

COLORADO SCHOOL OF TRADITIONAL CHINESE MEDICINE



CATALOG



This catalog of the Colorado School of Traditional Chinese Medicine (CSTCM) was published to provide prospective students and current students, applicants, and the general public with an overview of our philosophy, educational programs, and policies. CSTCM reserves the right to make changes, additions, and corrections to anything published in this catalog. We will make our best effort to notify any interested parties of any changes. All pertinent federal and state laws and regulations regarding non-discrimination are strictly adhered to. This catalog should not be construed as a contract.

24-month, 1,215 hours, 53.5 credits

Doctor of Acupuncture and Oriental Medicine (DAOM)

*An Advanced Practice degree in Chinese Medicine
specialized in increasing clinical effectiveness*

Catalog

2023 & 2024 Cohort

***Colorado School of Traditional Chinese
Medicine***

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Introduction

CSTCM's advanced DAOM degree program is dedicated to enhancing clinical effectiveness through the advanced application of Classical Chinese Medicine. The program covers the in-depth theory and practical application of Xiaochuan Pan's Self Consistent System of Classic Chinese Medicine, which has been proven to be effective in various clinical applications. The Chinese Medicine classics, which are self-consistent, self-contained, and timeless texts, have documented centuries of observation of humanity's relationship with the universe's cycles of nature and cosmology. By gaining a deep understanding of this theory and applying it to clinical practice, impressive clinical outcomes can be achieved.

CSTCM expresses gratitude to the scholars of the past and Xiaochuan Pan for their contributions to the study and practice of Chinese medicine from a Classic perspective. A self-consistent system refers to a system that is consistent within itself and in harmony with the ever-evolving universe. The wisdom of the ancient sages distilled this self-consistent essence into the Chinese Medicine Classics, creating a medicine that restores natural wisdom and energy cycles in patients. Finding balance and harmony within the cycles of nature is a fundamental principle of health and healing, which pervades and defines a self-consistent system.

CSTCM's goal is to provide a unique platform and experience for the faculty and DAOM students as they delve into the ancient wisdom of this extraordinary healing art. The curriculum and course descriptions of the CSTCM advanced DAOM degree program outline how the self-consistent system of study and practical application is incorporated into the program design. The program aims to prepare each graduate to become a skilled and results-oriented practitioner of Chinese medicine.

We extend a warm invitation to you to take advantage of this amazing opportunity to broaden your horizons, enrich your practice, deepen your understanding, and immerse yourself in the practical application of the wisdom and art of Classic Chinese Medicine.

Letter from the President

Letter from the President

The Colorado School of Traditional Chinese Medicine (CSTCM) was founded in 1989 by a group of dedicated practitioners whose passion for Chinese medicine inspired the creation of the school. CSTCM is the oldest Chinese medicine school in Colorado. We faithfully devote all our attention, resources, and energy to our Chinese Medicine programs, students, faculty, and staff at our Denver campus.

We have created an educational experience in a supportive atmosphere dedicated to teaching students how to care for themselves, each other, and the public during life's journey. Students learn from ancient wisdom, apply it in modern society, and have the opportunity to seek personal and spiritual growth and transformation. We believe we have created not just an educational program, but we have created an experience.

CSTCM emphasizes extensive clinical experience with experienced DAOM clinical supervisors. CSTCM clinical faculty enjoy sharing their knowledge and abilities while expanding students' appreciation of this healing art. In the process, students work on healing themselves and others in their educational and clinical experiences.

Our faculty is diverse, accomplished, dedicated, and committed to excellence in the practice of Chinese Medicine. In addition, their dedication to clinical excellence and application of Chinese medicine from the classics (CCM) in the clinical setting creates the primary focus for the CSTCM DAOM program.

CSTCM's vision of Chinese Medicine includes all Chinese Medicine traditions developed and practiced in China from ancient times to the present, including innovations and adaptations of Chinese Medicine from different countries and cultures.

We invite students who are serious about a career in Chinese Medicine from the classics and are interested in developing their expertise in the understanding and clinical application of this medicine to contact the Colorado School of Traditional Chinese Medicine. If you have any specific questions or wish to arrange a tour or attend some classes, please feel free to contact the DAOM Program Director at daom@cstcm.edu.

Sincerely,

Mark Manton, Dipl.TCM, L.Ac,
CEO & President, CSTCM

CSTCM's Definition of Classic Chinese Medicine

To comprehend the context and meaning of the terms "the Classics," "Chinese Medicine from the Classics," "Chinese Medicine Classics," "Classic Chinese Medicine," and "CCM" used in CSTCM publications and mission statements, it is essential to provide the following explanations.

1. Basic Consensus

Chinese Medicine was transcribed in Ancient China at least 3000 years ago, and the foundational texts commonly cited are:

- *Huang Di Nei Jing (The Yellow Emperor Inner Canon)*
- *Nan Jing (The Classic Difficult Issues)*
- *Shen Nong Ben Cao Jing (The Divine Farmer's Classic of Materia Medica)*
- *Shang Han Lun (Discussion of Cold Damages)*

Among the classics listed above, the Huang Di Nei Jing (The Yellow Emperor Inner Canon) is considered the foundation book of other books.

The Huang Di Nei Jing (HDNJ) has been translated into multiple languages over the years, the version of HDNJ translated by Paul Unschuld is widely regarded as the most faithful to the original Chinese text.

Unschuld's version includes both the Su Wen and Ling Shu, which are the two main sections of the HDNJ. The Su Wen has over 1500 pages, the Ling Shu, also known as the Spiritual Pivot, has over 700 pages.

Other translations of the HDNJ may not include all the content found in Unschuld's version or may have different interpretations of certain passages. There are some versions of HDNJ that only have about 200-300 pages.

Therefore, for those looking to study the HDNJ in-depth, Unschuld's version is often considered the most comprehensive and reliable. Also, CSTCM prefers to use Paul Unschuld's versions, because he understands the classic Chinese topics deeply, and his translation is the most faithful to the original.

2. Theory Foundation

a. Qi based.

The concept of Qi is fundamental to ancient Chinese culture and is reflected in various texts such as the Tao Te Ching and the Huainanzi. It is believed to be the basic element in the universe and is integral to the practice of traditional Chinese medicine.

The Huang Di Nei Jing (HDNJ) is widely considered to be the first official medical text of Chinese medicine. It covers a range of topics related to Chinese medicine, including the theory of Yin/Yang, the Five Elements, Pulse Diagnosis, the Zang-Fu Organs, the

Meridians/Channels, the Etiology, Pathogenesis, Symptoms, Diagnosis, Treatments of Disease, Disease Prevention, and the Five Yun and Six Qi.

CCM scholars have interpreted and understood all of these concepts as being based on Qi. Yin/Yang and Five Elements are the Qi's property, Pulse is the Qi's window, Organs function by their Qi's level and status, Meridian/Channels are where Qi flows in and out, Etiology is how the Qi becomes imbalanced by internal/external factors, Pathogenesis is how the Qi changed in nature leading to various dysfunctions, Symptoms are the Qi's outside appearance, Diagnosis is to know what kind of problem is in the Qi of the person, Treatment is to regulate the Qi from imbalance to balance, Prevention is to keep the Qi in accordance with nature to avoid the internal/external affect/imbalance, and Five Yun and Six Qi explains in detail the natural/cosmologic cycles of Qi and how it moves and affects a person (and everything).

So, in HDNJ chapter 3, the focus is on "Generative qi" (or "living qi") that permeates and informs all people and all other living beings. Qi is the vital energy that animates all living things and is responsible for maintaining their health and vitality.

Therefore, the concept of Qi pervades ancient Chinese culture and is at the core of Chinese medicine. The HDNJ serves as an important guide to understanding the theoretical underpinnings and practical applications of Chinese medicine, which is still widely practiced today.

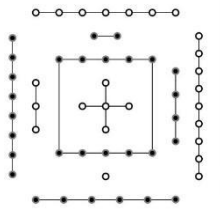
The concept of Qi is not limited to just the HDNJ. It is also a foundation of other important classic texts in Chinese medicine. For example, the Nan Jing (Classic of Difficulties) continues with the concept of Qi and elaborates on it further. It provides a deeper understanding of the HDNJ's fundamental concept of Qi.

