Scholarships
Scholarship information is posted on our website. Students receive information about scholarships available exclusively to Daoist Traditions students through our community partnerships. If you are receiving federal financial aid and you receive any additional funds through scholarships, grants, or any other agency you must notify the financial aid office.

Veteran's Benefits
Daoist Traditions is approved by the NC State Approving Agency and VA Office of Vocational Rehabilitation to enroll veterans. To determine your eligibility, you must first contact the VA directly. They will instruct you on what forms are needed to approve your benefits at Daoist Traditions. Visit va.gov/education. Once those approvals are complete you should bring a copy of your approval notice to the financial aid office and we can then certify your enrollment so that funding can be received. There are five educational assistance programs administered by the Department of Veterans Affairs that you can apply for at Daoist Traditions.

- Chapter 30 - Montgomery GI Bill - Active Duty
- Chapter 31 - Vocational Rehabilitation
- Chapter 33 - Post 9/11 GI Bill
- Chapter 35 - Survivors' and Dependents' Educational Assistance
- Chapter 1606/1607 - Montgomery GI Bill - Selected Reserve

Vocational Rehabilitation
Daoist Traditions is an approved provider of training for clients of the North Carolina Division of Vocational Rehabilitation Services (NCDVRS). NCDVRS may assist qualified applicants with the cost of education, supplies, and equipment. To determine your eligibility, contact NCDVRS.

Student Support

Student support services are provided to make the experience at Daoist Traditions both rewarding and successful. Enrolled students receive a staff directory for specific needs, requests, and concerns. College publications, schedules, forms, and other frequently referenced documents are shared in Canvas, the learning management system. Office communication with students is primarily via email. Students are expected to check college email daily to ensure timely receipt of important messages. Other notifications are delivered by U.S. mail, delivered to student mailboxes, or posted on campus.

Orientations and Meetings
New students in all programs must attend new student orientation. Master's and dual degree students also attend orientation sessions on Friday prior to the start of classes *each semester.* These all-school meetings are an opportunity to communicate college updates to the larger community. Clinical Interns attend regular meetings to discuss clinic-related topics. Required online meetings are scheduled as needed for doctoral professional track and CCHM students. *To ensure all students receive important information and updates, make-up sessions will be scheduled for students who are absent from orientations/mandatory meetings and fees will apply.*

Master's program class representatives are also invited to participate in annual curriculum review meetings to provide feedback from students on courses and curriculum. President's receptions offer an opportunity for master's and dual degree students to discuss their progress and explore topics related to the acupuncture profession. Students enrolled in the doctoral professional tracks and CCHM program are offered opportunities to provide feedback throughout the year.

Health Services
The Daoist Traditions College Acupuncture Clinic is a place for both student education and quality health care. Students are encouraged to receive acupuncture to stay healthy and to help ease the stress of studying. Enrolled students receive discounted healthcare services at the clinic. Students also have the option to enroll in a medical cost-sharing plan to assist with healthcare costs.

Tutoring
Peer Tutoring: Peer Tutoring is a free service which provides one-on-one assistance and encouragement for MAHM students having difficulties in specific courses. Peer tutors are advanced students who have achieved success in their courses. To receive help, please complete the Request for Tutor form. The dean of students makes every effort to match students with a tutor.

Faculty Tutoring: Tutoring with faculty members is available upon request by completing the Request for Tutor form. The dean of students recommends instructors for the specific needs of the student. For requested tutoring, two students may share the private tutoring time and fee, at the faculty member's discretion. Students who fail to make satisfactory academic progress (SAP) may be required to have faculty tutoring as part of the remediation plan. Tutoring required for SAP remediation is charged per student. All tutoring for master's and dual degree students must be held in-person, on campus. Online tutoring can be arranged for doctoral professional track and CCHM students who do not live in the immediate Asheville area. Tutoring fees must be paid in advance of tutoring sessions. See fee schedule for current fees.

Technical Support
Technical support is provided for issues related to Canvas LMS, Wi-Fi on campus, and the college email system. We do not provide support for personal devices, software, or connectivity issues outside of the DT network. Although assignment due dates or online quizzes/exams may occur on evenings/weekends, staff are only available to address technical issues *Monday through Friday during normal business hours*. Students should first troubleshoot issues on their own, with the instructor, or with classmates. If an issue cannot be resolved, students should reach out for support:

- Canvas issues - *canvas@daoisttraditions.edu*. *A response will be received by the end of the next business day.*
- Respondus Lockdown Browser/Monitor issues - *web.respondus.com/support*
- Other technical issues - *techsupport@daoisttraditions.edu. Please include a summary of the steps taken prior to the issue occurring, a screenshot of any error message, and available times/contact to talk by phone in case it is needed to resolve the issue. A response will be received by the end of the next business day.*

Student Organizations
The Student Government Association works to enhance the student experience at Daoist Traditions and to promote leadership and participation within the student body. The SGA encourages students to work together for support and inspires students to take part in policies relating to Chinese medicine at large. Social events and activities that enhance student learning are offered throughout the year. Each master's cohort elects a class representative. Elections are held annually. Contact the SGA for more information at sga@daoisttraditions.edu.

Activities and organizations that meet the needs of students and focus on academic achievement are encouraged. Students interested in forming new organizations must complete an Application for Student Organization and be approved by the dean of students. All organizations must follow the guidelines set by the college.

Other Activities and Services
The annual convocations such as Lunar New Year and the graduation ceremony are important mechanisms for celebration, enjoyment, and balance in the student schedule. Each spring, the administration and clinical faculty host receptions for master's students entering the third and fourth year to honor the milestones in the Clinical Internship.

Reasonable Accommodation
Daoist Traditions provides reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA). The college also considers requests for religious accommodation based on sincerely held religious beliefs, practices, and observances. Religious accommodation is not provided for personal preferences, social, political, or economic philosophies or non-theological ethics.

Reasonable accommodation will be provided unless it would fundamentally alter essential program requirements, lower academic or technical standards, or create an undue hardship or direct threat to patient health or safety. All accommodation requests are reviewed on a case-by-case basis, and the requested accommodation is automatically guaranteed. Upon receipt of documentation, the college will engage in an interactive process with the student to determine reasonable accommodations. The college makes every effort to review requests and implement approved accommodations in a timely manner; however, accommodations are not applied retroactively, and the college cannot guarantee immediate review or implementation for requests submitted without sufficient advance notice. Faculty members implement approved accommodation but are not authorized to independently grant them.

Students must meet established Technical Skills and Standards for admission, progression, and graduation. Students who are unable to meet essential requirements, with or without reasonable accommodation, may not be eligible to participate in the program(s). *Refer to Technical Skills and Standards for more details.* Attendance, participation, and hands-on clinical engagement are fundamental components of professional medical training. Medical training programs apply laws governing accommodation differently than other educational institutions due to the presence of technical standards and patient safety requirements. While classroom accommodation is standard across education, clinical accommodation in medical training must be weighed against the real-time demands of a healthcare setting. Accommodation that is acceptable for the classroom may be inappropriate in a clinical setting.

Attendance and Accommodation - See related policies under Attendance and MakeUp Exams/Sessions
Regular attendance and participation in classes, clinical sessions, and required educational activities are essential program requirements. Absences—whether approved or unapproved—do not relieve a student of responsibility for completing required coursework or demonstrating required competencies. In determining whether attendance flexibility is a reasonable accommodation, the college considers guidance from the U.S. Department of Education's Office for Civil Rights (OCR), including whether attendance is an essential element of the course and whether modification would compromise academic integrity or patient safety. Reasonable accommodation does not permit unlimited absences. In some cases, modest flexibility may be granted. However, excessive absences that compromise skill development, safety standards, or competency requirements are not reasonable.

Approved disability-related or religious absences remain recorded for tracking purposes. A student approved for accommodation may be permitted to complete missed assessments or other work without academic penalty, meaning no

automatic zero is assigned and grades are not reduced solely due to lateness. Prior to an approved absence, the dean of students works with instructors to provide opportunity to complete missed exams, quizzes, and other required work within a specified timeframe. Makeup opportunities are subject to course policies and scheduling constraints. If an approved absence is adjacent to a break or the end of the semester, the makeup may be scheduled on non-academic days or during a break, to ensure timely grade updates and course closing.

Disability/Medical Accommodations
Students seeking disability-related accommodation must submit a Request for ADA Accommodation form with appropriate documentation. Documentation should support the existence of a disability and the functional limitations relevant to the academic setting. Requests should be submitted at least three weeks prior to the start of the semester when possible. If a need arises later in the semester, requests are reviewed as promptly as possible but sufficient advance notice is required.

Religious Accommodations
Students should review the academic calendar and course syllabi to see if dates conflict with religious observances and submit a Request for Religious Accommodation form in advance of the anticipated conflict. Requests made after a missed class, assessment, or assignment are not approved except in unforeseen circumstances. Approval may take up to 3 weeks.

Because of the structure of clinical education, faculty schedules, and required in-person training, classes and clinic shifts may occur on secular or religious holidays. Religious accommodation supports students in observing their faith but does not guarantee accommodation beyond what is required for observance. When a religious observance can reasonably be fulfilled through alternative means that do not conflict with academic obligations, the College may choose the accommodation that best preserves program integrity. For example, a request to miss class to attend religious service during class time may be denied if services are available at a time when class is not in session.

Religious accommodation is for religious observance itself (e.g. attending a service or observing a holiday) but is not automatically approved for extended absences for travel to celebrate with family or a home congregation. If an observance can reasonably be fulfilled without travel, requests for travel-related absences may be denied to preserve academic and clinical requirements. If travel is an essential component of a required religious observance, the college will review such requests on an individual basis. In any case, the number of approved absences is limited to ensure fairness and program integrity. Travel days associated with religious holidays are not approved absences and standard attendance policies apply.

Preferred Names
The college recognizes the need or choice for students to refer to themselves by a first or middle name other than their legal name. This may include individuals who use a middle name or a version of their first name instead of their legal first name; a frequently used nickname; a first/middle name that they are in the process of legally changing; or a first/middle name that better represents their gender identity/expression or racial/ethnic identity. New students can note their preferred name on forms provided at new student orientation or semester orientation. A Name Change Request form is available to enrolled students and contains details, guidelines, and limits for preferred names. Use of one's legal name will continue to be necessary in some instances, but we are committed to using the preferred name when interacting with students and colleagues to create a welcoming and affirming campus environment. Further details can be found in the Student Handbook.

Pronouns and Gender Identity
Daoist Traditions is committed to providing a welcoming and inclusive campus environment as a foundation for student success. Just as there are many reasons why an individual may use a name other than their legal name, there are many reasons one might use a gender identity or pronouns that are different from their assigned gender. While we encourage those who are comfortable to share their pronouns, we recognize that not everyone may be comfortable doing so. Students have the right to discuss their pronouns, gender identity or expression openly or to keep that information private.

Academic Policies

Program Requirements
Students are expected to engage fully in didactic studies and the practical application of those studies in academic and clinical settings. Students explore a variety of ideas, philosophies, and cultural frameworks and may be asked to engage in activities that demonstrate or include elements of diverse cultural traditions. A student with religious or other beliefs that may conflict with these requirements should consult with their religious/spiritual or other adviser to assist the student in deciding whether this study will be possible. To fulfill course and program requirements, each student must:

- participate in class activities that may include using moxa, applying liniments, or tasting herbs;
- participate in all required off-campus activities;
- palpate and needle all required acupuncture points on all classmates, all genders, without bias;
- receive palpation and needling on all required acupuncture points by all classmates, all genders, without bias;
- successfully complete all courses in the program of study;
- successfully complete required comprehensive exams (master's and dual degree programs);
- treat all scheduled patients without bias in the college clinic and off-site clinic activities.

Participation in Skills Courses
Students are required to participate in skills classes by practicing and experiencing all required skills. Practicing with classmates builds both Chinese Medicine skills and interpersonal skills needed to work with patients. Students work with classmates to practice giving and receiving palpation, cupping, moxibustion, gua sha, acupuncture, tui na (massage) and other techniques as part of the learning experiences. Partners are assigned to ensure that students work with different body types, genders, and comfort levels. This policy applies to all students, with or without accommodation.

Self-Cultivation Activities
Self-cultivation is a fundamental component of the evolution of a strong clinician and health care provider. Students are encouraged to cultivate through mindfulness, reflection, and the daily practice of cultivation exercises. These activities are keys to healing and practitioners should live the philosophy they teach. Cultivation activities such as herb cultivation, mindfulness, and qi gong are woven into the curriculum. Faculty are encouraged to begin class sessions with a reading, moment of silence, guided meditation, or other exercise. Through course requirements and assignments, master's and dual degree students will:

1. Receive 12 acupuncture treatments per year at the practice of their choice, during the first two years of study. Receiving acupuncture treatments allows students to observe treatments from the patient perspective and introduces students to various styles of acupuncture.
2. Participate in the cultivation of the herb gardens for three hours per semester, during the first two years of study. Through this service project, students help cultivate a healing space for the college community.
3. Maintain a journal of self-cultivation throughout the course of study. Cultivating the ability to observe oneself and take responsibility for one's learning, actions, and well-being is an essential part of professional development. This reflective exercise helps students track their academic progress and development as a practitioner.

Professionalism Expectations
Students are expected to act professionally and responsibly while on campus and when representing Daoist Traditions. They must be able to function effectively and cooperatively, even under stressful or challenging conditions, such as can occur in the academic environment and in clinical settings. All students should display flexibility, be open to differing points of view, be able to follow instructions, and be capable of giving and responding appropriately to constructive feedback.

The following list describes the standards of behavior that Daoist Traditions expects of each student. Behaviors which adversely affect the college or any individual in the campus environment are subject to review and disciplinary action even if not specifically enumerated here. Each student is expected to:

- develop and nurture a healing presence;

- respect the core values for all Daoist Traditions community members;
- furnish correct, truthful, and complete information;
- observe all policies and procedures;
- attend all mandatory school meetings and orientations;
- protect and maintain the health, safety, and rights of students, visitors, and personnel involved with the Daoist Traditions community and understand that threats, intimidation, physical abuse, harassment (sexual, religious, racial, cultural), or any biased action, violates these standards;
- refrain from discrimination based on age, race, color, national or ethnic origin, religion, disability, pregnancy status, gender, gender identity, gender expression, sex, sexual orientation, genetic information, veteran status, or any classification protected by local, state, or federal law;
- observe the policy that Daoist Traditions is a drug, smoke (including e-cigarettes/vaping), and alcohol-free facility;
- observe the policy that dangerous materials or weapons of any type are not allowed on the campus;
- uphold the policy of respect for the property of the campus and the individuals on the campus;
- observe the policy that any work required from a student is expected to be the original work of the student;
- uphold the confidentiality of patients;
- understand that performing unsupervised acupuncture treatment is not allowed, unless licensed to do so;
- understand that the unsupervised recommendation of any herbal formula is not allowed, unless licensed to do so;
- use appropriate, lawful, professional, and ethical behavior;
- abide by copyright laws.

Additional standards on classroom and clinic conduct are detailed in the student handbook and clinic manual.