Moreover, the concept of Qi is also fundamental to the Shen Nong Ben Cao Jing (Divine Farmer's Materia Medica Classic), which is an important text on herbal medicine. This book discusses single herbs and their properties in great detail. According to the Shen Nong Ben Cao Jing, every herb has its flavor, which is the main category of its Qi. Additionally, each herb has its own temperature and movement of Qi, which plays a crucial role in determining the herb's therapeutic effects on the human body.

- b. People are in unity with the universe, and CCM applies the universal model to people.

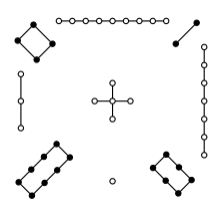
The ancient Chinese sages believed that the Dao, the principle and truth of the universe, could be understood through observing the world around them. They saw the Dao as the origin of the world, an omnipresent force that cannot be seen or touched, yet is ever-present. The Dao was described as being "big without being outside, small without being inside," indicating its vastness and universality. It was also said that the Dao does not change, just like the heavens, and that both heaven and earth follow the Dao. This understanding of the Dao formed the basis of many Chinese philosophical and spiritual traditions, including Confucianism, Taoism, and Chinese Medicine.

The ancient Chinese sages used various numerical models and symbols to represent the concepts of the Dao, Yin/Yang, and Qi.

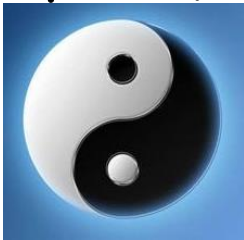


The HeTu, also known as the River Chart, is one of the most useful models. In the HeTu, hollow dots represent yang and solid dots represent yin. Each dot is placed in a specific position within the grid, representing a direction and an associated element. The numerical values within the squares represent the amount of qi associated with each element. Through the usage of static dots, the HeTu can represent dynamic movements and transformations of the universe, reflecting the

concept of the Dao.



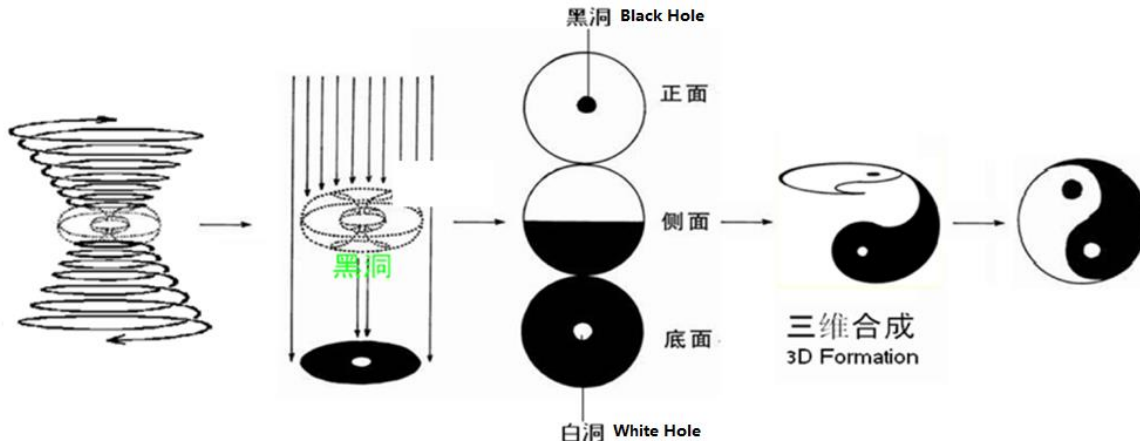
Luo Shu Square is another model. It is a 3x3 grid that contains nine squares, each with a numerical value and an associated trigram. These trigrams are composed of solid and hollow lines, representing yin and yang respectively.



The Taiji diagram, also known as the Yin-Yang diagram, is a symbol that represents the complementary and interconnected nature of yin and yang in the universe. The diagram consists of two interlocking teardrop shapes, one black representing yin and the other white representing yang. Yang ascends on the left to form heaven, while Yin descends on the right to form earth. Based on the quality of Yin and Yang, it is

further divided into three yin and three yang, forming the six basic elements of the universe. The Taiji diagram is a fundamental concept in Chinese culture and is used to understand the interplay between different phenomena, including health and disease in Chinese medicine.

With the development and progress of technology, we can now use three-dimensional models to represent the Dao. The three-dimensional model of the Dao is represented by a double spiral structure. The double spiral structure is a three-dimensional representation of the Dao, which is also known as the structure of the universe. It consists of two interwoven spirals, one clockwise and the other counterclockwise. These spirals are symbolic of the complementary and opposing forces of Yin and Yang, which form the basis of the Dao. The double spiral structure is a dynamic and ever-changing representation of the universe, as it shows the constant interplay between Yin and Yang, and how they create and sustain all things in the world. When projected onto a two-dimensional surface, the double spiral structure takes on the familiar Taiji diagram.



The Dao consists of Yin, Yang, and the Middle. The "Middle" represents the point where Yin and Yang start and end, where they reach equilibrium. The Taiji diagram represents the two-dimensional aspect of the Dao, while the double spiral represents its three-dimensional nature. Yin and Yang are like the bellows, alternating between expansion and contraction, with the "Middle" being the point of balance. At this point, Yin and Yang intersect and communicate, and it serves as the singularity for the conversion of energy and matter, where the black and white eyes of the Taiji meet. The "Middle" maintains the balance of Yin and Yang and the conversion of energy and matter. The structural principles of Yin and Yang embody the essence of all things in the universe and serve as the highest guiding principles for life.

As part of the cosmos, humans coexist with heaven and earth within the universe. Thus, they adhere to the Dao of the universe, which serves as the foundation for Chinese Medicine's theory. The numerical models of HeTu, Taiji Diagram, and double Spiral represent this Dao. This theory is rooted in Yin, Yang, and the Five Elements, as stated in the HDNJ, where "The five movements of Yin and Yang are the Dao of heaven and earth." Chinese Medicine has its origins in astronomy and was developed from the Dao. The fundamental development of classic Chinese medicine can be traced back to ancient sages who observed the patterns of celestial movement and discerned the interactions between the earth and the sky. They distilled these observations into the concept of 'Dao', which was then recorded and represented through the HeTu, Luoshu, and Taiji diagrams. These abstract diagrams served as a universal classification system for all phenomena in the world, providing guidance for clinical practice and serving as a catalyst for the advancement of classic Chinese medicine.

At CSTCM, Classic Chinese Medicine (CCM) is a distinctive medical system that emphasizes the unity of heaven and humanity, developed from ancient Chinese astronomy and the laws of the universe. Its philosophy is based on the three-part division (yin/yang/middle) of Daoist monism. CCM's core is based on the concept of Qi, with pulse diagnosis as an essential diagnostic method. Its techniques are developed from the Dao and based on the principle of Qi. The system utilizes HeTu, LuoShu, and Taiji Diagram as reasoning tools and employs analytical methods such as pattern analysis and mathematical

logic. Acupuncture, herbal medicine, moxibustion, and sound therapy are used as technical means for treatment, with the regulation of Qi as the key aspect.

3. Contents

Classic Chinese Medicine is a comprehensive system that is categorized into three levels: the heavenly level, which explores ancient astronomy and calendar systems, as described in Fuxi's Book of Changes; the earthly level, which explains the interaction between the earth and celestial bodies, as presented in the theory of the Five Yun and Six Qi; and the human level, which focuses on the application of the Dao of heaven and earth to promote human health, encompassing the diagnosis and treatment level.

Classic Chinese Medicine encompasses a wide range of subjects, including but not limited to:

Heavenly Level	Earthly Level	Human Level
<ul style="list-style-type: none"> • Human and Nature • Ancient Astronomy • He Tu • Luo Shu • I Ching • Ba Gua (Trigrams) • Calendar • Theory of Numbers • Pattern of Numbers • Double Spiral • Yuan Qi – Ming Men – San Jiao 	<ul style="list-style-type: none"> • Five Yun and Six Qi • Yun Qi and Gene • Yun Qi Etiology • Yun Qi Pulse • Yun Qi Acupuncture • Yun Qi Herb 	<ul style="list-style-type: none"> • Ying/Wei • Male/Female • Qi's Property • Qi's movement • Pulse • Acupuncture • Herb • Moxibustion • Music & Tones

4. Summary

To avoid misunderstandings, CSTCM emphasizes the importance of complete and accurate translations, as well as understanding the interconnected lessons found in the original classics. This means delving into the fundamental teachings of Qi medicine and recognizing how each chapter of the classics informs and interconnects with the others. By doing so, practitioners can approach the founders' understanding and vision of humanity and the universe.

This is why the CSTCM DAOM program emphasizes the importance of studying the classics and rediscovering the foundations of Qi medicine.

The classics contain profound wisdom and represent a complete and finished medical system that must be respected and followed. The founders' astute and penetrating wisdom laid the groundwork for this medicine, and all subsequent works must remain true to the source. Deviating from this path can lead to incomplete or incorrect derivatives of the classics. Therefore, CSTCM encourages learning from the classics and grasping their original meaning and truths to practice the original Chinese Medicine.

CSTCM DAOM Program Essentials

The Colorado School of Traditional Chinese Medicine's advanced Doctor of Acupuncture & Oriental Medicine (DAOM) degree program is dedicated to enhancing clinical efficacy through the application of Classic Chinese Medicine (CCM). The program stems from the in-depth theory and practical application of Xiaochuan Pan's Self Consistent System of Classic Chinese Medicine delivering effective results through global clinical instances. The Chinese Medicine classics include the timeless texts *Huang Di Nei Jing (The Yellow Emperor Inner Canon)*, *Nan Jing (The Classic Difficult Issues)*, *Shen Nong Ben Cao Jing (The Divine Farmer's Classic of Materia Medica)*, *Shang Han Lun (Discussion of Cold Damages)* and other Chinese culture classics such as *I Ching*, *Dao Te Ching*, *HuaiNanZi* - documenting millennia of humanity's observed relationship with the Universe through the cycles of nature and Cosmology. By enabling more space to learn this theory and apply it to clinical practice, impressive clinical outcomes can be achieved.

1. The DAOM program emphasizes practical clinical training and outcomes.

The CSTCM DAOM Program places great emphasis on clinical training, with the core goal of improving students' clinical effectiveness. The program includes a total of 1215 hours, which consists of 450 hours of in-depth theoretical learning and 765 hours of clinical training.

2. The program offers flexible study options.

The DAOM program provides versatile learning alternatives to suit the demanding timetables of busy practitioners. Students attend online classes Monday and Wednesday evenings, with on-campus classes and internships for a scheduled 7-10 days trimester (can be consecutive or nonconsecutive). Find further details in the Schedules.

3. CSTCM offers substantive discounts and scholarships.

CSTCM offers up to \$15,000 in discount and scholarship plans for qualified candidates. These include a range of student and faculty offerings. Additional merit-based scholarship opportunities include the Academic Achievement Scholarship, the Business Achievement Scholarship, or the Research and Publishing Achievement Scholarship available to those who qualify. CSTCM also offers a monthly payment plan, and DAOM intern work opportunities. See details in the CSTCM DAOM Financial Support Plan.

4. The DAOM program encompasses a wide range of subjects, including but not limited to:

Heavenly Level	Earthly Level	Human Level
<ul style="list-style-type: none"> Human and Nature Ancient Astronomy He Tu Luo Shu I Ching Ba Gua (Trigrams) Calendar Theory of Numbers Pattern of Numbers Double Spiral Yuan Qi – Ming Men – San Jiao 	<ul style="list-style-type: none"> Five Yun and Six Qi Yun Qi and Gene Yun Qi Etiology Yun Qi Pulse Yun Qi Acupuncture Yun Qi Herb 	<ul style="list-style-type: none"> Ying/Wei Male/Female Qi's Property Qi's movement Pulse Acupuncture Herb Moxibustion Music & Tones

5. The program offers detailed insights into the foundational texts of Chinese Medicine and provide a thorough understanding of its principles and practices.

The CSTCM DAOM program provides students a comprehensive understanding of Chinese Medicine theory as it relates to the cosmos and the environment. This is achieved through the course materials and faculty, offering detailed translations and explanations in these foundational texts. An example found in chapter 3 of *HDNJ (The Yellow Emperor's Inner Canon)*, where statements such as "Yang Qi is like the heaven and the sun" are explored in depth. This quote is broken down into three points:

- I. FACT: the Heavens (celestial space) are much bigger than the Earth, and the Sun accounts for 99.86% of the mass in the solar system. Conclusion leads to treating Yang Qi (Wei Qi).
- II. The structure of the Universe is a double spiral, and the Qi structure of the body is similar. [CSTCM students delve into the movements and transformations of Heaven Qi and Earth Qi, conceptualizing Qi movements and transformation in the body.] Several central conclusions include yang qi moves counterclockwise with the Heavens; the upper, exterior, and back of the body are considered yang relative to the location of the Heavens and Earth via astronomical calculation; and yang organs Heart and Lung stay above the diaphragm, but their qi descends.
- III. As the Sun rises in the East and sets in the West, so a man's Wei qi moves up in the left hand and moves down through the right hand.

6. The program follows systematic logic in the diagnosis and treatments.

CSTCM's unique terminal-degree program utilizes a logical approach based on detected levels of qi to diagnose and treat patients. This comes from the *HDNJ*, which "the Dao is to reduce the excessive and supplement the deficient." Pulse diagnosis is used to determine imbalances of yin, yang, and the five elemental considerations. The guiding principles of the program are to reduce excess, and to supplement instances of deficiency. The program uses acupuncture, moxibustion, herbal medicine, and other methods to bring inspiration to the qi. For instance, if a patient has a deficiency of yin wood, the practitioner might use acupuncture, moxibustion, or herbal medicine to restore balance. Acupoints such as the five shu points, yuan and luo points, eight extraordinary channels, or du and ren channels may be selected - along with different manipulation techniques for tonification or sedation - depending on the condition at hand. When herbal medicine is used, the flavor and herb's qi are used to create a prescription tailored to the patient's symptoms. Herbal considerations for clinical application are determined in the following order.

- Flavor
- Qi Temperature
- Direction of Flow
- Function

7. The treatment methods taught in the DAOM program apply to a wide variety of diseases.

Chinese medicine can effectively treat a broad range of diseases at the Qi level, not only pain. Successful treatment results from clinical practice include:

- | | |
|--------------------------|-----------------------------|
| • intestinal obstruction | • lipoma |
| • uremia | • cyst |
| • psoriasis | • cancer |
| • vitiligo | • chemotherapy side effects |
| • shingles | • thyroid nodules |
| • breast hyperplasia | • hypertension |
| • uterine bleeding | • depression |
| • infertility | • insomnia |

Board Of Directors

Board of Directors

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Songtao Zhou, MS	Board Chair & COO (Owner)
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The Colorado School of Traditional Chinese Medicine is:

Accredited by the Accreditation Commission for Acupuncture and Oriental Medicine
Member of the American Association of Acupuncture and Oriental Medicine
Approved by the Colorado State Approving Agency to accept Veterans Administration educational benefits for those who are eligible to participate
Approved for various Colorado State Vocational Rehab Programs
Approved to issue I-20 Certificate of Eligibility for an F-1 Student Visa for foreign students
Member of the Academic Collaborative for Integrative Health
Member of the Acupuncture Association of Colorado

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Foreword and Educational Philosophy

Traditional Chinese Medicine (TCM) is a complete medical system. It is composed of Acupuncture Medicine, Chinese Internal Medicine (Chinese Herbal Medicine), Tui-na (physiotherapy / therapeutic massage), Chinese Medicine Nutrition, Energetic Exercise / Meditation (Taijiquan, Qigong, Daoyin), and Lifestyle Counseling. TCM is becoming widely accepted worldwide as a primary system of health care. In the United States, its acceptance is at an all-time high, and is increasing in popularity. TCM is a preventative health care system that anyone can benefit from, due to an emphasis on the whole person, body/mind/and spirit—Health and harmony are encouraged, preventatively, in daily life. As a result of the rising popularity and value of TCM's focus on holistic healthcare, there is an increasing demand for qualified practitioners. CSTCM is committed to preparing passionate, knowledgeable, and qualified practitioners.

Vision

The Colorado School of Traditional Chinese Medicine (CSTCM) has a vision of Chinese Medicine that is inclusive of all the Chinese Medicine traditions developed and practiced in China from the FuXi period to the present.