Intellectual Property
All course materials, including but not limited to lectures, recordings, slides, syllabi, assignments, assessments, and other instructional content shared in class or in Canvas, are the intellectual property of the college and/or the course instructor. Students are permitted to access and use course materials solely for their personal educational purposes in connection with their enrollment. Students may not reproduce, record, distribute, publish, sell, or post/share on third-party platforms, in whole or in part, without the express prior written permission of the college and the intellectual property owner. Unauthorized use may result in disciplinary action and subject the individual to civil and/or criminal liability under applicable copyright laws and other intellectual property statutes.

Academic Integrity and Confidentiality
The college is committed to academic excellence. Faculty and students share the responsibility to preserve the integrity of the academic experience at Daoist Traditions and are expected to adhere to ethical principles in all academic endeavors in classes, assignments, tests, clinic, and research. Confidentiality of patient information is also a matter of academic integrity. Students must control the distribution of written and spoken patient/client information with utmost care. Students should use only the information that is necessary for presentation or discussion purposes.

All members of the college community are expected to adhere to the provisions of the United States Copyright Law and the Digital Millennium Copyright Act. The college's policy statements and guidelines apply to anyone who wishes to reproduce, alter, or perform works that are protected by copyright. The full copyright policy can be found in the student handbook.

Anyone who witnesses an act of academic dishonesty or issue with confidentiality should also report it to the academic dean. Plagiarism or cheating will result in a failing grade for the assignment and may result in course failure. Faculty are required to report all incidences of plagiarism or cheating to the academic dean. Plagiarism, cheating, or failure to comply with the academic integrity, confidentiality, or copyright policies will result in disciplinary action which may include dismissal from the college.

Plagiarism: Plagiarism represents the words, data, work, ideas, or artistry of another as your own. Examples include but are not limited to presenting someone else's opinions or theories as one's own or using another person's work or words (including unpublished material) without appropriate source documentation or citation.

Cheating: At Daoist Traditions, all the following are considered acts of cheating:

1. Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids, and unapproved use of internet, generative AI, software, cell phones, or other electronic devices during an in-class quiz, test, exam, or during a take-home/online exam or assignment;
2. Unauthorized submission of a paper or assignment used for another class or using parts of a previously submitted paper or assignment without citation (self-plagiarism);
3. Unauthorized collaboration with others on assignments and take-home/online tests without the specific permission of the instructor; or
4. Facilitating academic dishonesty by helping someone else cheat or plagiarize.

Other examples of academic dishonesty include copying or taking screenshots of exam questions; giving or receiving unauthorized information about the contents of quizzes, exams or NCBAHM exams; falsifying or inventing information or data in an academic exercise; violating patient confidentiality; or forging the signature of another person.

Artificial Intelligence (AI) Use
Daoist Traditions is committed to training skilled, ethical, and independent practitioners. Students are expected to develop their own clinical reasoning, research abilities, and communication skills. Because generative AI tools frequently produce inaccurate yet convincing content (particularly in the context of Chinese medicine) their use for clinical reasoning or theoretical work is inappropriate and potentially harmful to student learning. Students may use large language models or artificial intelligence (AI) tools like a search engine to locate primary sources but must read and cite those sources directly. At no time may a student cite or paraphrase a generative AI tool as a source unless explicitly permitted. Students may use large language models or AI for brainstorming and outlining for assignments. If a course allows or encourages AI use for completing an assignment, this will be clearly stated in the syllabus. In all cases, student work must reflect their own understanding and effort, and analysis and synthesis of the information, grounded in credible sources and clinical training. Students are responsible for ensuring the accuracy of all submitted work. Misuse of generative AI will be considered a violation of academic integrity and addressed under the college Academic Integrity and Confidentiality policy.

Grading
Students must achieve a 75% or better grade average to pass a course. Course grades are based on completion of exams, quizzes, papers, and projects. One semester credit is awarded for 15 hours of didactic class time or 30 hours of Cultivation Practice and Clinical Training. Specific grading and attendance policies for individual courses are listed on the course syllabi.

Final exams offer a comprehensive review of the course material in didactic courses. They are designed to provide a final review of the topics covered and to promote lasting retention of the course content. Students are required to complete course final exams, regardless of the average course grade that could be earned without a final exam score. Details on the final exam make-up and incomplete grades can be found in the student handbook.

Attendance *See related policies under Make Up Exams/Sessions and Accommodations*
Class attendance is an essential element of the programs and courses at Daoist Traditions. Students are expected to make their medical school schedule a high priority and contribute to the learning environment by attending and participating in all educational activities. These principles align with acupuncturists' professional responsibility to both colleagues and patients. Absences—whether approved or unapproved—do not relieve a student of responsibility for completing required coursework or demonstrating required competencies. If a student experiences a medical or family emergency that affects attendance long term, the school administration will work with the student to find a solution to the extent possible.

Attendance policies vary by course and are listed on course syllabi. Students must attend courses in the format in which they are offered. In-person courses and exams require physical attendance and may not be attended virtually. If practical skills or other courses are divided into sections, students must attend their assigned section.

If an absence is approved by the administration for bereavement, accommodation, or emergency, it remains recorded for tracking purposes. Under these policies, a student might not fail a course for marginally exceeding the allowed absences, but these situations do not allow the student to miss an unlimited number of sessions. If a student misses class time or

practicum requirements for an intensive course, they may be required to withdraw from the course and take it in a later semester.

Bereavement Leave *See related policies under Attendance and Make Up Exams/Sessions*
If a student experiences the death of a loved one, the student may request bereavement leave. This policy is not an attempt to quantify the impact of the death of a loved one or address the nature of the grief process, rather, the purpose is to provide a formal process to allow grieving students time to attend bereavement services and be with their families during times of death and grief. Students who need extended time away from school following a loss should speak with the dean of students about a leave of absence. If a student must miss orientation, comprehensive exams due to bereavement leave, the administration will determine a makeup plan and applicable fees on a case-by-case basis.

Before a bereavement absence, the student must communicate with the dean of students and provide appropriate documentation, if requested (obituary, memorial program, service information, etc.). The dean will determine the number of excused *academic days* based on the circumstances, including the student's attendance record. For this policy, *academic days* are defined as days when classes are in session and the clinic is open, regardless of the individual student's personal class or clinic schedule. The dean may approve a student for funeral leave, subsequent bereavement, and/or travel considerations as follows:

- up to 3 consecutive academic days of bereavement for a death in their immediate family as defined below.
- up to 2 consecutive academic days for a death outside their immediate family as defined below.
- If travel is required, students may be granted 1 extra day of excused absence for travel within 500 miles of the DT campus, and 2 extra days of excused absence for travel over 500 miles from DT or outside the contiguous US.

For this policy, immediate family includes the student's parents/legal guardians, siblings, spouse/partner, children, and other relatives in the student's household. Relationships outside the immediate family may include, but are not limited to grandparents, aunts/uncles, cousins, nieces/nephews, in-laws, and friends. For situations not specifically covered by these definitions, the dean will determine if absences can be excused.

Prior to an approved absence, the dean of students works with instructors to provide opportunity to complete missed exams, quizzes, and other required work within a specified timeframe.

Make-Up Exams and Sessions *See related policies under Attendance and Accommodations*
Students are expected to take all exams and quizzes at the designated time in the format provided. Quizzes, exams, and other assessments are not offered earlier than the regularly scheduled exam date and time. Make-up of assessments in didactic classes, other than the final exam, is at the discretion of the instructor and if allowed, must be made up prior to the next class session. If any student misses orientation, comprehensive exams, or other mandatory meeting/event, the administration will determine a makeup plan and applicable fees on a case-by-case basis.

Make-up of final exams is arranged by the dean of students. Final exams must be completed within 48 hours following the original scheduled exam time and fees will apply. Given the time limitations for making up a missed final exam before the course closes, the same policy applies to all students in all situations.

Makeup opportunities are subject to course policies and scheduling constraints. Skills makeups are tailored to the specific course format and noted on the syllabus – some courses have makeup sessions included in the course content schedule, while other courses use group makeup sessions that occur twice per semester outside of class time. Intensive courses maintain individual makeup policies because of their condensed format, hands-on requirements, safety considerations, and faculty availability.

The college may assess applicable fees in accordance with published rates whenever a permitted make-up requires instructor involvement, even in the case of an approved absence. This includes instructor-created content, one-on-one instruction, skills content sessions (including skills exams and scheduled group skills make-up sessions), or faculty supervision for clinical observation or internship activities.

For approved absences - bereavement, accommodation, emergency - the dean of students creates a schedule for makeup of missed assessments and other work within a specified timeframe. Failure to adhere to the makeup schedule voids the

student's right to make up the work. Assessments cannot be completed before the scheduled exam time, but instructors may require other upcoming assignments to be completed prior to an anticipated absence. In courses that drop the lowest quiz or other grade, this policy is applied to missed assessments, and no makeup is scheduled. Instructors may appropriately respond if the student fails to satisfactorily complete any missed work or assessments by the adjusted due date. If an approved absence is adjacent to a break or the end of the semester, the makeup may be scheduled on non-academic days or during a break, to ensure timely grade updates and course closing.

Repeated Courses
Courses that are repeated due to course failure or as remediation are not counted in the pace Satisfactory Academic Progress (SAP) standards. If a student is required to repeat courses as part of remediation, these courses appear on the transcript as Required Review (R). Fees apply for all repeated courses. Students may receive financial aid for repeated courses provided they are required for completion of the program.

Course Withdrawal
The Daoist Traditions programs are designed for full-time study and withdrawing from a course will prolong the course of study. *Also see Half-time Status.* Students must have prior written approval from the dean of students before withdrawing from a course. Course withdrawals must be completed before the end of the 10th week of the semester.

If a student withdraws from a course(s) on or before the 10% point of the semester, it counts as a dropped course. Dropped courses do not appear in grade or transcript reports. After the 10% point, the student receives a grade of Withdrawal Pass (WP), if passing the course at the time of withdrawal and the withdrawal is before the end of week 10 of the semester. For courses with non-standard formats, Withdrawal Pass (WP) is assigned if the student is passing the course at the time of withdrawal and withdrawal occurs at or before 70% of the course content or instructional time has been completed. Withdrawal Pass (WP) is not included in GPA calculations. Withdrawing with a failing grade, withdrawing after week 10 of the semester for standard courses, or after 70% of the content or instructional time for non-standard course, results in a grade of Withdrawal Fail (WF). A Withdrawal Fail (WF) counts as an F in GPA calculations. For SAP purposes, a Withdrawal Pass (WP) counts as a class that was attempted but not successfully completed.

The effective date of the withdrawal is the date the dean of students notifies the registrar. The last date of class attendance is used in calculations for the return of federal funds. Tuition refunds for withdrawn courses are given within the parameters of the college refund and federal financial aid refund policies.

Comprehensive Exams
To monitor student progress, master's and dual degree students are required to pass comprehensive examinations at the end of each academic year (years one through three) to advance in the program. Exams consist of material that has been covered in classes and information that is in the course reading assignments. The exams are separated into different sections/areas of study: acupuncture, point location, Chinese medicine theory, herbal medicine, and biomedicine. The second-year exam includes a Point Location Practical Exam and Clinical Skills Exam. Passing score is 70 for written and practical exams. Students have two opportunities to pass each exam section.

Students who fail a section of the comprehensive exam and the associated retake will not meet SAP for that semester. A meeting with the academic dean is required. The dean will create an Academic Improvement Plan that includes required tutoring, repeated courses, study skills workshops, etc., followed by a Remediation Assessment Exam at the end of the fall semester. Exam results do not impact SAP but determine if the plan will be extended into the spring semester. Assigned improvement plans must be followed, and the student can submit a request if changes are needed. If the student does not complete the improvement plan, the dean determines the next steps, which may include extending the plan, requiring the student to repeat coursework for review, or taking other academic action as appropriate. First-year students who fail an exam section and its retake are required to repeat courses as remediation. *See Satisfactory Academic Progress for more information.* Further details about comprehensive exams can be found in the student handbook.

Satisfactory Academic Progress
Continued enrollment and eligibility for federal financial aid depends upon a student maintaining Satisfactory Academic Progress (SAP) toward program completion. The same SAP policy applies to all programs and to all students with and

without financial aid.

Grade Point Average Requirement (GPA) [Qualitative Component]: Daoist Traditions' grading system provides the qualitative component for measuring SAP. Although a pass/fail grading system is noted on grade reports, numeric grades are kept on file and are used to calculate the GPA. Students must achieve a 75% or better grade average to pass a course. The GPA is calculated from the numeric grade as follows: **4.0:** 100-89.5; **3.0**: 89.4-79.5; **2.0:** 79.4-74.5; **0:** 74.4 or below.

Pace Requirement [Quantitative Component]: Students enter as a cohort group and are on a track system, with a set curriculum each semester. The registrar calculates the cumulative completion rate each semester to ensure that students are meeting the pace requirement. It is expected that students will complete the program(s) in a specific time frame:

Master's: 4 years (8 semesters). Maximum time frame 6 years (12 semesters)
Dual Degree: 4 years (8 semesters). Maximum time frame 6 years (12 semesters)
Doctoral Professional Track: 1 year (2 semesters). Maximum time frame 2 years (4 semesters)
CCHM: 2 years (3 terms). Maximum time frame 4 years (6 terms)

The following chart illustrates the cumulative credits of each program and the minimum number of credits that must be successfully completed by the end of each semester to maintain SAP. Students transferring coursework from other colleges receive equivalent placement for pace calculations.

MAHM

Semesters	1	2	3	4	5	6	7	8	9	10	11	12
Standard	20.2	40.4	60.6	80.8	101.0	121.2	141.4	162.9				
Pace	10.0	23.4	36.8	50.2	63.6	77.0	90.4	103.8	117.2	130.6	144.0	162.7

Dual MAHM/DAHM

Semesters	1	2	3	4	5	6	7	8	9	10	11	12
Standard	20.2	40.4	60.6	80.8	105.1	129.5	153.8	178.9				
Pace	10.0	23.4	36.8	50.2	65.7	81.1	96.6	112.0	127.5	143.0	158.4	179.7

DAHM and DAc Professional Track

Semesters	1	2	3	4
Standard	7.8	16.0		
Pace	4.0	8.0	12.0	16.0

CCHM

Semesters	1	2	3	4	5	6
Standard	14.0	31.	41.0			
Pace Req.	6.8	13.7	20.5	27.3	34.2	41.0

Monitoring Academic Progress: The college has adopted academic standards to provide early identification of students who are experiencing academic difficulty and to provide timely intervention through academic advising and academic support. Faculty members make it a priority to discuss issues with students who are experiencing academic difficulty. Instructors report to the dean of students if students are not meeting academic expectations. Students having academic difficulties can also contact the dean so that steps may be taken prior to receiving failing grades. Repeating failed courses extends the length of the program.

For dual degree students, achieving the DAHM degree is contingent upon successful progression toward master's program completion. In certain situations when a dually enrolled student is struggling academically, the dean may recommend they withdraw from the DAHM to focus on completing the MAHM.

Determining Academic Progress: Progress toward program completion is checked after grades are finalized each semester. Any student who fails to meet SAP is subject to Academic Warning, followed by Academic Probation and Dismissal. Reasons for Unsatisfactory Academic Progress include:

- failing course(s);

- failing any Comprehensive Examination section and retake (*refer to section on Comprehensive Exams*);
- cumulative GPA falling below 2.0; or
- failing to meet the Pace Requirement.

Students are notified in writing by the academic dean for the following situations:

1. Academic Warning: A student failing to meet SAP is placed on Academic Warning and notified in writing by the academic dean. The student must meet SAP the following semester to be removed from Academic Warning. Students on Academic Warning who receive financial aid are notified by the financial aid administrator regarding their aid eligibility. Students can receive federal financial aid during Academic Warning.
2. Academic Probation: A student failing to meet SAP at the end of the Academic Warning period, or who has a cumulative GPA below 2.0, is placed on Academic Probation and notified in writing by the academic dean. The student must meet with the academic dean to discuss ways to improve academic performance. The academic dean creates an academic plan which defines a timetable for required remedial work, study groups, tutoring, repeating failed courses, or retaking comprehensive exams. The student must follow the academic plan and must make a request to change the plan. The student must meet SAP the following semester to be removed from Academic Probation. Students on Academic Probation who receive financial aid are notified by the financial aid administrator regarding their aid eligibility. To remain eligible for financial aid, students must file and be approved for an Academic Progress Appeal. See Academic Progress Appeal below.
3. Academic Dismissal: Students failing to regain SAP during a probationary period may be dismissed from the program(s). The student is notified in writing by the academic dean. Academic Dismissal may be appealed using the procedure below. Students who are dismissed for academic reasons may be eligible to reapply in the future but are not eligible for federal financial aid until SAP has been re-established. Students who are not receiving financial aid may appeal to the Academic Progress Appeals Committee if they are in jeopardy of Academic Dismissal.

Academic Progress Appeal

A student placed on Academic Probation must file an Academic Progress Appeal to remain eligible for financial aid. The Academic Progress Appeal is reserved for students who believe they have extenuating circumstances preventing them from achieving SAP. Examples of extenuating circumstances include but are not limited to personal illness or injury, death of an immediate family member, or experiencing a natural disaster or violent crime. Completion of an Academic Progress Appeal form with explanation and supporting documentation is required. All appeals must be filed within 10 calendar days of notification.

An ad hoc Academic Progress Appeals Committee reviews the appeal and may require the student to meet to discuss the request. The decision of the appeals committee is final and cannot be appealed further. If the appeal is approved, the student is placed on Academic Probation/Appeal Approved and is eligible for financial aid for one more payment period to have an opportunity to regain SAP. If the student does not meet SAP at the end of the probation period, the student loses eligibility for aid. If an appeal is denied, some circumstances allow the student to remain on Academic Probation and continue their studies but are ineligible for aid until SAP is re-established.

No more than two separate appeals per program are allowed and the reasons for requesting the appeals cannot be the same. If a second appeal is not approved, the student may be dismissed from the program. At any time, the college reserves the right to dismiss a student when their academic record is deemed unsatisfactory. Likewise, a student whose total record shows considerable ability and marked improvement may be given special consideration.

Re-establishing Satisfactory Academic Progress

Students may re-establish Satisfactory Academic Progress by meeting the GPA and pace requirements, and academic progress standards including successfully completing all classes, passing all comprehensive exams (if applicable), and regaining a cumulative GPA of 2.0.

Course Audit

Auditing a course allows a student to take a class without the benefit of a grade or course credit. A student who audits a course does so for the purposes of self-enrichment and academic exploration. An auditor is considered a passive learner and may not submit papers or take examinations but is expected to attend classes with reasonable regularity and do some

classwork. Auditors must be respectful of the privilege of auditing a class by allowing credit students primary access to teachers and class question/answer time.

All course audits are based on availability of class space and must be approved by the registrar. All course prerequisites must be met. Courses exclusive to the doctoral program and CCHM program cannot be audited. The college does not issue academic credit for audited classes; therefore, a student cannot receive financial aid for such a class. Auditing courses appear on the official transcript as AU with the completed class hours. at have been attended. Audited courses are not counted for Satisfactory Academic Progress purposes. Courses cannot be audited if they will need to be taken for credit at a later date.

Courses with clinical content may be audited by MAHM and dually enrolled students on a limited basis. Students auditing clinical courses are expected to follow the attendance policy to participate in hands-on group activities and classroom assignments. Current MAHM and dually enrolled students may audit courses previously completed in the MAHM program at no charge, if they are not being repeated due to a course failure or as a Required Review. Students who have transferred into the MAHM program are permitted to audit MAHM courses which have been accepted as transfer credit. Transfer students who are paying full-time tuition in a given semester may audit a course in that semester's MAHM curriculum at no charge. Transfer students paying *less than* full-time tuition for a given semester may audit courses in that semester's MAHM curriculum for a reduced per-credit fee.

Privacy of Student Records

Daoist Traditions complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which protects the privacy of students. FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit written requests to the registrar that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the record(s) may be inspected. If the record(s) are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Pursuant to college policy, student files are purged within 30 days of the student leaving the program, i.e.: graduation, withdrawal, or dismissal.

2. The right to request an amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask for an amendment to a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the student will be notified of the decision and will be advised of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. However, FERPA allows schools to disclose records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest;
- other schools to which a student is transferring;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena; or
- appropriate officials in cases of health and safety emergencies.

Privacy policies allow only the Daoist Traditions community (current students, staff, and faculty) to access the following information for official college-related use: current and permanent addresses, telephone listings, e-mail addresses, photograph directory, class schedules, and class rosters. Students can consent to receive notifications from related entities regarding licensure and certification changes, updates about the Chinese medicine profession, continuing education courses, and other events.

FERPA permits disclosure of directory information without consent unless the student has filed a Directory Restriction form with the registrar. Directory information at Daoist Traditions includes student's name, date and place of birth, enrollment status, program of study, dates of attendance, degrees and awards received (including scholarships), participation in officially recognized activities, most recent educational institution previously attended by the student; and photographs, video, or images of the individual or campus scenes including the individual in college publications, promotional materials, or on the website. Directory information also includes a student's preferred name. Personal pronouns and gender identity may be shared with authorized college officials as needed but are *not* considered directory information and will *not* be released to unauthorized third-party contacts. If a restriction is applied, the college cannot confirm enrollment/graduation to any outside party including clinic patients, potential employers, housing verification, etc. A student may also file an Authorization for Release of Information form if they wish to release confidential information to a parent, spouse, etc.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Daoist Traditions to comply with the requirements of FERPA. Information about filing a complaint can be found at studentprivacy.ed.gov. The name and the address of the office that administers FERPA is the Office of the Chief of Privacy, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Non-Discrimination and Anti-Harassment

Daoist Traditions is committed to maintaining an environment conducive to learning for all students and a professional workplace for employees. Harassment, retaliation, coercion, interference, or intimidation of an employee or student on the basis of age, race, color, national or ethnic origin, religion, disability, pregnancy status, gender, gender identity, gender expression, sex, sexual orientation, genetic information, veteran status, or any other legally protected status not listed herein is strictly forbidden and will not be tolerated. Anyone who engages in such conduct will be disciplined up to and including dismissal. This policy applies to all members of the Daoist Traditions community, including students, employees, visitors, and independent contractors, and others who conduct business with the college or on college property. Members of the Daoist Traditions community have a responsibility to adhere to college policies and local, state, and federal law, both on campus and off campus.

Anyone who believes they have been the victim of discrimination, discriminatory harassment, or sexual harassment, including any type of violence or sexual misconduct is urged to report the matter. Individuals who witness or become aware of such conduct affecting another person are urged to report it to an immediate supervisor or instructor, without fear of reprisal, so that a prompt investigation into the circumstances of the incident and the alleged harassment can be conducted. If you are not comfortable bringing the complaint to the immediate supervisor or instructor, you can contact the vice president who serves as the Title IX coordinator.

Sexual harassment may consist of gender harassment, peer harassment, or harassment by an individual with authority over the individual. Sexual harassment may include, but is not limited to:

- Unwelcome sexual advances or requests for sexual contact, whether or not physical touching is involved
- Sexual jokes, comments, or references to sexual conduct; remarks about an individual's body, sex life, or sexual activities
- Displaying, sharing, or distributing sexually suggestive or explicit materials or images
- Discussing one's own sexual activities in a manner that is unwelcome or inappropriate
- Asking intrusive or inappropriate questions about an individual's sexual experiences
- Leering, whistling, sexual gestures, unwanted physical contact, or sexually suggestive or insulting comments
- A direct or implied request for sexual favors by an administrator, supervisor, faculty member, staff member, or student in exchange for academic, employment, or other benefits

All reports of sexual harassment will be addressed promptly and thoroughly in accordance with college policy. The college recognizes that determining whether conduct occurred within a consensual personal relationship or constituted sexual harassment requires a careful review of the facts and context of each report, including whether there was an adverse academic or employment impact. The college also recognizes the seriousness of sexual harassment allegations and the potential impact on all parties involved. If it is determined that an individual knowingly and intentionally made a false

allegation of sexual harassment, the college may take appropriate disciplinary action. Additional information regarding reporting procedures and investigation processes is available in the Annual Campus Safety and Security Report.

Campus Security
The college is committed to the maintenance of a safe and secure campus and facilities. The administrative team shares the responsibility for crime prevention education, reporting of and response to criminal activity. The college has designated campus security authorities to assist in the event of a crime or emergency. All students, faculty, and staff are signed up for the emergency text message service upon enrollment or the start of employment. The Annual Security and Safety Report is distributed to all current students, faculty, and employees in the fall semester and is made available on Canvas and the college website. The campus security policy including timely warnings and alerts is also available in the student handbook.

Alcohol and Illegal Drugs
In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act, Daoist Traditions is committed to maintaining a safe and healthy school and workplace, free from the influence of alcohol and illegal drugs. Accordingly, the college will not tolerate any drug or alcohol use that endangers the health and well-being of its students, faculty, and staff or threatens its patients or visitors. Alcoholic beverages are permitted on campus only for special events, such as graduations and other social events, and must have administrative approval and must adhere to specific conditions. Illegal or abusive use of drugs and alcohol affects the educational environment and interferes with the personal, social, and educational goals of an individual. All members of the college community are responsible for knowing about and complying with the provisions of North Carolina laws that make it a crime to possess, sell, deliver, or manufacture those drugs designated as controlled substances. NC General Statute 18- 302, makes it a criminal offense to aid, abet, sell or give alcoholic beverages to anyone under the age of 21. Any member of the college community who violates the law will face disciplinary action, which may include dismissal. Violating the law may also result in criminal prosecution. The Daoist Traditions Drug Abuse Prevention program provides students and employees with a list of drug and alcohol counseling programs available in the Asheville area.

Discipline Policy
Students are expected to conduct themselves in a professional, ethical, and responsible manner that is respectful to other students, faculty, and the public. Failure to do so may lead to disciplinary action, up to and including dismissal from the college. Although it is impossible to anticipate every possible kind of misconduct which would be of concern to the college and that could lead to corrective action, including dismissal, the following conduct is prohibited and will not be tolerated. This list is not intended to be exhaustive:

- Failure to follow the policies, procedures, or requirements outlined on the website or college publications;
- Dishonest or unethical behavior, including but not limited to failure to be honest in communications with the college;
- Harassment, including harassment based on age, race, color, national or ethnic origin, religion, disability, sex, gender, gender identity, gender expression, sexual orientation, disability, pregnancy status, gender, gender identity, gender expression, genetic information, veteran status, or any classification protected by local, state or federal law;
- Conduct, including speech, that harms or threatens others or that is abusive to the faculty, administrators, students, vendors, patients, or other people involved with the college;
- Failure to comply with the directions of school officials;
- Failure to adhere to local, state, or federal laws;
- Theft, misappropriation, or damage to property owned by the college, faculty, a student, a patient, or anyone else who has property that you may come into contact with through your enrollment in the college;
- Teaching and/or engaging in the practice of Chinese medicine, unless as part of a course of study under the supervision of the college. *Does not apply to students who are appropriately licensed to practice acupuncture/Chinese medicine or another health care profession where acupuncture or Chinese medicine is within the scope of practice.*

When the college discovers that an incident of misconduct has occurred, any of a variety of steps might be taken, up to and including dismissal from the college. The dean of students will investigate the matter and may issue a written warning or other appropriate discipline. Depending on the circumstances, the dean may convene a Disciplinary Committee to consider the matter and issue appropriate disciplinary action. In extreme circumstances, the student may be immediately dismissed

from the college. The college reserves the right to determine and implement what it believes is an appropriate response.

If the college convenes a Disciplinary Committee, the committee will typically consist of the college president, one administrator, one faculty member, and one graduate representative. The committee will notify the students in writing of the date, time, and details of the disciplinary hearing. If the student fails to attend the hearing, the college reserves the right to immediately dismiss the student from the college.

If the dean investigates the matter without a Disciplinary Committee, the dean will notify the student of any disciplinary decision in writing within 10 business days of the conclusion of the dean's investigation. If a Disciplinary Committee is convened, the committee will notify the student of any disciplinary decision in writing within 10 business days of the disciplinary hearing. A student may appeal the decision of the dean or, if applicable, the decision of the committee to the Board of Directors. The student's appeal must be in writing and submitted to the board within seven business days of the student's receipt of a disciplinary decision. The decision of the board of directors is final.

Grievances

The grievance policy provide students with a fair and efficient means of resolving matters related to their enrollment at the college. The grievance policy is meant to address only those matters affecting the terms and conditions of a student's enrollment at the college. If a matter relates to discrimination on the basis of race, color, age, religion, national or ethnic origin, or any classification protected by local, state, or federal law; reasonable accommodation; Title IX or discrimination or harassment based on sex, gender, or sexual orientation; FERPA; or a grade received by the student, the student should use the procedures set forth in the specific policy, applicable to their complaint.

A student with a complaint regarding any member of the college community is encouraged to first discuss the concern with the involved party directly. If the student is not comfortable talking about the concern directly with the other person, or if the issue is not resolved through informal discussion, the student should contact the dean of students within 14 days of the incident. The dean will consider the complaint and may meet with the parties involved to discuss the complaint or may issue a decision without a meeting. The dean will notify the student of any decision within 10 business days of reviewing the complaint.

If the student does not consider the grievance resolved, the student must file their grievance in writing with the president. The written grievance must be filed within seven business days of the student's receipt of the dean's decision and should describe the grievance and provide any additional information which would be helpful. The president, or designee, will schedule a meeting with the student to discuss the grievance as soon as reasonably practicable. After the meeting, the student will be notified of any decision within 10 business days of the meeting.

If the student still does not consider the grievance resolved, the student may appeal the decision to the board of directors, in writing within seven business days of the student's receipt of the president's decision. The board will consider the appeal and may, in its sole discretion, meet with the student to discuss the appeal or may issue its decision without a meeting. The board's decision is final within the college.

Exhaustion of College's Grievance Procedure: If a student has exhausted the college's Grievance Procedure and does not consider the grievance resolved, the student may submit a complaint to the Accreditation Commission for Acupuncture and Herbal Medicine: 500 Lake Street, Ste. 204, Excelsior, MN 55331, info@acahm.org, 952-212-2434 or the North Carolina Acupuncture Licensing Board (ncalb.com).

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy at northcarolina.edu and submit their complaint using the online complaint form at studentcomplaints.northcarolina.edu/form. For more information contact: North Carolina Post-Secondary Education Complaints; 223 S. West Street, Suite 1800; Raleigh, NC 27603; (919) 962-4550.

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: ncdoj.gov/file-a-complaint/consumer-complaint. North Carolina residents may call (877)

566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address: Consumer Protection Division, Attorney General's Office; 9001 Mail Service Center; Raleigh, NC 27699-9001.