Chinese Medicine is derived from a variety of methods from the FuXi period. A primary Classical text is the Huangdi Nei Jing (the Inner Canon of the Yellow Emperor) that is composed of the two texts, the Suwen (Basic Questions) and Lingshu (Acupuncture Questions and Methods). Other Classics include the Nanjing (Classic on Disorders, 81 Difficult Questions) by Bian Que (Qin Yueren), Shen Nong's Materia Medica, The Shanghan Lun (Treatise on Cold Injury) by Zhang Zhongjing, and the Zhen Jiu Jia Yi Jing (Fundamental Principles of Acupuncture) by Huang Pumi. These texts are the foundation of Chinese Medicine and have inspired over 80 generations of renowned Chinese Medicine practitioners whose ongoing experience has served to enrich and evolve Chinese Medicine today.

Chinese Medicine's foundations reside within ancient wisdom from the He Tu, Luo Shu, Ba Gua, and I Ching. These fundamental Chinese medicine concepts strongly relate to physical and life sciences, philosophy, math, holographic principles, and quantum theory.

CSTCM appreciates the unique contributions of Chinese Medicine, and especially as it is a system that is more widely used and accepted by countries worldwide. Many cultures have embraced and adapted Chinese Medicine to meet their healthcare needs. The Classics are being revived and studied by new generations of scholars and practitioners who enrich Chinese Medicine's art and practice from both ancient and modern perspectives. This renewed focus on Classical texts and ongoing evolution of Chinese Medicine contributes to the Chinese Medicine community's international collaboration.

This integrative approach is what CSTCM considers representative of the full spectrum of TCM. Chinese Medicine is an evolving and living medicine that will continue developing from its ancient roots with contributions from modern clinical experience and research. It will continue to offer us centuries of ancient wisdom and a deep understanding of our role in nature. This

perspective provides the basis for the ongoing development of Chinese Medicine and is what many communities worldwide seek. CSTCM aims to promote Classic Chinese Medicine as one of the most effective and results-oriented medicines which promotes healing for a wide array of illnesses.

Preparing Students for Success

Along with this broad vision and appreciation for the vast scope of knowledge embedded in Chinese Medicine the curriculum emphasizes a strong foundation in Chinese Medicine from the classics that encourages graduates to become successful practitioners while remaining inspired to continue a lifelong pursuit of learning and development in the field of Chinese Medicine.

CSTCM DAOM program includes the following contents:

Heavenly Level	Earthly Level	Human Level
<ul style="list-style-type: none">• Human and Nature• Ancient Astronomy• He Tu• Luo Shu• I Ching• Ba Gua (Trigrams)• Calendar• Theory of Numbers• Pattern of Numbers• Double Spiral• Yuan Qi – Ming Men – San Jiao	<ul style="list-style-type: none">• Five Yun and Six Qi• Yun Qi and Gene• Yun Qi Etiology• Yun Qi Pulse• Yun Qi Acupuncture• Yun Qi Herb	<ul style="list-style-type: none">• Ying/Wei• Male/Female• Qi's Property• Qi's movement• Pulse• Acupuncture• Herb• Moxibustion• Music & Tones

An important measure of our success as a school is our graduates' success and contributions to patients, health care, and the profession.

DAOM Curriculum and Faculty

CSTCM was founded in late 1989 with the primary focus of providing the highest educational standards possible. We created a DAOM program emphasizing Chinese Medicine from the classics with an emphasis on clinical application. Our program teaches Chinese Medicine but also strives to help students understand the culture where the medicine originated. We believe all traditional medicines are cultural. For example, Western Medicine came from and is a picture of the West's culture, just as Chinese Medicine came from and is a picture of China's culture. We also recognize that Chinese Medicine must be studied, learned, and practiced in a way that it can be integrated into the Western culture and combined with Western approaches to medical care. We appreciated both systems for their contributions to medicine and their positive values.

We created the DAOM curriculum based on the highest educational standards and assembling a faculty that consists of both Chinese and Western instructors. In doing so, students are taught by instructors who look at, understand, and teach Chinese Medicine from different perspectives. These varied points of view can expand students' knowledge and creativity when learning and practicing Chinese Medicine. Appreciating multiple points of view is essential when considering Chinese Medicine's emphasis on treating the whole person as an energetic system and as part of a holistic universe (human relationship to nature). Our faculty is enthusiastic, calm,

commendable while humble, assertive, and compassionate. Our faculty encourages students to follow the Taoist principles of harmony and balance, which are the foundation of our mental, physical, and emotional well-being.

Optimal Student to Teacher Ratio

The number of students accepted into the program is limited to ensure optimal student-teacher ratios. The average number of students in a class is fifteen. Students begin learning and understanding fundamental TCM theory in the classroom and then apply it via extensive clinical training. The training helps students understand Chinese Medicine at a deeper level. It offers them a greater appreciation for Chinese Medicine's practical applications as they progress towards mastering Chinese Medicine.

Prospective students need to understand that learning is an individual achievement. While in the CSTCM program(s), faculty and classmates will offer great assistance to the learning process. Ultimately, to succeed in the program, the student must have a goal, be dedicated, and disciplined, love to be challenged, work very hard, and have a strong desire to learn.

CSTCM will provide a supportive environment, a faculty as highly qualified as any in the world, educational resources, a structured and proven curriculum, encouragement, and inspiration. Our curriculum and faculty are regularly assessed to improve the student's educational experience. Graduate satisfaction and success rates are high, which is deeply rewarding and inspires us to develop, expand, and strengthen our programs continually. The school serves its students, graduates, and the public through workshops, community outreach, public education, a quarterly newsletter, and national and international networking with other health professionals.

We are not just another acupuncture school but a school that emphasizes all the components of Chinese Medicine. We invite you to join us in this exciting experience and become a practitioner of Chinese Medicine.

Accreditation

The Colorado School of Traditional Chinese Medicine (CSTCM) is institutionally accredited by the Accreditation Commission for Acupuncture and Herbal Medicine ([ACAHM](#)), which is the recognized accrediting agency for freestanding institutions and colleges of acupuncture or Herbal medicine that offer such programs.

ACAHM Accreditation Commission for
Acupuncture and Herbal Medicine

Colorado School of Traditional Chinese Medicine and its following programs are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

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

Accreditation status and notes may be viewed on the ACAHM Directory.

ACAHM is recognized by the United States Department of Education as the specialized accreditation

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

The Doctor of Acupuncture and Oriental Medicine offered by Colorado School of Traditional Chinese Medicine is approved to begin enrolling students but is not accredited or pre-accredited by ACAHM. This program is eligible for ACAHM accreditation, and CSTCM is currently in the process of seeking ACAHM pre-accreditation/accreditation for the program. However, CSTCM can provide no assurance that pre-accreditation or accreditation will be granted by ACAHM. Graduates of an unaccredited program are not considered to have graduated from an ACAHM-accredited or pre-accredited program and may not rely on ACAHM accreditation or pre-accreditation for professional licensure or other purposes.

Colorado Commission on Higher Education (CCHE) Degree Authorization

CSTCM and the Masters Degree Programs in Acupuncture (MAc) and Acupuncture with a Chinese herbal medicine specialization (MAcCHM) are Fully Authorized by the Colorado Commission on Higher Education (CCHE). Full Authorization is bestowed upon institutions of higher education that are institutionally accredited by a U.S. Department of Education recognized accrediting agency that has conducted an on-site review of the Colorado location. CCHE has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes to authorize higher education institutions to offer degrees and degree credits. The addition of new programs is recognized by the CCHE so long as the programs are under the scope of institutional accreditation. CSTCM is recognized by ACAHM, the specialized US Department of Education accrediting agency for institutions/programs preparing Acupuncture and East Asian Medicine (EAM) practitioners. Upon approval, which CSTCM has received from ACAHM, CCHE recognizes the CSTCM professional doctorate degree programs (Dac, DAcCHM) and the advanced practice doctorate degree program (DAOM).

Preamble

CSTCM esteems collegial trust and ethical conduct. As an educational institution, we are responsive to our constituents and present access to our knowledge resources. We integrate our mission with our responsibilities. The CSTCM Board, Administration, Faculty, and Students, as a community of professionals, learners, scholars, and practitioners, agree to uphold ethical standards to benefit ourselves and the broader community in which we live and work. This integrity statement provides comprehensive guidance for CSTCM policies and procedures regarding conduct and accountability.

Statement of Integrity

- At CSTCM, integrity is indispensable to our mission. We act with honesty and adhere to moral and ethical values and principles through our personal and professional behavior. We demonstrate our understanding of these values and principles and uphold them in every action and decision. Trust and trustworthiness go hand in hand with how we conduct ourselves, as we sustain a culture based upon ethical conduct. We accept our responsibilities and apply ourselves to the highest standards of trust.
- To ensure our integrity, we safeguard academic freedom, open inquiry, and debate in the best interests of education, enrichment, and our personal and professional development. We value human and intellectual diversity and inclusiveness. We choose to function as responsible citizens, respect equality and others' rights and treat all individuals with

dignity.

- To fulfill our goals as a learning community, we insist that student learning objectives are not compromised. We treat all students equitably, and our evaluations of learning achievements are impartial based on demonstrated academic performance. The Board, Administration, Faculty, and Students appreciate that learning is the most important goal. We embrace ethical values and principles, reject academic dishonesty, and emphasize truth and accuracy.
- We agree to work diligently and aspire to embody the best of Chinese Medicine's scholarly and educational achievements. We pledge to make wise use of our resources and be good stewards of financial, human, and natural resources. We operate within the letter and spirit of the law and strive to avoid impropriety or conflict of interest.
- As members of the CSTCM community, we are devoted to uncompromised integrity in support of compassion and excellence. As individuals, we all contribute to this standard with the veracity of our actions, words, and spirit.

DAOM Mission Statement

The CSTCM DAOM program is an advanced practice doctoral program in Chinese Medicine from the classics with a focus on clinical application of theory, diagnosis, and treatment methods. The intention of the program is training students to apply classical treatment methods for the best possible clinical outcomes.

DAOM Statement of Purpose

The CSTCM DAOM program's purpose is to train experts in Classical Chinese Medicine theory, clinical application, and research methods to advance the profession's ability to practice as independent healthcare providers in a variety of settings.

DAOM Program Goals

- Provide the student with an advanced, in-depth education in Chinese Medicine from the classics' theory, diagnosis, and treatment methods.
- Advance the student's ability to apply Chinese Medicine from the classics' theory to diagnosis, clinical treatment, and research.
- Develop the student's ability to engage in Chinese Medicine from the classics' collaborative interactions with other acupuncture and health care practitioners.
- Improve the student's ability to think critically, synthesize knowledge, and use research findings from scientific and scholarly literature to support their professional practice.
- Provide the student with an opportunity for frequent and in-depth discourse between faculty and students resulting in the development of an academic community to enrich and advance the profession by contributing to the development of future generations of practitioners, faculty, researchers, clinical supervisors, and leaders in the profession.

DAOM Program Learning Outcomes

Building upon the Program Learning Outcomes of a Master or Professional Doctorate degree in Acupuncture or Acupuncture and Chinese Herbal Medicine, on completion of the DAOM program, graduates will be able to:

- Understand Chinese Medicine from the classics' foundational premise of the relationship of the universe and life on earth in the application of its' theory.
- Demonstrate a comprehensive and in-depth knowledge of Chinese Medicine from the classics' theory, its' methods of diagnosis, and treatment strategies using both acupuncture and Chinese herbal medicine in clinical practice.
- Reference classical texts and apply effective Chinese Medicine from the classics' treatment strategies in clinical practice.
- Understand the use and value of biomedical diagnostic testing and communicate effectively with patients and other health professionals about test results and procedures relevant to patient care.
- Provide Chinese Medicine from the classics' treatment strategies for a wide range of conditions as an independent practitioner or as part of a collaborative, integrative, and interdisciplinary team of healthcare providers.
- Understand research methodologies and their use in guiding the application of effective Chinese Medicine from the ancient classics' treatment methods in clinical practice.
- Demonstrate the ability to fulfill professional leadership and advanced teaching roles with a commitment to lifelong learning.

CSTCM is also committed to:

Ongoing Continuing Education

- In addition to the core programs, CSTCM believes it is critical to promote and provide students, graduates, faculty, and licensed practitioners with high-quality continuing education.

Serving the Community

- CSTCM is committed to providing a low-cost clinic for the community,
- providing speakers for various public events
- offering lectures and workshops appropriate for the public

CSTCM Student Rights and Responsibilities Statement

Student Rights

As members of the CSTCM community students shall have certain rights. These include freedom of expression and inquiry, the right to receive the transmission and application of knowledge, the freedom to pursue education goals, the right to privacy and confidentiality of records and the right to due process as established in the CSTCM Code of Student Conduct.

Student Responsibilities

- The responsibility to respect and comply with CSTCM's policies and procedures.
- The responsibility to comply with local, state, and federal law.
- The responsibility to act in a manner which supports and promotes a supportive learning atmosphere.
- The responsibility of having the freedom of expression
- The responsibility to learn the content of any course of study in which they are enrolled.
- The responsibility to prove competency of the learned information through assessments

CSTCM Nondiscrimination Policy

Qualified applicants are considered based on individual merit without regard to disability, gender, veteran status, marital status, sexual orientation, age, religion, race, or national or ethnic origin. This policy applies to all school matters and to all rights, privileges, programs, and activities generally accorded or made available to students at CSTCM.

DAOM Faculty Leadership

The Dean of Faculty is the CSTCM faculty leader and provides faculty with the organizational structure to excel in their roles. The DAOM Dean provides a specialized focus exclusively for and oversees the DAOM program, faculty, and student progress within the program. Working with the Dean of Faculty the DAOM Dean engages in faculty performance assessment, reviews course evaluations, develops and assesses course syllabi, works with DAOM faculty on course and program development, and provides guidance to faculty regarding CSTCM policy and procedural updates and changes.

The DAOM Program Director and the DAOM Dean work closely with the CSTCM Academic Leadership Team, Administration, Deans' office and the Clinic Director to ensure all aspects of the DAOM program are fully supported and integrated with all programs at CSTCM. The DAOM Program Director ensures that all DAOM administrative, institutional, programmatic, and all DAOM operational goals are met and administered with complete attention to detail and quality of the program.

The DAOM Program Director, DAOM Dean, DAOM faculty and the DAOM Academic Leadership Team work together to design the DAOM's program courses. All DAOM faculty are responsible for delivering the best possible instruction in every class.

The CSTCM DAOM Academic Leadership Team

President and CEO - Mark Manton, Dipl.TCM, LAc
DAOM Program Director - Songtao Zhou, MS
DAOM Dean – Zhizhong Nan, PhD (China), L.Ac
Research Department Director – Joe Brady, MSTCM, L.Ac
Assistant DAOM Dean - Denise Andert, DAIH, LAc, Dipl. OM, LMT
DAOM ALT Faculty Member – Xiaorong Ding, PhD (China), L.Ac
DAOM ALT Faculty Member – Rui Nan, MM & BM (China), Dipl. Ac, L.Ac

The CSTCM Master's-PD Academic Leadership Team

President and CEO – Mark Manton, Dipl.TCM, L.Ac
COO – Songtao Zhou, MS
Academic Dean of Faculty – Parago Jones, Dipl.TCM, L.Ac
Assistant Academic Dean – Christopher Shiflett, MSTCM, Dipl.OM, L.Ac
Clinic Co-Director – Piper Mullins, MSTCM, L.Ac
Clinic Co-Director – Robin van Maarth, DACM, Dipl.OM, L.Ac
Academic Dean of Students – Christine Schultze, MSTCM, L.Ac
Faculty ALT Member – Joe Brady, MSTCM, L.Ac
Administrator for the Deans Office – Louis Feher-Peiker, BA

Campus Setting and Facilities

CSTCM has over 12,600 square feet including 7 spacious classrooms, a 9 room and 6 room student clinic with waiting area, reception office, administrative offices, an extensive Yan Jing Supply Herbal Dispensary / Bookstore, and a comprehensive library. The library consists of Western, TCM and holistic health books, journals dating from the present back to the early 1980's, videos, and audio tapes, acupuncture models, anatomy models, a wireless network, and computers with various TCM and health- related software. There are books in both English and Chinese. There is also a student lounge / study area and a roof-top deck for tai ji, qi gong and relaxing. The school has abundant on and off-street parking adjacent to the building.