A student may also file a complaint with SARA North Carolina at nc-sara.org/sara-student-complaints-0/. Or by contacting North Carolina State Education Assistance Authority; P.O. Box 41349 Raleigh, NC 27629; (855) SARA-1-NC (727-2162) or (919) 248-4667; information@saranc.org.

Status Change and Leaving the College

Leave of Absence
A leave of absence requires thoughtful consideration and is only granted in extreme circumstances. A maximum one-year leave of absence from the MAHM may be granted at the discretion of the administration. Due to the cyclical offering of doctoral courses, leave of absence options are limited for dual degree and doctoral professional track students. Leave of absence is not available in the CCHM program. Due to the cyclical nature of course offerings, a leave of absence extends the length of the program of study. Students considering a leave of absence must meet with the academic dean to discuss their options. The official withdrawal date is the date that a Program Withdrawal/Leave of Absence form is completed and received in the administrative office. A student's financial account must be clear before a leave of absence is approved.

A returning student must notify the academic dean in writing at least three months prior to their return. If on a leave of longer than 18 weeks, master's and dual degree students are required to retake Comprehensive Exams before re-entering the program and repeat Clinical Skills exams prior to re-entering Clinical Internship. A student who is granted a leave of absence must meet all requirements that are in effect at the time of re-entry regardless of original enrollment agreements. A student who has been on leave for longer than one year must re-apply to the program. Students who take a leave while on Academic Warning or Academic Probation re-enter the program in the same SAP status.

For Financial Aid Students: For financial aid purposes, you may request leave of absence in accordance with federal regulations for no more than 180 days within a 12-month period. Although the college may allow a leave of absence up to a full academic year, it will not count as an Approved Leave of Absence for financial aid purposes. If you take a leave of absence, loan exit counseling must be completed, and any upcoming disbursements will be cancelled. As long as you return within 180 days, repayment will not be required. If you do not return prior to the end of the 180 days, your six-month grace period will have elapsed, and repayment of the loans will begin. *The grace period begins at the point you stop attending.* In addition, if financial aid is received in the term that the leave of absence begins, regulations require the college to determine if repayment is needed for part or all the financial aid received. At the point that you return to Daoist Traditions, you must contact the Financial Aid Office to reactivate financial aid and repeat Loan Entrance Counseling.

Half-Time Status
The programs are designed for full-time study with students progressing through the curriculum with their cohort group. However, we understand that circumstances can occur that make it difficult to continue full-time study. Half-time status is available on a limited basis.

Half-time status is: 1) not available during the first year for master's and dual degree students; 2) not available in the CCHM program; 3) limited for the doctoral program for dually enrolled students; 4) approved on an individual basis; 5) dependent on satisfactory academic standing; and 6) available only in extenuating circumstances such as:

- Serious illness (physical or mental) for which the student needs to reduce their workload to recover.
- Serious illness or injury to an immediate family member where the student is the sole or primary caretaker.
- Death of an immediate family member (spouse, parent, child, sibling).
- An injury to the student which prevents the student from attending classes and completing academic requirements.
- Other unexpected circumstances, such as natural disaster or violent crime, directly affecting the student.

Half-time enrollment extends the overall length of the program and may affect financial aid eligibility. Half-time students change cohorts and assume the same rights, responsibilities, and requirements, including tuition and fees of the new cohort group, regardless of original enrollment agreements. Master's and dual degree students must enroll in a qi gong course each semester, regardless of the number of previously completed sections. Master's and dual degree interns must remain enrolled in Clinical Internship and Clinical Case Review each semester.

To request half-time status, students must submit a written request and documentation that supports their circumstances. The half-time study schedule is determined by the academic dean. If a student does not follow the half-time schedule for each semester and/or maintain SAP, the academic dean will review the circumstances and determine if half-time enrollment can be offered for future semesters.

Program Withdrawal
Students should carefully consider the academic and financial implications of withdrawing before the end of a semester. To ensure a tuition refund, proper withdrawal procedures must be completed within the refund period.

Official Withdrawal: Students considering program withdrawal must meet with the academic dean to discuss their concerns. The official withdrawal date is the date that a Program Withdrawal/Leave of Absence form is completed and received in the administrative office. The last date of class attendance will be used in calculations for the return of federal funds. See Course Withdrawal for grading policies related to withdrawal.

Unofficial Withdrawal: An "unofficial" withdrawal occurs when a student ceases attending all classes without completing the official withdrawal process. The college can reasonably determine that a student has unofficially withdrawn when he/she:

1. Informs a member of the administrative staff of intent to withdraw but does not complete the Program Withdrawal and Leave of Absence form as instructed, and/or
2. Discontinues attendance of all classes for two or more consecutive weeks.

The college will make reasonable efforts to contact the student to proceed with the official withdrawal process. If those efforts fail, the registrar will complete the process, noting as much information as is known. The unofficial withdrawal date is the date the student notified the college of their intent to withdraw (verbal or written) or the last date of attendance.

Tuition Refunds
"Refund" is the return of aid to the same source from which it came. Charges for fees, books, and supplies are non-refundable. The college's refund policy and Return of Title IV Funds procedures are independent of one another. Funds from federal student aid, veteran benefits, or vocational rehabilitation are also subject to return of funds policies for those programs. For any student who withdraws from the college, the refund policy will apply as follows:

1. A 100% refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100% refund if the class(es) in which the student is officially registered, fail to "make" due to insufficient enrollment.
2. A 75% refund shall be made if the student officially withdraws from all classes on or before the official 10% point of the semester.
3. No refunds will be made after the 10% point of the semester.

Return of Title IV (Federal Aid) Funds
Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. If a student withdraws from the college or changes enrollment status before the end of the semester, financial aid may be adjusted based on the percentage of the semester that has been completed. The return of funds calculation may require the college to return a portion of federal funds, and the student may also be required to return funds based on the calculation. If a portion of financial aid funds must be returned, and the removal of those funds from the student account creates a balance due, the student will be responsible for this balance to the college.

The return of federal funds is based on the percentage of time the student enrolled in classes during that semester. If a student withdraws (officially or unofficially), is dismissed, or takes a leave of absence prior to completing more than 60% of a semester, or prior to completing one course, the college will return any federal funds disbursed and not earned by the student to the lender. Refer to the student handbook for details on return of funds calculation.

Graduation Requirements
To qualify for graduation, students must successfully complete all courses and other academic requirements for the program(s). In addition, students must fulfill all responsibilities to the college, including payment of all tuition, fees, and balances at the college clinic. Masters, dual degree, and doctoral students in their final semester may participate in the annual graduation ceremony with their cohort if they have completed all didactic work by the end of the spring semester and are scheduled to finish their clinical requirements prior to June 30.

A graduation fee applies to students in their final semester for costs associated with certifying course completion (diploma, final transcripts, communications with certification/licensure boards) and organizing the ceremony (logistics, robes/stoles, food and beverage costs, etc.) All students pay this fee regardless of whether they plan to attend the graduation ceremony.

Degrees awarded at graduation ceremonies are:

- MAHM: Master of Acupuncture and Herbal Medicine (MAHM)
- Dual MAHM/DAHM: Master of Acupuncture and Herbal Medicine (MAHM) and Doctor of Acupuncture and Herbal Medicine (DAHM)
- Doctoral Professional Track: Doctor of Acupuncture and Herbal Medicine (DAHM) or Doctor of Acupuncture (DAc)
- CCHM: Certificate in Chinese Herbal Medicine (CCHM)

Degree Titles

The doctorate is an earned educational degree. In North Carolina, licensed acupuncturists who have earned an educational doctorate may use the title *doctor*. Refer to individual state regulations on the use of educational degree titles and how healthcare practitioners should display their degree titles and licensure designations.

The doctoral programs at Daoist Traditions are 'entry-level' or 'first-professional' doctorates. Students enrolled in the dual degree and professional track programs should not represent themselves as a 'doctoral candidate' as it implies that they have completed the required coursework for a doctoral program and are working on a thesis/capstone project. For ACAHM accredited programs, the term 'doctoral candidate' would indicate that a student is enrolled in a post-graduate advanced clinical doctorate (DAOM) program.

Certification and Licensing

Acupuncture licensure laws vary among the 50 states, the District of Columbia, and US territories. A degree or certificate from Daoist Traditions is not a license to practice. The college makes good-faith efforts to assist graduates with national certification and licensure but does not guarantee exam results, employment, licensure, or certification. In addition to educational requirements, individual states may have additional requirements for licensure such as state exams, background checks, practice experience, fingerprinting, etc. Visit ncbahm.org/advocacy-regulatory/state-relations for more information on state licensure requirements. Professional Licensure Disclosures for our programs can be found at daoisttraditions.edu/distance-education.

National Certification: The National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) is a private certification organization that awards certification in acupuncture, Chinese herbology, and Oriental medicine. NCBAHM does not award licenses to practice acupuncture or other forms of East Asian medicine. We highly recommend that all graduates maintain NCBAHM certification as it is a requirement for receiving and maintaining licensure in many states. The NCBAHM may not certify individuals who have been convicted of a felony or certain misdemeanors related to the practice of a health-related profession.

Dual degree and master's graduates are eligible for the certification examinations given by the NCBAHM. Graduates of the Certificate in Chinese Herbal Medicine (CCHM) program must be NCBAHM diplomates of acupuncture in active status to be eligible for the NCBAHM Chinese herbology examination. To receive NCBAHM certification in Chinese herbology, CCHM graduates must also complete the biomedicine exam (if not previously taken). Eligibility for the biomedicine exam is determined by students' previous master's level Chinese medicine education. Refer to the NCBAHM Certification and/or Recertification Handbook for details.

NC State Licensure: To qualify for licensure in the state of North Carolina, graduates must complete the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) certification exams. For information about North Carolina acupuncture licensing requirements, visit ncalb.com.

Master's Curriculum Course Descriptions

ACUPUNCTURE & CHINESE MEDICINE

CM501 Intro to CM & Qi Gong [1cr/15hrs] Students learn the basic history and philosophy of Chinese medicine, core concepts of Chinese medicine and the practice of qi gong. They explore the basic concepts of meridians and how energy flows in the body. In addition, students define yin and yang, qi and blood, the six external/internal and miscellaneous pathogenic factors. They consider the role of cultivation in becoming a Chinese medicine practitioner.

CM503 CM Theory [3cr/45hrs] Students discuss the basic concepts and philosophy of Chinese medicine. They learn the pathogenesis of disease based on external and internal factors. Students gain a basic understanding of the Five Element Theory. They identify the functions and basic pathology of the Zang Fu and curious organs. Students describe and contrast the Four Levels, Six Stages and Eight Principles of pattern differentiation.

CM504 Meridian Overview [2cr/30hrs] Students learn Asian Medicine Principles and Theory and Acupuncture Principles and Theory through the pathways and functions of the meridian and collateral systems. They explain the three levels of acupuncture: wei qi, ying qi, and yuan qi, and the clinical significance of each meridian system. Students identify the first and last points and luo points of the primary channels, upper and lower confluent points of the divergent channels, opening and coupled points of the Eight Extraordinary channels, and confluent points of the Sinew meridians

CM505 Adjunct Techniques [2cr/30hrs] Students cultivate a healing presence and demonstrate protocols for the positioning and draping of patients for patient safety and comfort. Students demonstrate clinical safety practices, equipment safety, and personal hygiene. Students identify the general concepts of first aid responses to emergency situations. Students demonstrate moxibustion, gua sha, and cupping techniques and explain contraindications for the various techniques.

CM507 Pulse Diagnosis [1cr/15hrs] Students gain an understanding of the history of pulse reading. Students learn and demonstrate proper finger positioning for pulse diagnosis and illustrate proper journaling of pulses while learning to differentiate descriptions of pulse qualities. **Prerequisite**: CM503

CM509 Point Location 1 [2cr/30hrs] In part 1 of this two part series, students learn to locate acupuncture points on the human body and diagrams along the Ren, Du, Lung, Large Intestine, Stomach, Spleen, Heart and the selected Extra points. Students practice proportional body measurements and anatomical landmark identification. Students learn the proper location of acupuncture points, including needle angle and depth. Students gain a deeper understanding of the underlying anatomy of the points that require caution when needling. Students demonstrate proper draping for points that are near sensitive areas including the breasts and genitals. **Prerequisite**: CM503

CM510 Point Energetics 1 [3cr/45hrs] In part 1 of this two part series, students learn to differentiate point groupings, functions, indications and pathways for the primary meridians. Students learn the functions, indications and contraindications for the Ren, Du, Lung, Large Intestine, Stomach, Spleen, Heart and selected Extra points. Students learn to identify and describe point groupings relevant to specific meridians and points. Students identify acupuncture points that have specific cautions and contraindications and learn needle depth and angle for points that require caution. Students learn to recognize the function and indication of the points as they relate to point groupings. **Prerequisite**: CM503

CM511 Five Elements 1 [1cr/15hrs] In part one of this two-part course students gain an understanding of the Five Element Theory. Students explore the classical foundations of the Five Transformations, Five Phases and correspondences, Energetics of Elemental Points, Japanese Hara Diagnosis, and the laws and cycles of the five elements. Students identify methods to establish rapport and take case histories considering five element principles. Students learn to use diagnostic methods specific to five element theory, including practice of color, sound, odor, emotion, etc. Students describe the dynamics of the five elements (generating, control, and insulting cycles) and the basic energetics of elemental points for diagnosis/treatment. **Prerequisite**: CM503.

CM515 CM Diagnosis and Differentiation [3cr/45hrs] Students learn the four Chinese medicine diagnostic methods. Students employ history taking (inquiry) and observation in support to make a Chinese medicine diagnosis. Students identify tongue characteristics used in Chinese medicine tongue diagnosis. The use of palpation is explored in support of making a Chinese medicine diagnosis. Students study the eight principles of Chinese medicine differentiation. They differentiate basic Zang Fu patterns (syndromes) of illness. Students describe the Four Levels (Wen Bing) and the Six Stages (Shang Han Lun) of disease progression. Students learn patterns of illness using specified theories of Chinese medicine such as Zang Fu, Wen Bing, Shang Han Lun and San Jiao. **Prerequisite**: CM503

CM521 An Introduction to Healing [1cr/15hrs] A senior practitioner initiates students' inquiry into the age-old question - What is healing? Since the answer to that question is inseparable from one's world view and life experience,Students examine the history of medicine through the varied ways doctors, anthropologists, scientists, psychologists, environmentalists, and religious leaders have historically approached these questions and concepts. Students examine the varied ways doctors, anthropologists, scientists, psychologists, environmentalists, and religious leaders have historically approached these questions and concepts. Students consider the

definition of health, sickness, and healing from the perspective of Classical Chinese Medicine as well as reflect on their personal understanding of health, sickness, and healing.

CM601 Point Location 2 [2cr/30hrs] In the second of this two-part series, students learn to locate acupuncture points on the human body and diagrams along the Small Intestine, Urinary Bladder, Kidney, Pericardium, San Jiao, Gallbladder, Liver and the selected Extra points. Students practice proportional body measurements and anatomical landmark identification. Students learn the proper location of acupuncture points, including needle angle and depth. Students gain a deeper understanding of the underlying anatomy of the points that require caution when needling. Students demonstrate proper draping for points that are near sensitive areas including the breasts and genitals. **Prerequisite:** CM503, CM509

CM602 Point Energetics 2 [3cr/45hrs] In the second of this two-part series, students learn to differentiate point groupings, functions, indications and pathways for the primary meridians. Students learn the functions, indications and contraindications for the Small Intestine, Urinary Bladder, Kidney, Pericardium, San Jiao, Gallbladder, Liver and selected Extra points. Students learn to identify and describe point groupings relevant to specific meridians and points. Students identify acupuncture points that have specific cautions and contraindications and learn needle depth and angle for points in areas that require caution. Students learn to recognize the function and indication of the points as they relate to point groupings. **Prerequisite:** CM503, CM510

CM604 Tui Na [2cr/30hrs] Students learn the historical context and development of Tui Na. Students demonstrate Tui Na hand techniques and distinguish between important musculoskeletal anatomy for Tui Na. Students create a Chinese medicine diagnosis for performing Tui Na and design sequences of Tui Na techniques based on the diagnosis. Students are introduced to movement assessments for the Sinew meridians and the application of Sinew releases. Students recognize the contraindications and considerations for Tui Na.

CM605 Needling Techniques [2cr/30hrs] Students learn the basic principles of needling techniques as they relate to treatment in a clinical setting. Students determine appropriate patient positioning and draping. Students understand how to select the appropriate needle type and describe cautions and contraindications for needling. Students demonstrate safe and effective needling techniques. Students follow CNT and OSHA guidelines and describe management for emergency situations as well as identify Universal Precaution recommendations. **Prerequisite:** CM505, CM509, CM510

CM606 Treatment of Disease 1 [3cr/45hrs] In part one of this two-part series, students learn the basic principles and theories of Asian/Chinese medicine treatment of disease. Students explore the etiology and pathogenesis of common disorders. Disorders include respiratory, dermatologic, neurological, sleep, mental/emotional, and cardiovascular. Students integrate Asian medicine diagnostic findings with acupuncture and herbal treatment strategies to address common diseases through Chinese medicine.. Students create treatment plans, including lifestyle recommendations. Students identify prognoses for the most common clinical presentations of disease. **Prerequisite:** CM503, CM510, CM515

CM608 Treatment of Disease 2 [3cr/45hrs] In part two of this two course series students continue to learn the basic theories and principles of Asian/Chinese medicine treatment of disease. Students explore the etiology and pathogenesis of common disorders encountered in internal and family medicine. Disorders include: Digestive, Endocrine, Urinary, Edema, Celiac disease, Gynecology, Ophthalmologic, Immunologic, Autoimmune, Lyme and Gu syndrome, and Musculoskeletal. Students develop acupuncture and herbal treatment strategies to address these common diseases through Chinese medicine. Students create treatment plans, including lifestyle recommendations. Students identify prognoses for the most common clinical presentations of disease. **Prerequisite:** CM503, CM510, CM515

CM609 Microsystems & Techniques [2cr/30hrs] Students study the theories and history of various microsystems. They learn the skills to safely perform auricular, electro-acupuncture, scalp acupuncture, and NADA (protocol treatments for addiction or behavioral health). They practice these therapeutic techniques by properly locating auricular points and scalp points/ lines, identifying treatment strategies, and following guidelines for the use/maintenance of equipment. In addition, students address contraindications of specific points and techniques under a variety of conditions to ensure patient safety. **Prerequisite:** CM605

CM610 Clinical Preparation [2cr/30hrs] This course prepares students for successful entry into the Daoist Traditions Clinical Internship. Students practice comprehensive patient intake, SOAP note charting, and clinical communication while developing accurate diagnoses and multi-modal treatment plans, lifestyle recommendations, and referral resources. Students demonstrate accurate point location, safe needling techniques in accordance with CNT, and appropriate draping and positioning. Emphasis is placed on infection control, prevention of adverse events, ethical patient-practitioner relationships, and professional integrity. Students complete clinic operations training including HIPAA and OSHA standards, participate in case-based learning, and achieve CPR and First Aid certification. **Prerequisite:** CM503, CM507, CM515, CM605, CM606

CM612 Eight Extra Channels [2cr/30hrs] Students learn the historical and theoretical foundations for the Eight Extraordinary channels. Students discuss the application of Eight Extraordinary Channels in clinical practice especially about congenital problems, childhood development, inherited conditions, conditions affecting the DNA and life cycles. Students learn the pathways of the Eight Extraordinary channels and how those pathways relate to the other meridians systems. Students examine which patient diagnoses are best addressed

using the different Eight Extraordinary channels and create guidelines for their use including appropriate pulse qualities, point selection and needle technique. **Prerequisite:** CM504, CM601, CM602, CM605

CM617 Five Elements 2 [1cr/15hrs] In part two of this two-part series, students build on their knowledge of the Five Element Theory. Students learn diagnostics and treatment methods and apply concepts based on the Worsley tradition and Jeffrey Yuen teachings. Included are Constitutional Factor, Elemental temperaments, Command points, Korean Four Needle Technique, Aggressive Energy, Mu and Shu points, Husband-Wife pulse imbalance, Internal and External Dragons, Entry-Exit Points and Akabane. **Prerequisite:** CM511, CM605

CM618 Advanced Needling Techniques [2cr/30hrs] Students strengthen needling and manipulation techniques in preparation for clinic. They also solidify their patient positioning/draping and CNT skills. Students focus on techniques that promote the arrival and transmission of qi, and various reinforcing and reducing techniques. Students also employ adjunct techniques with appropriate needling methods. They review proper cautions and contraindications for needling based on underlying anatomy or other patient factors and demonstrate how to handle any emergency related to needling. **Prerequisite:** CM605

CM701 Clinical Case Review 1 [1cr/15hrs] In this course series, students present and review cases from their clinical experience, receiving structured feedback from faculty and peers. The focus is on strengthening diagnostic clarity, refining treatment strategies, and developing clinical reasoning skills. Students learn to articulate their thought process, respond to feedback, and deepen their capacity for collaborative clinical inquiry. **Corequisite:** Clinical Internship

CM702 Clinical Case Review 2 [1cr/15hrs] Students address issues or concerns that arise during Clinical Internship and explore cases as a cohort. Discussions and peer review focus on diagnoses and treatment plan options about the Primary Meridian and Sinew Meridians systems, the patient-practitioner relationships, referrals, and general patient care issues. Students present an oral summary of clinical cases using chart notes as well as any relevant research. Students refine diagnoses and treatment plans based on peer and faculty feedback. They also reflect on their learnings from the case presentation discussions. **Corequisite:** Clinical Internship

CM703 Acupuncture and CM Foundations Comprehensive Review [3cr/45hrs] Students prepare for the NCBAHM certification exams in their final year of study. Students review and assimilate Chinese medicine and acupuncture material from the acupuncture curriculum including point location, point energetics, Chinese medicine theory, and treatment of disease. **Prerequisite:** All previous courses in the acupuncture curriculum

CM707 Sinew Meridians [2cr/30hrs] This course provides an in-depth study of the Sinew Meridians within the Five Channel System, including their historical development, theoretical foundations, pathways, and clinical applications. Students learn to formulate diagnoses and document treatment choices using Sinew Meridian assessment methods supported by classical, modern, and research literature. Students also examine the biomedical relevance of Sinew Meridian treatment. Practicum sessions allow students to demonstrate safe and effective Sinew Meridian treatment techniques, patient positioning, and awareness of potential adverse events. Students demonstrate pulse assessment, point selection, needling, draping, adjunct techniques, and adherence to CNT, OSHA, and hygienic safety standards. **Prerequisite:** CM504, CM601, CM602, CM605

CM711 Divergent Meridians [2cr/30hrs] This course provides a foundation for the Divergent Meridians, including their historical development, theoretical foundations, pathways, and functional relationships with other channel systems. Students apply Divergent Meridian theory to clinical practice by formulating diagnoses, documenting treatment choices, and integrating classical, modern, and biomedical perspectives. Emphasis is placed on developing safe and effective treatment guidelines, including pulse and point selection, needling, draping, and adherence to CNT, OSHA, and hygiene standards. Practicum sessions allow students to perform Divergent Meridian treatment techniques with accurate point location, appropriate patient positioning, and awareness of potential adverse events. **Prerequisite:** CM504, CM601, CM602, CM605

CM802 Advanced Pulse Diagnosis [1cr/15hrs] Students examine pulse diagnosis from traditional and Classical Chinese Medicine. Emphasis is placed upon pulse qualities and dynamic moving pulses. Students learn to assess Wei Qi, Ying Qi, Yuan Qi and the Eight Extraordinary meridian system pulses. Students create a differential diagnosis through pulses. Students understand how to chart moving pulses and to use the correct nomenclature to chart pulses. **Prerequisite:** CM507

CM804 Clinical Case Management 1 [1cr/15hrs] This advanced course series builds on the foundations developed in Clinical Case Review 1&2, emphasizing the ongoing management of complex clinical cases as they unfold over time. Students workshop cases in stages, integrating new information, adjusting treatment plans, and refining strategies based on patient outcomes. The course supports the development of clinical autonomy, adaptability, and professional-level case management. **Corequisite:** Clinical Internship

CM805 Gynecology [2cr/30hrs] Students learn the diagnosis, acupuncture and herbal medicine treatment of obstetrical and gynecological disorders. They explore women's physiology and pathology from Chinese and western medicine perspectives; acupuncture treatment principles; contraindications; commonly seen menstrual disorders; pregnancy and pregnancy related complications; infertility, and menopausal complaints. **Prerequisite:** CM606, CM608

CM806 Pediatrics [.67cr/10hrs] Students learn to diagnose and treat common pediatric disorders with acupuncture. They explore the physiology and pathology of common pediatric conditions from a Chinese medicine perspective and recognize contraindications and conditions that require referral to a biomedical practitioner. Students also study effective patient and family communication methods. **Corequisite:** HM808

CM807 Clinical Case Management 2 [1cr/15hrs] This advanced course series builds on the foundations developed in Clinical Case Review 1&2, emphasizing the ongoing management of complex clinical cases as they unfold over time. Students workshop cases in stages, integrating new information, adjusting treatment plans, and refining strategies based on patient outcomes. The course supports the development of clinical autonomy, adaptability, and professional-level case management. **Corequisite:** Clinical Internship

CM811 Longitudinal Luo [2cr/30hrs] Students learn the historical, theoretical, and clinical foundations of the Luo vessels. The course covers all Longitudinal Luo trajectories, their signs, symptoms, and point functions, and examines how the Luo vessels interact with other meridian systems. Students apply Luo theory to contemporary clinical practice by integrating classical sources, modern scholarship, and biomedical perspectives. Through case analysis and practicum activities, students formulate diagnoses, develop evidence-informed treatment guidelines, and perform appropriate techniques in alignment with CNT, OSHA, and institutional hygiene protocols. Emphasis is placed on clinical reasoning, safety, and the relevance of Luo vessel theory to both Chinese medicine and Western diagnostic frameworks. **Prerequisite:** CM504, CM601, CM602, CM605

CULTIVATION PRACTICE

CP501 Qi Gong 1 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is a commitment to support students in integrating self-cultivation and a healing presence into their lives as developing practitioners. Students learn to recognize and appreciate qi gong as tool for personal cultivation and, therefore, learn its fundamentals. They do so by replicating the movements of the Tai Yu Shen Gong form as demonstrated by their instructor. As part of this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP504 Qi Gong 2 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students describe qi gong as a personal cultivation tool. They follow the movement elements of the guided qi gong form with emphasis on the practice and appreciation of Tai Yu Shen Gong. As part of this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP601 Qi Gong 3 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students employ qi gong as a personal cultivation tool. They perform qi gong practice with emphasis on the practice and appreciation of Tai Yu Shen Gong. As part of this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP604 Qi Gong 4 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students employ qi gong as a personal cultivation tool. They perform independently qi gong practice with emphasis on the practice and appreciation of Tai Yu Shen Gong. Students define the clinical relevance of qi gong. As part of this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP701 Qi Gong 5 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students employ qi gong as a personal cultivation tool. They demonstrate qi gong practice, with emphasis on the practice and appreciation of Tai Yu Shen Gong. Students explain the clinical relevance of qi gong. As part of this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP704 Qi Gong 6 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students employ qi gong as a personal cultivation tool. They demonstrate qi gong practice, with emphasis on the practice and appreciation of Tai Yu Shen Gong. Students illustrate the clinical relevance of qi gong. As part of this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP801 Qi Gong 7 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students employ qi gong as a personal cultivation tool. They demonstrate and evaluate qi gong practice, with emphasis on the practice and appreciation of Tai Yu Shen Gong. Students apply qi gong in a simple clinically relevant situation. As part of this course, students further develop personal cultivation

practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

CP804 Qi Gong 8 [.4cr/12hrs] At the heart of Daoist Traditions' philosophy is the commitment to cultivate a healing presence and encourage self-cultivation as an important part of the development of an effective practitioner. Students employ qi gong as a personal cultivation tool. They demonstrate and evaluate qi gong practice, with emphasis on the practice and appreciation of Tai Yu Shen Gong. Students apply qi gong in a clinically relevant situation requiring two phase implementation or skill development. In this course, students further develop personal cultivation practice by reflecting on their growth in a cultivation journal and assisting in the herbal gardens.

HERBAL MEDICINE

HM501 Introduction to Herb Cultivation [1cr/15hrs] This course is designed to familiarize students with the basic principles of site analysis, soil preparation and propagation by seed and division of medicinal plants. Students gain hands-on practice while helping to maintain the herbal gardens on campus.

HM502 Herbal Medicine 1 [4cr/60hrs] In part one of this four-part series, students apply Chinese Herbal Medicine Principles and Theory, including relevant botany, to identify a selection of individual herb samples using pictures and raw herbs. Students learn to state the pinyin and botanical names of individual herbs. Students describe the application, indications, cautions and contraindications of specified herbs and formulas. Students learn to recognize Chinese herbal formulas based on how they are used to treat patterns of disharmony. Students also discuss herbs and formulas in the context of the major developments in Chinese herbal medicine.

HM503 Herbal Medicine 2 [4cr/60hrs] In part two of this four-part series, students learn to identify a selection of individual herb samples using pictures and raw herbs. Students state the pinyin and botanical names of the individual raw herbs and relevant botany terms including structure and classification. Students will describe the uses, cautions and contraindications of specified herbs and formulas addressed. Students learn how to choose and modify Chinese herbal formulas to treat particular patterns of disharmony. Students also discuss herbal formulas in the context of the major developments in Chinese herbal medicine.

HM603 Herbal Medicine 3 [4cr/60hrs] In part three of this four-part course, students learn to identify a selection of individual herb samples using pictures and raw herbs. Students state the pinyin and botanical names of the individual raw herbs and relevant botany terms including structure and classification. Students will describe the uses, cautions and contraindications of specified herbs and formulas addressed. Students write Chinese herbal formulas to treat particular patterns of disharmony. Students also discuss herbal formulas in the context of the major developments in Chinese herbal medicine

HM604 Herbal Medicine 4 [4cr/60hrs] In part four of this four-part course students identify a selection of individual herb samples using pictures. Students state the pinyin and botanical names of the individual raw herbs and relevant botany terms including structure and classification. Students will describe the uses, cautions and contraindications of specified herbs and formulas addressed. Students create Chinese herbal formula prescriptions based on case studies to treat patterns of disharmony. Students discuss herbal formulas in the context of the major developments in Chinese herbal medicine including preparation methods and dosage.