We are centrally located in the historic Capitol Hill neighborhood just east of downtown and the capital with easy freeway access. Denver is frequently recognized as one of the most desirable U.S. cities to live in and has been described as one of the most "livable" of any metro city. It has a multi-cultural, growing metro population of over 2.3 million and good public transportation. The Capitol Hill neighborhood surrounding the school provides a community feeling at reasonable prices. There are diverse restaurants and shops, along with two city parks, Botanic Gardens, Denver Zoo, and the Denver Museum of Nature and Science, all within walking distance of the school. Downtown, health food supermarkets, and the Cherry Creek Shopping district with a farmers market are just minutes away. The school is only 40 minutes from Boulder and 45- 60 minutes from outdoor activities in the fabulous Rocky Mountains.

Denver's weather has four distinctly beautiful seasons to enjoy. If you like sunshine (300 days per year), mountains, and a small-town atmosphere within a growing metro city, you will love Denver and the surrounding areas.

Our campus hosts the Izba Spa, and a variety of private practitioners. This offers rich interaction among many health-conscious individuals working in complementary disciplines.

Program

The CSTCM DAOM program is an advanced practice doctoral program in Chinese Medicine from the classical texts with a focus on clinical application. It provides in-depth theory and practice in acupuncture, Chinese herbal medicine, and integrative medicine. The curriculum of 1,215 hours (53.5 credits) includes 450 didactic hours of classroom instruction and 765 clinical hours. The intensive clinical focus and the in-depth study of the classics ensure a vital education and application of Chinese medicine from the classics.

Credits are calculated according to the US Department of Education's and ACAHM's credit hour standards; 1 credit for every 15 hours of classroom work completed in didactic courses; 1 credit for every 30 hours of completed work in practical/clinical courses.

The program curriculum is structured to be completed in two calendar years/6 trimesters. In each trimester, there are 7-10 days on campus. Out of state students can come in a continuous week, and local students schedules can be somewhat flexible as approved. There are online classes on Monday and Wednesday 5:30-8:30 pm Mountain time.

In the 2 year program, it includes the following contents that comes from the classical textbooks, which have more contents than the current TCM textbooks.

Heavenly Level	Earthly Level	Human Level
<ul style="list-style-type: none">• Human and Nature• Ancient Astronomy• He Tu• Luo Shu• I Ching• Ba Gua (Trigrams)• Calendar• Theory of Numbers• Pattern of Numbers• Double Spiral• Yuan Qi – Ming Men – San Jiao	<ul style="list-style-type: none">• Five Yun and Six Qi• Yun Qi and Gene• Yun Qi Etiology• Yun Qi Pulse• Yun Qi Acupuncture• Yun Qi Herb	<ul style="list-style-type: none">• Ying/Wei• Male/Female• Qi's Property• Qi's movement• Pulse• Acupuncture• Herb• Moxibustion• Music & Tones

The academic curriculum includes fundamental principles and significant techniques from the Huang Di Nei Jing (Yellow Emperor's Classic of Internal Medicine), Nan Jing (The Huang Emperor's Canon of Eighty-One Difficult Issues), Shennong Bencaojing (The Divine Farmer's Classic of Materia Medica), and ShangHan Lun (Treatise on Cold Damage Diseases).

In year 1, students learn fundamental theories, diagnosis, needle techniques, and treatment plans based on the Ling Shu classical text. In year 2, students study the Huang Di Nei Jing, Nanjing and Shang Han Lun and begin to apply the theory to develop the treatment plan which they learned in year 1.

The 765 hours of clinical training is an effective combination of clinical observation (30 hours),

clinical internship (120 hours), clinical externship (495 hours), clinic forums (105 hours), and clinical pedagogy (15 hours). All clinical courses emphasize the clinical application of Chinese medicine for the clinical effectiveness.

For the 495 hours of mentored clinical externship, students will work in their clinic in agreement with the externship requirements, including working with a DAOM program externship mentor and reporting all externship treatments on the DAOM clinical treatment reports. Externs will also provide CSTCM with a signed externship agreement with proof of current LAc and appropriate insurance.

The intensive clinical focus and the in-depth study of the classics ensure a vital education and application of the DAOM specialization of Chinese medicine for the classics.

Students will complete a clinical research study paper, or “capstone project,” during their second year and present it to the Faculty Committee prior to graduation. The written research report will be based on data gathered by students in the course of their clinical work and augmented by a review of applicable research literature.

CSTCM accepts new students every year or every other year. Students must finish the program within 12 trimesters.

CSTCM delivers the program didactic courses on-campus and online. The clinical observation and clinical internship courses are also completed on campus, and the clinical externship is completed off-campus at the students' clinic.

Each of the courses taught is unique, and students must register for all courses in each trimester, except when transfer credit is accepted.

When CSTCM is approved to provide distance education, the didactic courses will likely be delivered via an online learning platform. At that time CSTCM reserves the right to update the curriculum and calendars.

Public Education Programs

CSTCM will periodically provide introductory courses to practitioners who would like to learn more about the classical texts and who may want to enroll in the program in the future.

Program Categories Hours and Credits

DAOM PROGRAM CATEGORY TOTALS		
	Hours	Credits
Didactic (450 hrs)		
CCM Theory and Technique	315	21
Integrative Medicine	15	1
Research Didactic	45	3
Clinical Research Project	75	3
Clinic (765 hrs)		
Clinical Observation	30	1
Clinical Internship	120	4
Clinical Externship	495	16.5
Clinical Forum	105	3.5
Clinical Pedagogy	15	0.5
Total	1,215	53.5

DAOM Curriculum

Trimester	Course ID	Course Title	Didactic	Clinic	Total Hours	Credit
Year 1 – Trimester 1						
1	APDD500	Huang Di Nei Jing I	15		15	1
1	APDD501	Advanced LingShu Acupuncture I	45		45	3
1	APDD502	Advanced CHM Herb I	45		45	3
1	APDOBS505	Advanced Practice Clinical Observation		30	30	1
1	APDCLI509	Advanced Practice Clinical Externship I		45	45	1.5
Year 1 – Trimester 2						
2	APDD511	Advanced LingShu Acupuncture II	45		45	3
2	APDINT513	Integrative Collaborative Medicine	15		15	1
2	APDRSH514	Clinical Research Paper Writing	15		15	1
2	APDCLI515	Advanced Practice Clinical Internship I		30	30	1
2	APDCLI516	Advanced Practice Clinical Forum I		30	30	1
2	APDCLI519	Advanced Practice Clinical Externship II		90	90	3
Year 1 – Trimester 3						
3	APDD522	Advanced CHM Herb II	45		45	3
3	APDD523	Advanced AcuMoxa and Healing Tones	15		15	1
3	APDRSH524	Clinical Research Methodology I	15		15	1
3	APDCLI525	Advanced Practice Clinical Internship II		30	30	1
3	APDCLI526	Advanced Practice Clinical Forum II		30	30	1
3	APDCLI529	Advanced Practice Clinical Externship III		90	90	3
Year 2 – Trimester 4						
4	APDD531	Huang Di Nei Jing II	45		45	3
4	APDRSH534	Clinical Research Methodology II	15		15	1
4	APDCLI535	Advanced Practice Clinical Internship III		30	30	1
4	APDCLI536	Advanced Practice Clinical Forum III		15	15	0.5
4	APDCLI539	Advanced Practice Clinical Externship IV		135	135	4.5
Year 2 – Trimester 5						
5	APDD541	Nan Jing / Classic of Difficulties	30		30	2
5	APDCLI545	Advanced Practice Clinical Internship IV		30	30	1
5	APDCLI546	Advanced Practice Clinical Forum IV		15	15	0.5
5	APDCLI549	Advanced Practice Clinical Externship V		135	135	4.5
Year 2 – Trimester 6						
6	APDD552	Shang Han Lun	30		30	2
6	APDCLI556	Advanced Practice Clinical Forum V		15	15	0.5
6	APDCLI557	Clinical Pedagogy Project		15	15	0.5
6	APDRSH560	Clinical research Project Presentation	75		75	3
Program Total			450	765	1215	53.5

Academic Calendar & Schedule (Cohort Summer 2023) 2023 - 2025 School Year

Trimester 1: May 8, 2023 – August 18, 2023

On-Site Class Dates: 5/13/2023 - 5/14/2023; 7/29/2023 – 7/30/2023

On-Site Clinic Dates: for out-of-state students: 5/15/2023 – 5/20/2023,
for in-state students: flexible (need to be approved first)