HM701 Patent Medicines [2cr/30hrs] Students learn to prescribe patent formulas and research companies that supply them. Students recognize the English and pinyin names of common patent herbal medicines. Students discuss the history and regulations related to dispensing patent medicines. Students correlate modern patent formulations to classical prescriptions and describe their uses, cautions and contraindications. Students also learn to evaluate the quality of selected patent manufacturers. **Prerequisite:** HM502, HM503, HM603, HM604

HM703 Chinese Medicine Food Therapy [2cr/30hrs] Students learn the energetics of foods and the impact of cooking styles on their energetics. Students discuss dietary recommendations and contraindications for Chinese medicine patterns and select dietary recommendations based on diagnosis. Students integrate the principles of Chinese medicine food therapy into clinical practice. **Prerequisite:** CM503, CM515, completion of one Herbal Medicine course HM502, 503, 603, 604

HM706 Essential Oils [2cr/30hrs] Students learn to articulate the basic theory and practice of essential oils in Chinese medicine. Students cite the properties including the nature, taste, channels entered and the therapeutic function of 30-50 essential oils. Students identify dosage, storage requirements, chemical constituents, and contraindications of the essential oils covered in this course. Students discuss the unique properties of the essential oils including notes, effects on spirit, and essence relationship. Students create essential oil formulas used to treat basic conditions. **Prerequisite:** CM503, CM515, completion of one Herbal Medicine course HM502, 503, 603, or 604

HM801 Herbal Preparations [1cr/15hrs] Students learn Chinese herbal medicine principles and theory (including relevant botany) in order to describe and prepare various forms of herbal medicine preparations including tinctures, liniments, macerations, percolations, medicinal wines, topical preparations, infused oils and salves. Students prepare Chinese herbs choosing methods appropriate to their nature and their medicinal use. Students gain a basic understanding of the chemical properties of herbs. **Prerequisites:** CM503, CM515, completion of one Herbal Medicine course HM501, 502, 503, or 504.

HM802 Herbal Comprehensive Review [3cr/45hrs] Students take this course in their final semester of study to prepare for the NCCAOM certification exams. It serves as a review of the materia medica, classical prescriptions, and patent medicines and provides students with an opportunity to fine tune their Chinese herbology knowledge. They re-examine how to articulate basic herbal theory for single herbs and prescriptions. Students review the fundamental properties of herbs in terms of nature, taste, channels entered, and toxicity. They review pattern differentiation and ingredients of classical prescriptions. Students explain the proper uses, dosages, cautions, contraindications and toxicity of both single herbs and herbal formulas. **Prerequisite:** All previous courses in the herbal medicine curriculum

HM803 Herbal Case Management 1 [1.33cr/20hrs] This course series focuses on the long-term management of complex herbal medicine cases. Students review detailed case progressions and develop skills in adapting herbal strategies over time based on patient response, changes in presentation, relevant pharmaceuticals and labwork, and evolving diagnostic insight. Emphasis is placed on clinical reasoning, formula modification, and the dynamic nature of treatment planning in real-world practice. **Corequisite:** Clinical Internship

HM804 Herbal Case Management 2 [1.33cr/20hrs] This course series focuses on the long-term management of complex herbal medicine cases. Students review detailed case progressions and develop skills in adapting herbal strategies over time based on patient response, changes in presentation, relevant pharmaceuticals and labwork, and evolving diagnostic insight. Emphasis is placed on clinical reasoning, formula modification, and the dynamic nature of treatment planning in real-world practice. **Corequisite:** Clinical Internship

HM808 Pediatric Herbal Medicine [.33cr/5hrs] Students learn to diagnose and treat common pediatric disorders with herbal medicine. They explore the physiology and pathology of common pediatric conditions from a Chinese medicine perspective and recognize contraindications and conditions that require referral to a biomedical practitioner. Students also study effective patient and family communication methods. **Corequisite:** CM806

BIOMEDICINE

WM501 Biology, Anatomy, and Physiology 1 [3cr/45hrs] Students learn basic biology and biological principles relating to the anatomy and physiology of the skeletal, muscular, and nervous systems. They use standard anatomical medical terminology related to these systems. Students learn foundational information on cellular biology, including the major tissue types of the human body. Students memorize the bones of the body, major muscle groups and key components of the nervous system. Students also learn the structure and function of joints and how they move.

WM502 Biology, Anatomy, & Physiology 2 [3cr/45hrs] Students learn the biological and chemical principles related to the normal functioning of the organ systems and its related nomenclature. Focus is on the cardiovascular, endocrine, urinary, immune, digestive, respiratory, reproductive, integumentary, and nervous systems and its sense organs. Students review how the human body maintains homeostasis, and a stable internal environment. As a result of learning the basics, students can describe how changes in physiological function may result in disease states.

WM503 Surface Anatomy [1cr/15hrs] Students memorize the external landmarks of the human musculoskeletal system that guide the location of acupuncture points. This knowledge is foundational for all subsequent acupuncture point location and needling courses. In addition, students learn visual recognition and palpation skills to find and identify these key landmarks on various body types. Students practice proper positioning and draping for patient comfort and safety during treatment.

WM601 Physical Exam Techniques [2cr/30hrs] Students develop the knowledge and practice the techniques necessary to perform a basic physical examination and complete a biomedical patient history. Students learn to differentiate normal from abnormal findings while developing secondary techniques for the assessment of specialty care; including cardiovascular, respiratory, vascular, and neurological assessments, to determine if a referral to a biomedical practitioner is warranted, and how to make that referral. Students discuss the importance of patient confidentiality, informed consent, and overall professionalism. **Prerequisite:** WM501, WM503

WM602 Medical Ethics [2cr/30hrs] Students learn the history and basic principles of medical ethics and examine the evaluation of the ethical codes in acupuncture and Chinese medicine. Students develop the skills to recognize and develop plans for dealing with appropriate and inappropriate ethical behaviors as they arise in practice including boundaries, dual relationships, and business ethics. Students evaluate and determine strategies to sensitive issues such as intimacy, death and dying, impaired providers, domestic abuse, and suicide. They also examine the ethics of healthcare disparities (discrepancies in health care and outcomes) in the current U.S. healthcare system with a focus on socioeconomics. Students explore the underlying reasons for these disparities and potential solutions. Students examine risk management and insurance issues related to practice, and special care considerations for seriously ill patients.

WM631 Introduction to Pharmacology [2cr/30hrs] Students learn the biochemical and physiological effects of classes of commonly used pharmaceuticals, surveying the nature of disease and illness — including cardiovascular disease, diabetes, infectious disease, and psychiatric illness — as the clinical basis for pharmacologic treatment. They explore the chemistry of how these classes of drugs are absorbed, distributed, metabolized, and eliminated from the body. Students examine the use of these common classes of

pharmaceuticals and their cautions and contraindications. In addition, they study the potential interaction between herbal medications, supplements, and common classes of pharmaceuticals to better ensure patient safety. **Prerequisite:** WM502

WM702 Pathology & Pharmacology 1 [3cr/45hrs] This course is part one of a three-part series which focuses on the pathology and related pharmaceuticals used to treat conditions of the musculoskeletal, neurological, and immune systems. Students learn the pathophysiology of the most common western diseases and recognize their basic signs and symptoms. They also investigate common pharmaceuticals used to address these diseases including their functional classification, chemistry, mechanisms of action, and side effects. Students identify the potential interaction between these pharmaceuticals, supplements, and herbs and when to make referrals to biomedicine practitioners. **Prerequisite:** WM501, WM502

WM703 Research and Statistics [2cr/30hrs] Students learn basic principles scientists and practitioners use to conduct research and the statistical bases for their studies. To do so, they become familiar with basic descriptive statistics including measures of central tendency and variance, distributions and probabilities, sample size and commonly used statistical tests, and epidemiological analysis proceedures. Students develop research literacy skills including how to search primary source data, recognize different types of scientific research and the methods used to carry out studies. They apply the skills they have developed by critiquing a research paper using a study of personal interest. Students gain knowledge of the academic peer review process and learn to critique research methods used in modern acupuncture and Asian medicine literature. Students also learn to identify public health alerts as part of epidemiological analysis

WM704 Pathology & Pharmacology 2 [3cr/45hrs] This course is part two of a three-part series which focuses on the pathology and related pharmaceuticals used to treat conditions of the pulmonary, cardiology, gastrointestinal systems plus cancer and various communicable diseases. Students learn the pathophysiology of common western diseases and recognize the basic signs and symptoms of these diseases. Students investigate the common pharmaceuticals used to address these diseases including their functional classification, chemistry, mechanisms of action, and side effects. Students identify the potential interaction between these pharmaceuticals, supplements, and herbs and when to make referrals to biomedicine practitioners. **Prerequisite:** WM501, WM502

WM705 Western Diagnostic Studies [2cr/30hrs] Students gain an overview of tests and diagnostic procedures in western medicine. Pertinent biophysics of diagnostic imaging is covered. They learn to evaluate and interpret the most commonly used western laboratory tests including blood and other diagnostic studies. Students assess the clinical relevance of lab and other diagnostic tests and the relevant biochemistry and chemistry. This class focuses on conditions such as musculoskeletal disease, thyroid disorders, kidney and urologic disease, diabetes, cardiovascular disease, cancer, nervous system disease, pulmonary disease, and gastrointestinal disease. Students determine when to refer patients for relevant lab work. **Prerequisite:** WM501, WM502

WM801 BioMedicine Comp Review [3cr/45hrs] Students take this course in their final semester of study to prepare for the NCBAHM certification exams. Students review and demonstrate their knowledge and skills related to the biomedicine curriculum including anatomy, physiology, physical examination, pathology, pharmacology, pertinent chemistry and biochemistry, and diagnostic testing. **Prerequisite:** All previous courses in the biomedicine curriculum

WM803 Pathology & Pharmacology 3 [2cr/30hrs] This course is the final course of a three-part series which focuses on the pathology and pharmaceuticals used to treat conditions of the endocrine, female and male genitourinary, and renal systems. Students learn the pathophysiology of common western diseases and to recognize their basic signs and symptoms. They investigate the common pharmaceuticals used to address these diseases including their functional classification, mechanisms of action, chemistry, and side effects. Students identify the potential interaction between these pharmaceuticals, supplements, and herbs and when to make referrals to western medicine practitioners. **Prerequisite:** WM501, WM502

WM804 Orthopedic Essentials [2cr/30hrs] Students learn to analyze orthopedic injuries and diseases from a western medical perspective including carpal tunnel syndrome, fibromyalgia, gout, osteoarthritis, rheumatoid arthritis, tendonitis, bursitis, plantar fasciitis, and nerve entrapments. They perform basic orthopedic evaluation techniques and discern conditions for referral. Students explain effective communication with patients and western medicine practitioners regarding orthopedic conditions. **Prerequisite:** WM501, WM503

WM807 Psychology and Psychiatry [2cr/30hrs] Students learn about mental and emotional disorders from a biomedical standpoint. Students recognize general psychology: fundamental concepts, human behavior, development, cognition, emotion and psychiatric disease states: their pathophysiology, western treatment modalities including pharmacotherapy. Students identify the basic signs and symptoms of these psychiatric diseases. They will learn the appropriate types of counseling for each disorder and counseling skills applicable to patient care. Students recognize their commonly associated pharmaceuticals including their functional classification, mechanisms of action, and side effects. Students identify potential interactions between these pharmaceuticals, supplements, and herbs. Students state the key factors triggering referrals to biomedicine care especially in cases of psychiatric emergencies. **Prerequisite:** WM501, WM502

WM809 Western Nutrition [2cr/30hrs] Students learn nutrition from a western medical perspective. They learn the roles played by various nutrients in both health and disease states and their chemistry and modes of action. They recognize nutritional deficiencies and make appropriate recommendations to enhance patient health. Recommendations include diet, lifestyle, and nutritional

supplementation. Students gain the knowledge and skills needed to critique the various dietary and supplementation regimes patients follow. **Prerequisite:** WM502

COMPLEMENTARY STUDIES

CS501 Learning Resources & Information Literacy [.5cr/7.5hrs] Students learn to use Daoist Traditions' learning management system, Canvas. Students will become familiar with the various resources available in the college library and how to access materials for research and utilize relevant resources using online databases and feeds from specialized search engines. Students explore the elements of Daoist Traditions Style Guide and create an APA style guide reference. Students will explore learning styles and learn about various study skills for academic success.

CS503 Professionalism and Communication [.5cr/7.5hrs] Students learn to present oneself professionally in alignment with Daoist Traditions' expectations. Students apply the Daoist Traditions' protocols related to communicating with administration, faculty, and colleagues. Students recognize conflict management techniques for common conflict situations in a respectful and solution-oriented manner. Students develop patient/practitioner rapport and communication skills, including multicultural sensitivity.

CS504 Introduction to Chinese Medicine Terminology [.5cr/7.5hrs] Students learn some basic Chinese language to support their entry into the world of Chinese medicine. Students approximate pronunciation of basic Chinese medical vocabulary and associated terminology. Students recognize basic characters related to Chinese medicine energetics and memorize terms commonly needed in the practice of Chinese medicine.

CS505 Mindfulness and Healing Presence [1cr/15hrs] Students define mindfulness including its health benefits. Students describe several mindfulness practices and how to execute them and incorporate a mindfulness practice into daily life. They will state the value of a personal mindfulness practice and its potential impact on one's healthcare practice.

CS506 Legal and Safety Standards [.5cr/7.5hrs] Students learn the basic HIPAA and OSHA requirements as they relate to acupuncture practice, including confidentiality, informed consent, and bloodborne pathogen safety. Students describe preventive procedures related to Clean Needle Technique, including basic emergency response and appropriate documentation expectations. They identify the ethical principles of the NCBAHM Code of Ethics and recognize professional conduct and boundaries as outlined by Daoist Traditions' clinical policy. Students also learn key regulations governing Chinese medicine practice, such as scope of practice and reporting responsibilities, and recognize the requirements for obtaining and maintaining state licensure, liability insurance, and continuing education.

CS701 Practice Management 1 [1cr/15hrs] This course introduces the foundational soft skills required to build and sustain a clinical practice. Topics include practitioner identity, communication, patient relationships, professional boundaries, and ethical presence. Students explore the interpersonal and relational aspects of practice, with an emphasis on developing a grounded, professional approach to patient care and community engagement. **Corequisite:** IN701

CS802 Practice Management 2 [1cr/15hrs] This course focuses on the practical and operational components of running a clinical practice. Students are introduced to business structures, financial planning, electronic medical records (EMR), insurance considerations, and credentialing processes. The course provides the tools and systems necessary to support a functional and compliant practice. **Prerequisite:** CS701

CS803 Professional Practice Launch [1hr/15hrs] This capstone course supports students in actively developing the foundational elements of their clinical practice. Through guided, hands-on workshops, students establish business infrastructure, including vendor accounts, marketing materials, and online presence. Students understand business written communication, regulatory compliance and jurisprudence, including municipal, California, and Federal law, OSHA, the Labor Code, and HIPAA; front office procedures, planning and establishing a professional office, risk management and insurance issues, and the ability to practice in interdisciplinary medical settings, including hospitals. Emphasis is placed on translating training into action, preparing students to enter practice with clarity, organization, and a functional practice framework in place. **Prerequisites:** CS701, CS80

CLINICAL TRAINING

OB502 Clinic Observation 1 [1.3cr/39hrs] This is part of a series of classes in which students demonstrate professional demeanor and attire in the clinical setting as described in the Student Handbook and Clinic Manual. Students observe a patient interview in a theatre setting and reflect on personal reactions to the patient's narrative. Students discuss personal learning from acupuncture treatments.

OB504 Clinic Observation 2 [1.2cr/36hrs] This class is part of a series of classes where students demonstrate professional demeanor and attire in the clinical setting as described in the Student Handbook and Clinic Manual. Students observe a patient treatment in a clinical setting, complete chart notes, and mix herbs for the patients. Students state how practitioners of Chinese medicine establish patient

rapport and determine what specific tongue characteristics mean in terms of a Chinese medicine diagnosis. Students discuss personal learning from acupuncture treatments. **Prerequisite:** OB502

OB601 Clinic Observation 3 [1.2cr/36hrs] This class is part of a series of classes where students demonstrate professional demeanor and attire in the clinical setting as described in the Student Handbook and Clinic Manual. Students observe a patient treatment in a clinical setting and complete Subjective-Objective Assessment & Plan (SOAP) notes to record patient information. Students discuss personal learning from acupuncture treatments. **Prerequisite:** OB504

OB602 Clinic Observation 4 [1.3cr/39hrs] This class is part of a series of classes where students demonstrate professional demeanor and attire in the clinical setting as described in the Student Handbook and Clinic Manual. Students observe a patient interview and treatment in a theater setting and complete a full intake form and chart notes. Students discuss personal learning from acupuncture treatments. **Prerequisite:** OB601

IN701 Clinical Internship 1 [5.73cr/172hrs] In Clinical Internship 1, interns work in pairs to integrate the theoretical and practical aspects of Chinese medicine in a clinical setting. Students demonstrate proficiency in professional behavior and patient care using acupuncture, herbal medicine, and adjunct techniques. Students identify conditions that warrant patient referral and make recommendations for lifestyle adjustments and selfcare. Students evaluate and re-evaluate diagnosis and treatment strategies and modify formulas and treatment. Students incorporate Zang Fu and Primary meridian diagnoses and treatment principles into treatments, applying both Eastern and Western diagnostic procedures in evaluating patients. **Prerequisite:** OB604, CM606, CM608, CM610, CM618, HM502, HM503, HM603, HM604, WM601.

IN702 Clinical Internship 2 [3.73cr/112hrs] In Clinical Internship 2, interns work individually to treat patients in a supervised clinical setting. Students demonstrate professional behavior in a clinical setting. Students complete a thorough patient intake using SOAP notes and formulate and refine a diagnosis using Eastern (Zang Fu, Primary and Sinew Meridians) and Western diagnostic procedures in evaluating patients. Students develop and execute a treatment plan using acupuncture, herbs, and adjunct modalities. Students learn to manage ongoing patient relationships. Students incorporate Zang Fu and Primary, and Sinew Meridian diagnoses and treatment principles into treatments. Students recognize common red flag conditions, and execute emergency and urgent referrals. Students incorporate Daoist principles including lifestyle and self-care in a clinical setting. **Prerequisite:** IN701

IN801 Clinical Internship 3 [9.5cr/285hrs] In Clinical Internship 3, interns treat patients with increasing independence in a supervised clinical setting while demonstrating professional, ethical, and culturally competent behavior. Students conduct complete patient intakes, perform basic physical examinations, and maintain accurate documentation. Interns independently formulate and refine diagnoses using Zang Fu, Primary, Eight Extraordinary, Sinew, Longitudinal Luo, and Divergent systems, integrating biomedical information as appropriate. Students develop and adjust treatment plans based on evolving conditions and patient goals, and execute acupuncture, herbal, and adjunct therapies safely. Interns recognize and respond to red-flag and emergency situations, support ongoing patient relationships, and provide lifestyle and long-term care guidance within professional boundaries. Daoist principles of presence, compassion and alignment with natural process guide students' approach to patient care. **Prerequisite:** IN702

IN802 Clinical Internship 4 [6.43cr/193hrs] In Clinical Internship 4, interns treat patients with professional independence in a supervised clinical setting while demonstrating ethical, culturally competent conduct. Students perform complete patient intakes and physical examinations and maintain accurate documentation using SOAP or approved clinical information systems. Interns independently formulate and refine diagnoses using Zang Fu, Primary, Eight Extraordinary, Sinew, Longitudinal Luo, and Divergent systems, integrating biomedical information as appropriate. Students develop, implement, and revise treatment plans based on diagnostic findings, patient goals, and clinical outcomes, and execute acupuncture, herbal, and adjunct therapies in full adherence to safety and hygiene standards. Interns recognize and respond to red-flag and emergency conditions with appropriate documentation, referral, or basic first-aid response, and manage long-term patient relationships within professional boundaries. Treatment plans and prognoses are communicated clearly and respectfully, informed by Daoist principles of compassion, balance, and alignment with natural processes. A minimum of 350 patient treatments and 758 total clinic internship hours are required to complete Internship 4. **Prerequisite:** IN801

Doctoral Curriculum Course Descriptions

ACUPUNCTURE AND CHINESE MEDICINE

CM750 Advanced Orthopedics 1 [1cr/15hrs] *Dual Degree and Pro Tracks.* Doctoral students assess orthopedic conditions using neurological assessments for common musculoskeletal issues and the associated pain mechanisms. Interns review and practice Chinese diagnostic method of palpation, observation, and questioning. Students also combine biomedical orthopedic and neurological tests with Chinese medicine diagnostics to develop effective treatment plans and prognoses. Students communicate to foster relationships with western medicine practitioners through referrals, and to discuss patient condition and progress. This course addresses the neck, shoulder, upper back, elbow, and wrist complaints. **Prerequisite:** CM707 or basic CM orthopedics course

CM751 Neurology [1cr/15hrs] *Dual Degree and DAHM Pro Track.* Doctoral students analyze neurologic conditions of cerebrovascular accidents (CVAs), multiple sclerosis, and seizure disorders using both the western medical paradigm and Chinese medicine concepts. Students develop acupuncture and herbal medicine formulas to treat specific neurological disorders. Students identify appropriate referrals for neurological conditions. Students evaluate the potential chemical interactions of herbs and supplements when treating neurological conditions. They also explore cutting-edge neurobiological research and reflect on the impact of this on neurological condition treatment. **Prerequisite:** CM606, CM608, or equivalent

CM791 Neurology [1cr/15hrs] *DAc Pro Track.* Doctoral students analyze neurologic conditions of cerebrovascular accidents (CVAs), multiple sclerosis, and seizure disorders using both the western medical paradigm and Chinese medicine concepts. Students develop acupuncture to treat specific neurological disorders. Students identify appropriate referrals for neurological conditions. Students evaluate the potential chemical interactions of supplements when treating neurological conditions. They also explore cutting-edge neurobiological research and reflect on the impact of this on neurological condition treatment. **Prerequisite:** CM606, CM608, or equivalent

CM753 Advanced Endocrinology [1cr/15hrs] *Dual Degree and DAHM Pro Track.* Doctoral students explore the functioning of the complex endocrine system and its related organs. They analyze endocrine conditions such as diabetes and abnormalities of thyroid, adrenal, and reproductive system function from both Chinese and biomedical paradigms. Students develop diagnoses and integrated treatment plans for endocrine disorders based on Chinese medicine diagnostics using results from biomedical laboratory tests. Students will evaluate the potential chemical interaction of herbs and supplements with pharmaceuticals. They will study the effects and side effects of common pharmaceuticals and how these effects may impact their Chinese Medical treatments. Students identify appropriate biomedicine referrals for endocrine conditions. **Prerequisite:** CM606, CM608, WM631, or equivalent

CM783 Advanced Endocrinology [1cr/15hrs] *DAc Pro Track*. Doctoral students explore the functioning of the complex endocrine system and its related organs. They analyze endocrine conditions such as diabetes and abnormalities of thyroid, adrenal, and reproductive system function from both Chinese and biomedical paradigms. Students develop diagnoses and integrated treatment plans for endocrine disorders based on Chinese medicine diagnostics using results from biomedical laboratory tests. Students will evaluate the potential chemical interaction of supplements with pharmaceuticals. They will study the effects and side effects of common pharmaceuticals and how these effects may impact their Chinese Medical treatments. Students identify appropriate biomedicine referrals for endocrine conditions. **Prerequisite:** CM606, CM608, WM631, or equivalent

CM754 Cardiology [1cr/15hrs] *Dual Degree and DAHM Pro Track.* Doctoral students analyze cardiac disorders, using both the western medical paradigm and Chinese medicine concepts and energetics. Students review the physiology of the cardiovascular and circulatory systems as the foundation for analyzing cardiac disorders.They develop acupuncture and herbal medicine formulas to treat specific cardiac disorders. Students will evaluate the potential chemical interaction of herbs and supplements with pharmaceuticals. They will study the effects and side effects of common pharmaceuticals and how these effects may impact their Chinese Medical treatments. Students integrate cardiac research and reflect on the impact of this on cardiac treatment. Students identify appropriate referrals for cardiac conditions. **Prerequisite:** CM606, CM608, WM631 or equivalent

CM784 Cardiology [1cr/15hrs] *DAc Pro Track.* Doctoral students analyze cardiac disorders, using both the western medical paradigm and Chinese medicine concepts and energetics. They develop acupuncture treatment protocols to treat specific cardiac disorders. Students will evaluate the potential chemical interaction of supplements with pharmaceuticals. They will study the effects and side effects of common pharmaceuticals and how these effects may impact their Chinese Medical treatments. Students integrate cardiac research and reflect on the impact of this on cardiac treatment. Students identify appropriate referrals for cardiac conditions. **Prerequisite:** CM606, CM608, WM631 or equivalent

CM850 Advanced Orthopedics 2 [1cr/15hrs] *Dual Degree and Pro Tracks.* Doctoral students assess orthopedic conditions using neurological assessments for common musculoskeletal issues and the associated pain mechanisms. Interns review and practice Chinese diagnostic methods of palpation, observation, and questioning. Students also combine biomedical orthopedic and neurological tests with Chinese medicine diagnostics to develop effective treatment plans and prognoses. Students communicate to foster relationships with physicians through referrals, and to discuss patient condition and progress. This course addresses spine, low back, hip, leg, knee, ankle and foot complaints. **Prerequisite:** CM707, or introductory course to sinew channels or CM orthopedics

CM851 Obstetrics [1cr/15hrs] *Dual Degree and Pro Track.* Doctoral students analyze common obstetric conditions from a Chinese medicine perspective. Students identify safe, effective approaches to address common complaints of pregnancy and enhance recovery from childbirth. These approaches include acupuncture, dietary therapy, and herbal formulas for support throughout pregnancy. Students evaluate the potential interactions of herbs and supplements when treating obstetric conditions. Students identify appropriate referrals for obstetric conditions. **Prerequisite:** CM606, CM608, CM805 or equivalent

CM891 Obstetrics [1cr/15hrs] *DAc Pro Track*. Doctoral students analyze common obstetric conditions from a Chinese medicine perspective. Students identify safe, effective approaches to address common complaints of pregnancy and enhance recovery from childbirth. These approaches include acupuncture and dietary therapy for support throughout pregnancy. Students evaluate the potential

interactions of supplements when treating obstetric conditions. Students identify appropriate referrals for obstetric conditions. **Prerequisite:** CM606, CM608, CM805 or equivalent

BIOMEDICINE

WM650 Basic & Biological Physics [.5cr/7.5hrs] *Dual Degree.* Doctoral students will learn the basic principles of physics and biophysics, beginning with a general introduction to the basic laws and principles of general physics. Topics include motion, states of matter, electricity, radioactivity, and common topics in biological physics. Students explore the interplay between energy, information and life processes. Students are introduced to general and applied physics that will assist them in understanding how the body works and more specifically how their acupuncture treatments may influence body processes.

WM651 Basic Chemistry [.5cr/7.5hrs] *Dual Degree.* Doctoral students will learn the basic principles of chemistry, including organic, inorganic chemistry, and biochemistry. Basic concepts are presented to prepare students for coursework in pathophysiology and nutrition. *Pro Track students may use this course to meet program entry prerequisite requirement for chemistry.*

WM750 Research and Evaluation 1 [1cr/15hrs] *Dual Degree and Pro Tracks.* This is the first course in a two-course sequence. Doctoral students analyze modern acupuncture and Asian/Chinese medicine literature presented in peer reviewed journals. Students discuss the basics of research and evaluation as it relates to Chinese medicine. This will include discussing descriptive statistics, as well as determining the appropriateness of common inferential statistical tests often used in research. Students analyze Chinese medicine articles for significance in clinical practice. Students examine and critique research methods used in healthcare research, including study design, research methodology, strengths, limitation bias, and the interpretation of research findings. **Prerequisite:** WM703 or equivalent

WM850 Lab Analysis [1.27cr/19hrs] *Dual Degree and Pro Tracks.* Doctoral students will evaluate biomedical laboratory results including complete blood counts (CBC) and comprehensive metabolic panels (CMP) from a Western and Chinese medicine perspective. Students will also assess these labs and diagnostic studies from a western perspective. Chinese medicine diagnosis and treatment plans which reflect that understanding will be communicated to both patients and biomedical professionals. **Prerequisite:** WM705 or equivalent

WM851 Pharmaceutical Analysis [1cr/15hrs] *Dual Degree and DAHM Pro Track.* To effectively work in an integrated care model, knowledge of pharmaceuticals from a western perspective is essential. Doctoral students review the knowledge gained from WM631 Metabolism of Pharmaceuticals and learn how to evaluate pharmaceuticals and their chemistry, and their biochemical modes of action from a Chinese medicine perspective. By examining the western roots of the pharmaceutical actions, students differentiate the pharmaceutical actions using a Chinese medicine perspective and terminology. **Prerequisite:** WM631 or equivalent

WM881 Pharmaceutical Analysis [1cr/15hrs] *DAc Pro Track.* To effectively work in an integrated care model, knowledge of pharmaceuticals from a Western perspective is essential. Doctoral students review the knowledge gained from WM631 Introduction to Pharmacology and learn how to evaluate pharmaceuticals, their chemistry, and their biochemical modes of action from a Chinese medicine perspective. By examining the Western roots of the pharmaceutical actions, students differentiate the pharmaceutical actions using a Chinese medicine perspective and terminology. **Prerequisite:** WM631 or equivalent

WM852 Research and Evaluation 2 [1cr/15hrs] *Dual Degree and Pro Tracks.* This is the second course in a two-course sequence. Doctoral students' structure and conduct a Quality Improvement (QI) study that can lead to an upgrade of their current practice. Students identify a logistical or clinical area in their practice that needs improvement. Students apply the Plan Do Check Act (PDCA) cycle as their QI method. The QI Plan to be submitted for this course is a compilation of the plan components that students have systematically developed and revised throughout the course. Students learn the academic peer review process and critique research methods relevant to evidence-based and evidence-informed practice.

COMPLEMENTARY STUDIES

CS750 Collaborative Communication Models [.57cr/8.5hrs] *Dual Degree and Pro Tracks.* Doctoral students demonstrate skills for effective communication with patients and fellow practitioners across healing disciplines to promote optimal patient health. Students describe personality and communication styles in order to determine how to optimize communication with patients and practitioners whose styles and cultures are different from their own. Students demonstrate active listening. Students communicate with biomedicine colleagues orally and in writing using clear and comprehensible language.