Online Class Dates: Tuesday & Thursday 5:30-8:30 pm (Mountain Time)

Trimester 2: September 4, 2023 – December 15, 2023

On-Site Class Dates: 10/7/2023 - 10/8/2023

On-Site Clinic Dates: for out-of-state students: 10/9/2023 – 10/14/2023,
for in-state students: flexible (need to be approved first)

Online Class Dates: Tuesday & Thursday 5:30-8:30 pm (Mountain Time)

Trimester 3: January 8, 2024 – April 19, 2024

On-Site Class Dates: 2/3/2024 - 2/4/2024

On-Site Clinic Dates: for out-of-state students: 2/5/2024 – 2/10/2024,
for in-state students: flexible (need to be approved first)

Online Class Dates: Tuesday & Thursday 5:30-8:30 pm (Mountain Time)

Trimester 4: May 6, 2024 – August 16, 2024

On-Site Clinic Dates: various (need to be approved first)

Online Class Dates: Tuesday & Thursday 5:30-8:30 pm (Mountain Time)

Trimester 5: September 9, 2024 – December 20, 2024

On-Site Clinic Dates: various (need to be approved first)

Online Class Dates: Tuesday 5:30-8:30 pm (Mountain Time)

Trimester 6: January 6, 2025 – April 30, 2025

Online Class Dates: Tuesday 5:30-8:30 pm (Mountain Time)

Clinic Paper Research Project Presentation: 4/19/2025 – 4/20/2025

Academic Calendar & Schedule (Cohort Fall 2023) 2023 - 2025 School Year

Trimester 1: September 4, 2023 – December 15, 2023

On-Site Class Dates: 9/30/2023 - 10/1/2023, 12/2/2023 – 12/3/2023

On-Site Clinic Dates: for out-of-state students: 10/2/2023 – 10/6/2023,
for in-state students: flexible (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 2: January 8, 2024 – April 19, 2024

On-Site Class Dates: 3/2/2024 - 3/3/2024

On-Site Clinic Dates: for out-of-state students: 3/4/2024 – 3/9/2024,
for in-state students: flexible (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 3: May 6, 2024 – August 16, 2024

On-Site Class Dates: 6/29/2024 - 6/30/2024

On-Site Clinic Dates: for out-of-state students: 7/1/2024 – 7/6/2024,
for in-state students: flexible (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 4: September 9, 2024 – December 20, 2024

On-Site Clinic Dates: various (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 5: January 6, 2025 – April 30, 2025

On-Site Clinic Dates: various (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 6: May 5, 2025 – August 15, 2025

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Clinic Paper Research Project Presentation: 8/11/2025 – 8/2/2025

Academic Calendar & Schedule (Cohort Summer 2024) 2024 - 2026 School Year

Trimester 1: May 6, 2024 – August 16, 2024

On-Site Class Dates: 6/1/2024 - 6/2/2024; 7/27/2024 – 7/28/2024

On-Site Clinic Dates: for out-of-state students: 6/3/2024 – 6/7/2024,
for in-state students: flexible (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 2: September 9, 2024 – December 20, 2024

On-Site Class Dates: 10/12/2024 - 10/13/2024

On-Site Clinic Dates: for out-of-state students: 10/14/2024 – 10/19/2024,
for in-state students: flexible (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 3: January 6, 2025 – April 18, 2025

On-Site Class Dates: 2/1/2025 - 2/2/2025

On-Site Clinic Dates: for out-of-state students: 2/3/2025 – 2/8/2025,
for in-state students: flexible (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 4: May 5, 2025 – August 15, 2025

On-Site Clinic Dates: various (need to be approved first)

Online Class Dates: Monday & Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 5: September 8, 2025 – December 19, 2025

On-Site Clinic Dates: various (need to be approved first)

Online Class Dates: Wednesday 5:30-8:30 pm (Mountain Time)

Trimester 6: January 5, 2026 – April 30, 2026

Online Class Dates: Wednesday 5:30-8:30 pm (Mountain Time)

Clinic Paper Research Project Presentation: 4/18/2026 – 4/19/2026

Course Descriptions

APDD500 HuangDi NeiJing I

15 hours - 1 credit

The purpose of this course is to provide students with a comprehensive understanding of Qi concepts and theories outlined in the Huang Di Nei Jing, which is a fundamental text of Chinese medicine. These principles cover a wide range of topics, including the origination of Qi through the interplay of Heaven, Earth, and People, the dynamic balance of Yin and Yang and the Five Elements, the role of the Pulse as a window into Qi, the influence of external and internal factors on Qi's state, the impact of Qi on organs and meridians, the causes and development of diseases through Qi, the manifestation of symptoms as Qi's external appearance, the diagnosis of Qi's state, methods of regulating Qi's directional flow through treatment, maintaining a balanced state of Qi for good health, and the relationship between Five Yun and Six Qi, which refers to the Qi of heaven and earth.

This course is part one of a two-part course, part two is APDD531

Prereq: CSTCM MAc or equivalent MAc with at least 45 herb hours.

Coreq: APDD501, APDD502, APDOBS505, APDCLI509

APDD501 Advanced Lingshu Acupuncture I

45 hours – 3 credits

In this course, students will be introduced to Classic logic and concepts such as Yin-Yang and Five Elements, as well as the relationship between Sky, Earth, and People, and the patterns of HeTu, Luoshu, and Taiji. Upon completion of this course, students will have a thorough understanding of the origin, meaning, and application of Yin-Yang and Five Elements in clinical treatment.

The course will cover the foundational aspects of Cosmology, including topics such as Qi, its flow within the body, its levels, and its path of movement. Students will also learn about the differences between up-down, left-right, and male-female aspects of Qi. Additionally, the course will cover Classic pulse diagnosis methods, enabling students to diagnose excessive or insufficiency of Qi in the five depots. Classic acupuncture techniques will also be covered, including how to regulate Qi, TangYe pulse diagnosis and acupuncture techniques, Yuan and Luo point acupuncture techniques, as well as Life Gate, Original Qi, Three Burner theory, and acupuncture techniques. Finally, the course will also introduce the Spinning the Middle (Zhuan Zhong) acupuncture technique.

Prereq: CSTCM MAc or equivalent MAc with at least 45 herb hours.

Coreq: APDD500, APDD502, APDOBS505, APDCLI509

APDD502 Advanced CCM Herb I

45 hours - 3 credit

This course is a continuation of APDD501 Advance Lingshu Acupuncture I, and focuses on the Divine Farmer's Classic of Materia Medica (Shen Nong Ben Cao) and Five Element Chinese Herbal Medicine (Fu Xing Jue). It provides an overview of 25 commonly used single herbs, such as Ren Shen, Mai Men Dong, Fu Ling, Gan Cao, Da Zao, Wu Wei Zi, Shan Yao, Zhi Shi, Dou Chi, Bai Shao, Di Huang, Huang Qin, Huang Lian, Bai Zhu, Zhu Ye, Gui Zhi, Hua Jiao, Gan

Jiang, Xi Xin, Fu Zi, Xuan Fu Hua, Ze Xie, Hou Pu, Xiao Shi, and Da Huang. The course will cover the properties of these herbs, including their Yin and Yang qualities, Qi and Flavor, as well as how they regulate Qi, which depot they affect, and at which level they exert their influence.

Prereq: CSTCM MAc or equivalent MAc with at least 45 herb hours.

Coreq: APDD500, APDD501, APDOBS505, APDCLI509

APDOBS505 DAOM Clinic Observation

30 hours – 1 credit

In this course, students will have the opportunity to observe patient care provided by program core faculty members, who have a comprehensive understanding of Classic texts and their clinical application using Classic theories and treatment methods. During these observations, students will observe the patient-practitioner interaction, which includes patient intake, differential diagnosis, point selection, herbal prescriptions, and the assessment of tongue and pulse.

This course will also cover topics such as professional conduct, acupuncture regulations, history taking, charting, treatment with acupuncture and herbal medicine, and the observer's role in the clinic. Successful completion of this course will prepare students for clinical internships, forums, and clinical externships.

As licensed acupuncturists, students will have the opportunity to ask more advanced questions of experienced CCM practitioners, further enhancing their understanding and knowledge of this field.

Prereq: CSTCM MAc or equivalent MAc with at least 45 herb hours.