CS850 Systems Based Medicine [.57cr/8.5hrs] *Dual Degree and Pro Tracks.* Doctoral students discuss the structure of the conventional U.S. healthcare system and the information infrastructure that facilitates its functioning. Students also describe current health care payment systems (insurers) that are part of the overall structure. In addition, students identify governmental agencies, professional organizations, and other healthcare system principals (FDA, CDC, WHO, AMA, lobbyists) that influence healthcare systems. Students will identify details from a survey of medical workforce roles including the clinical practice of chiropractic, naturopathy, osteopathy, nursing,

psychology, dentistry, and podiatry. Combining knowledge of Chinese medicine and the conventional U.S. healthcare system, students analyze keys to Chinese medicine practice in the U.S.

CS851 Advocacy and Professional Development [.27cr/4hrs] *Dual Degree and Pro Tracks*. This course has two related but distinct aspects, advocacy for the AOM profession and personal professional development. First, doctoral students will expand their professional lives as AOM practitioners by learning to advocate for the profession and educate the public. This involves pinpointing opportunities to further AOM in the broader community and selecting a subset on which to focus personally. Secondly, students will use their advocacy focus, AOM areas of interest, and an analysis of current AOM knowledge and skills to create a long term professional development plan that supports growth and advancement.

CLINICAL EXPERIENCE

IN751 Advanced Clinical Internship 1 [.13cr/4hrs] *Dual Degree.* Interns design, implement, and manage Chinese medical care for patients within a specialized clinical setting. In addition to clinical practice, students engage in focused study of their assigned specialty area to better understand the unique needs and considerations of that population. Specialties may include areas such as substance use treatment, veteran care, hospice and palliative care, oncology, or orthopedics.

IN753 Advanced Clinical Internship 2 [.13cr/4hrs] *Dual Degree.* Interns design, implement, and manage Chinese medical care for patients within a specialized clinical setting. In addition to clinical practice, students engage in focused study of their assigned specialty area to better understand the unique needs and considerations of that population. Specialties may include areas such as substance use treatment, veteran care, hospice and palliative care, oncology, or orthopedics.

IN755 Integrative Clinical Experience: Morphology & Physognomy [.5cr/15hrs] *Dual Degree.* This advanced diagnostic course explores morphology and physiognomy diagnosis through asynchronous content. Students refine their ability to observe and interpret diagnostic signs, bridging visual diagnostics with multi-system assessment strategies used in collaborative care settings.

IN756 Integrative Clinical Experience: Nutrition Therapy [.7cr/21hrs] *Dual Degree and Pro Tracks.* This course offers students a deep dive into Chinese Medicine dietary/nutrional therapy for disease prevention and wellness; including proteins, fats and carbohydrates from a Chinese medical perspective, seasonal eating and mineral extraction; food combinations, and theraputic nutrition for health concerns. Students will synthesize pattern differentiation with food energetics including treatment of CCM patterns of excess and stagnation to craft personalized dietary nutrition plans, while also learning to frame these recommendations in interprofessional and integrative settings.

IN757 Integrative Clinical Experience: Advanced Diagnostics [.7cr/21hrs] *Pro Tracks.* This advanced diagnostic course explores morphology, physiognomy, and classical pulse diagnosis through both asynchronous content and live sessions. Students refine their ability to observe and interpret diagnostic signs, bridging visual and tactile diagnostics with multi-system assessment strategies used in collaborative care settings.

IN758 Integrative Clinical Experience: Classical Channels [1.2cr/36hrs] *Pro Tracks.* In this immersive course, students explore the clinical application of the classical channel systems – Sinew, Luo, Eight Extraordinary, and Divergent Vessels. Through asynchronous and online lectures, students synthesize classical theory with contemporary clinical reasoning to design effective treatment plans.

IN851 Advanced Clinical Internship 3 [.13cr/4hrs] *Dual Degree.* Interns will create, design, and administer acupuncture and Chinese medicine treatment modalities for patients and families of patients in a specialized care setting. Interns will do research on the specialized area in which they are working. Specialized areas that could be included are drug and alcohol treatment, hospice and palliative care, oncology and orthopedics. This course is designed to fulfill credit requirements in the Clinical Internship portion of the curriculum.

IN853 Advanced Clinical Internship 4 [.13cr/4hrs] *Dual Degree.* Interns design, implement, and manage Chinese medical care for patients within a specialized clinical setting. In addition to clinical practice, students engage in focused study of their assigned specialty area to better understand the unique needs and considerations of that population. Specialties may include areas such as substance use treatment, veteran care, hospice and palliative care, oncology, or orthopedics.

IN855 Integrative Clinical Experience: Death & Dying [.33cr/10hrs] *Dual degree and Pro Tracks.* This experiential seminar explores the interface of Chinese medicine and end-of-life care. Students will engage with death and dying as a clinical and spiritual process, integrating insights from palliative care models, acupuncture theory, and conscious dying practices. Through dialogue with leaders in hospice care and Chinese medicine, students will deepen their understanding of practitioner presence, patient advocacy, and system navigation in terminal care.

IN856 Integrative Clinical Experience: Biomedical Integration [.47cr/14hrs] *Dual degree and Pro Tracks.* This course bridges Chinese medicine and biomedical perspectives through direct engagement with western physicians. Students will examine case studies, explore

scope, and assess collaborative approaches to patient care, while strengthening their ability to communicate clearly and effectively in team-based care environments.

OB751/OB781 Advanced Clinical Theater 1 [.20cr/6hrs] *Dual Degree and Pro Tracks.* Doctoral interns observe senior faculty caring for patients presenting with a variety of conditions. Students gain unique insight into clinical practice through complex Chinese medicine case observation, discussion, and analysis. Interns restate findings from both Chinese and Western diagnostic procedures and research the medical condition. Interns create an integrated care plan that addresses the patients' health needs.

OB752/OB782 Collaborative Clinical Rounds 1 [.27cr/8hrs] *Dual Degree and Pro Tracks*. Doctoral interns observe patient consultation and treatment conducted by Western medical physicians and licensed acupuncturists in a classroom theater setting. Instructors model the diagnostic process from both biomedical and Chinese Medicine perspectives, and guide students through the interpretation of medical history, laboratory findings, and clinical presentation. Building on these observations, interns analyze how biomedical and Chinese Medicine frameworks inform integrative treatment planning. Students develop and articulate potential treatment strategies and learn to communicate their clinical reasoning clearly to both patients and other healthcare professionals. This course emphasizes interprofessional collaboration, helping interns understand the roles, language, and decision-making processes of different providers within a team-based care model.

OB753/OB783 Advanced Clinical Theater 2 [.20cr/6hrs] *Dual Degree and Pro Tracks*. Doctoral interns observe senior faculty caring for patients presenting with a variety of conditions. Students gain unique insight into clinical practice through complex Chinese medicine case observation, discussion, and analysis. Interns restate findings from both Chinese and Western diagnostic procedures and research the medical condition. Interns create an integrated care plan that addresses the patients' health needs.

OB754/OB784 Collaborative Clinical Rounds 2 [.27cr/8hrs] *Dual Degree and Pro Tracks*. Doctoral interns observe patient consultation and treatment conducted by Western medical physicians and licensed acupuncturists in a classroom theater setting. Instructors model the diagnostic process from both biomedical and Chinese Medicine perspectives, and guide students through the interpretation of medical history, laboratory findings, and clinical presentation. Building on these observations, interns analyze how biomedical and Chinese Medicine frameworks inform integrative treatment planning. Students develop and articulate potential treatment strategies and learn to communicate their clinical reasoning clearly to both patients and other healthcare professionals. This course emphasizes interprofessional collaboration, helping interns understand the roles, language, and decision-making processes of different providers within a team-based care model.

OB851 Advanced Clinical Theater 3 [.20cr/6hrs] *Dual Degree.* Doctoral interns observe senior faculty caring for patients presenting with a variety of conditions. Students gain unique insight into clinical practice through complex acupuncture and herbal medicine case observation, discussion, and analysis. Interns restate findings from both Chinese and Western diagnostic procedures and research the medical condition. Interns create an integrated care plan that addresses the patients' health needs.

OB852 Collaborative Clinical Rounds 3 [.27cr/8hrs] *Dual Degree*. Doctoral interns observe patient consultation and treatment conducted by Western medical physicians and licensed acupuncturists in a classroom theater setting. Instructors model the diagnostic process from both biomedical and Chinese Medicine perspectives, and guide students through the interpretation of medical history, laboratory findings, and clinical presentation. Building on these observations, interns analyze how biomedical and Chinese Medicine frameworks inform integrative treatment planning. Students develop and articulate potential treatment strategies and learn to communicate their clinical reasoning clearly to both patients and other healthcare professionals. This course emphasizes interprofessional collaboration, helping interns understand the roles, language, and decision-making processes of different providers within a team-based care model.

OB853 Advanced Clinical Theater 4 [.20cr/6hrs] *Dual Degree*. Doctoral students observe senior faculty caring for patients presenting with a variety of conditions. Students gain unique insight into clinical practice through complex acupuncture and herbal medicine case observation, discussion, and analysis. Interns restate findings from both Chinese and Western diagnostic procedures and research the medical condition. Interns create an integrated care plan that addresses the patients' health needs.

OB854 Collaborative Clinical Rounds 4 [.27cr/8hrs] *Dual Degree*. Doctoral interns observe patient consultation and treatment conducted by Western medical physicians and licensed acupuncturists in a classroom theater setting. Instructors model the diagnostic process from both biomedical and Chinese Medicine perspectives, and guide students through the interpretation of medical history, laboratory findings, and clinical presentation. Building on these observations, interns analyze how biomedical and Chinese Medicine frameworks inform integrative treatment planning. Students develop and articulate potential treatment strategies and learn to communicate their clinical reasoning clearly to both patients and other healthcare professionals. This course emphasizes interprofessional collaboration, helping interns understand the roles, language, and decision-making processes of different providers within a team-based care model.

Herbal Certificate (CCHM) Curriculum Course Descriptions

HERBAL MEDICINE

HM912 Incompatibilities, Contraindications, and Interactions [1cr/15hrs] The course explores the safe use of Chinese herbs, including how to combine herbs with Western medications and how to make appropriate substitutions for specific health conditions. This course will cover how different processing methods and preparations affect herb energetics and introduce students to the 19 Chinese herb antagonists and 18 incompatibles discussed in classic literature. The course also includes herb identification and how to assess herb quality.

HM915 Herbal Foundations 1 – Herbs and Formulas [5.77cr/86.5hrs] This is part one of a four-part course providing a comprehensive study of Chinese Herbal Medicine. Topics include history, theory, and the classifications and medical properties of individual Chinese herbs and basic classical herbal prescriptions of Chinese Medicine. Students explore pattern discrimination, actions and indications of major formulas.

HM916 Herbal Foundations 2 – Herbs, Formulas, and Food Therapy [5.77cr/86.5hrs] This is part two of a four-part course providing a comprehensive study of Chinese Herbal Medicine. Topics include history, theory, and the classifications and medical properties of individual Chinese herbs and basic classical herbal prescriptions of Chinese Medicine. Students explore pattern discrimination, actions and indications of major formulas. In this second section, students also study the materia medica of foods and their categorization with regard to temperature, taste and function as well as the implementation of dietary advice for various disease patterns.

HM922 Classical Channels and Herbs [1cr/15hrs] This course will cover the internal and external use of Chinese herbal medicine in treating the Sinew, Luo, Divergent and Eight Extra Channels. Discussions will include historical perspectives and clinical application of herbal medicine to address commonly seen conditions.

HM923 Herbal Preparations and Medicine Making [2cr/30hrs] This course provides an introduction to the knowledge and skills necessary to create medicinal preparations from raw herbs. Topics include herb processing (pao zhi), tinctures, pills and other internal medicines, liniments, salves and other topical preparations. Students practice preparing the most commonly used medicinal formats in the herbal dispensary including raw herbs, granules, and tinctures. There is a materials fee for this course.

HM925 Herbal Foundations 3 – Herbs, Formulas, and Essential Oils [5.77cr/86.5hrs] This is part three of a four-part course providing a comprehensive study of Chinese Herbal Medicine. Topics include history, theory, and the classifications and medical properties of individual Chinese herbs and basic classical herbal prescriptions of Chinese Medicine. Students explore pattern discrimination, actions and indications of major formulas. This third section also introduces the basic uses and properties of essential oils and their place in Chinese Medicine. Topics include essential oils materia medica, safety considerations, formula creation and use of essential oils in the treatment of various commonly seen conditions.

HM926 Herbal Foundations 4 – Herbs, Formulas, and Patent Medicines [5.77cr/86.5hrs] This is part four of a four-part course providing a comprehensive study of Chinese Herbal Medicine. Topics include history, theory, and the classifications and medical properties of individual Chinese herbs and basic classical herbal prescriptions of Chinese Medicine. Students explore pattern discrimination, actions and indications of major formulas. This fourth section also introduces patented Chinese herbal medicines. Students learn the actions, indications, dosage, and contraindications of patent medicines and granules. Topics include proper dosage, manufacturers, and dispensary operations.

HM932 Herbal Comprehensive Review [3cr/45hrs] This course provides a comprehensive review of the Chinese Materia Medica and the formulas studied in previous courses. Emphasis is placed on categories for herbal prescribing and pattern differentiation of formulas. Upon completion, students should be able to integrate their knowledge base in Chinese Herbal Medicine as they approach patient problems.

BIOMEDICINE

WM910 Western Diagnostics and Exams [2cr/30hrs] This course offers an overview of tests and diagnostics that Chinese medicine practitioners can utilize in clinical practice. This course provides the knowledge and skills necessary to perform a physical examination from a Western medical standpoint. Topics include approaching the patient, obtaining a biomedical history, differentiating normal from abnormal findings, and correctly using tools and exam techniques. The course also provides an overview of Western tests and diagnostic procedures that are used to help make diagnoses in hematology, musculoskeletal disease, thyroid disorders, kidney and urologic disease, diabetes, cardiovascular disease, cancer, nervous system disease, pulmonary disease, and gastrointestinal disease.

WM911 Principles of Pharmacology [2cr/30hrs] This course will introduce students to the basics of drug pharmacology and metabolism. This course will provide an in-depth analysis of the biochemical and physiological effects of classes of commonly used pharmaceuticals on the body. It will explore how these classes of drugs are absorbed, distributed, metabolized, and eliminated from the body. The focus is on

the use of these common classes of pharmaceuticals and their cautions and contraindications. In addition, this course will provide information on potential interaction between herbal medications, supplements, and common classes of pharmaceuticals.

CLINICAL TRAINING

IN931 Herbal Clinical Internship/Clinical Case Review [7cr/210hrs] In Clinical Internship interns are providing patient care in supervised clinical settings including in a classroom theater-style setting, in the College Acupuncture Clinic, and in off-site venues. Emphasis is placed on the practice of clinical skills, including diagnosis and treatment strategies. Interns gain experience working in the herbal dispensary mixing herbal formulas to reinforce visual identification of herbs. Interns begin by prescribing unmodified classical formulas and patent medicines and later transition to modifying formulas and creating their own prescriptions. Students learn to formulate herbal prescriptions including appropriate dosage and preparation methods.