Coreq: APDD500, APDD501, APDD502, APDCLI509

APDCLI509 Advanced Practice Clinical Externship I

45 hours – 1.5 credits

To fulfill the requirements of this course, students must provide at least one approved clinic externship location, agreed upon by CSTCM. The students will be expected to write Treatment Reports for each clinical treatment provided to patients at the approved externship location. These Treatment Reports should include a summary of the patient's intake form and chart, which includes their health history, main conditions, any Western medicine test results, diagnoses based on Classic texts, and Western medicine diagnoses (if provided by the patient).

Additionally, Treatment Reports should include the acupuncture treatment principle, acupoints, herb treatment, and pulse changes observed after treatment. Treatment Reports are to be completed in the CSTCM IntakeQ or preferred EHR system, and then uploaded to Populi. For the 1st trimester, students are expected to submit 30 Treatment Reports.

The purpose of the Treatment Reports is to develop clinical knowledge based on Classic texts, case management skills, and contribute to research data for the final clinical research project. Detailed requirements for the Treatment Reports can be found in the Sample Treatment Report for Externship Clinical Credit and the Rubric of Treatment Reports in the DAOM Student handbook.

A Clinical Externship mentor will be assigned to each student, and they will offer support through online or in-person meetings and email throughout each trimester.

Prereq: CSTCM MAc or equivalent MAc with at least 45 herb hours.

Coreq: APDD500, APDD501, APDD502, APDOBS505

APD511 Advanced Lingshu Acupuncture II

45 hours - 3 credit

This course builds on the knowledge gained in APDD501 Advanced Lingshu Acupuncture I and delves deeper into pulse diagnosis for both Yang and Yin abundance in both the Yin-Yang and Five-Element dimensions. In addition, students will learn seven new acupuncture techniques, including the Ying-Wei technique, the End and Beginning (ZhongShi) pulse diagnosis and acupuncture technique, the Unified pulse diagnosis and acupuncture technique, the BaMai acupuncture technique, the Du-Ren acupuncture technique, the double spiral acupuncture technique, and the holographic point and technique.

Prereq: APDD501

Coreq: APDINT513, APDRSH514, APDCLI515, APDCLI516, APDCLI519

APDINT513 Integrative Collaborative Medicine

15 hours – 1 credit

The purpose of this course is to familiarize the student with conventional medical training models and medical delivery environments, thereby enhancing their comprehension of integrative collaborative settings. This will broaden the students' understanding of other medical models and their corresponding delivery settings and systems.

Additionally, this course allows for transfer credit from equivalent courses completed at other accredited schools approved by the U.S. Department of Education.

Prereq: APDCLI509

Coreq: APDD511, APDRSH514, APDCLI515, APDCLI516, APDCLI519

APDRSH514 Clinical Research Paper Writing

15 hours - 1 credit

Part 1 of this course is a comprehensive guide to efficiently write and present or publish a medical case report that adheres to the CARE guidelines. The course includes 12 videos, along with handouts and articles, to provide a step-by-step approach. Additionally, upon registration, participants receive access to CARE-writer, an online app for writing case report preprints and case reports, for one year.

Part 2 of this course delves into the writing and presentation or publishing of a Comparative Case Study. This type of study involves the analysis and synthesis of similarities, differences, and patterns across two or more cases that share a common focus or goal. Students will learn the necessary steps to write a Comparative Case Study, including defining the type of cases to include and how the case process will be conducted.

Part 3 of this course provides an introduction to writing Clinical/Interventional Research Trial Reports. It covers topics such as an overview of an IRB application, the research proposal, preliminary studies, introduction, research design methods, study subjects, efficacy, safety, conclusions-discussion of possible results, references, and appendix.

To complete this course, students must dedicate 15 hours of course time and 30 hours of homework time, and fulfill the requirements of completing a basic sample report in each area:

one SWIHM Case Study Report, one Comparative Case Study, and one Clinical/Interventional Research Trial Report. This course is also open to transfer credit for equivalent courses completed at other schools accredited by an accrediting agency approved by the U.S. Department of Education.

Prereq: CSTCM MAC or equivalent MAC with at least 45 herb hours.

Coreq: APDD511, APDINT513, APDCLI515, APDCLI516, APDCLI519

APDCLI515 DAOM Clinical Internship I

30 hours - 1 credit

During Clinic Internship I, students will collaborate in groups to conduct interviews, diagnose, and devise treatment plans for patients with chronic and intricate conditions, applying concepts from the Classical texts and taking into account the Western medicine diagnostic viewpoint. The clinical supervisors will offer support with refined diagnoses, acupuncture methods, and herbal prescriptions. The students will treat both new and returning patients, with a focus on evaluating progress, modifying treatment plans, and incorporating additional care as necessary.

Prereq: APDD501, APDD502, APDOBS505.

Coreq: APDD511, APDINT513, APDRSH514, APDCLI516, APDCLI519

APDCLI516 DAOM Clinical Forum I

30 hours - 1 credit

The focus of this forum is to discuss patient cases selected from the Clinical Internship or Externship, or other cases chosen by faculty. The supervisor and students will review the diagnosis, including pulse, tongue, and symptoms, and discuss the thought process behind formulating the diagnosis, treatment plan with acupuncture, and Chinese herbal medicine. The forum facilitates engaging discussions and diverse perspectives on diagnostic and treatment approaches for each case. Through case-based discussions, students synthesize the Classical theoretical foundation learned in the program and develop the ability to logically formulate coherent treatment plans based on differentiation of syndromes, a crucial skill for every practitioner. The advanced practice clinical forums are aimed at further cultivating this ability, based on Classical Chinese medical theories.

Prereq: APDD501, APDD502, APDCLI509

Coreq: APDD511, APDINT513, APDRSH514, APDCLI515, APDCLI519

APDCLI519 DAOM Advanced Practice Clinical Externship II

90 hours - 3 credits

To fulfill the requirements of this course, students must provide at least one approved clinic externship location, agreed upon by CSTCM. The students will be expected to write Treatment Reports for each clinical treatment provided to patients at the approved externship location. These Treatment Reports should include a summary of the patient's intake form and chart, which includes their health history, main conditions, any Western medicine test results, diagnoses based on Classic texts, and Western medicine diagnoses (if provided by the patient).

Additionally, Treatment Reports should include the acupuncture treatment principle, acupoints, herb treatment, and pulse changes observed after treatment. Treatment Reports are to be

completed in the CSTCM IntakeQ or preferred EHR system, and then uploaded to Populi. For the 1st trimester, students are expected to submit 60 Treatment Reports.

The purpose of the Treatment Reports is to develop clinical knowledge based on Classic texts, case management skills, and contribute to research data for the final clinical research project. Detailed requirements for the Treatment Reports can be found in the Sample Treatment Report for Externship Clinical Credit and the Rubric of Treatment Reports in the DAOM Student handbook.

A Clinical Externship mentor will be assigned to each student, and they will offer support through online or in-person meetings and email throughout each trimester.

Prereq: APDCLI509

Coreq: APDD511, APDINT513, APDRSH514, APDCLI515, APDCLI516

APDD522 Advanced Herb II

45 hours - 3 credits

This course builds upon the knowledge gained from APDD502 Advanced Herb I. It focuses on teaching the students the standards of formula design and the four components of a formula. The course introduces 24 formulas, including six Big Nourishing formulas, six Small Nourishing formulas, six Big Discouraging formulas, and six Small Discouraging formulas, along with other useful formulas. Upon completing this course, students will have the skills to create new formulas that balance Yin-Yang and Five-Elements theories based on the Classical texts.

Prereq: APDD502

Coreq: APDD523, APDRSH524, APDCLI525, APDCLI526, APDCLI529

APDD523 Advanced AcuMoxa and Healing Tones

15 hours – 1 credit

This course builds upon the knowledge gained in APDD501/511 Advanced Lingshu Acupuncture I & II and focuses on moxibustion theory, treatment principles, and techniques. The course covers various forms of moxibustion such as Yuan-Luo, Du Ren, and Shu Mu, as well as introduces the Five Healing Tones to students as a treatment method for patients.

Prereq: APDD501, APDD511

Coreq: APDD522, APDRSH524, APDCLI525, APDCLI526, APDCLI529

APDRSH524 Clinical Research Methodology I

15 hours - 1 credit

This two-part course aims to equip students with the ability to apply general scientific principles in clinical research. The course emphasizes the importance of selecting and designing the appropriate research method to address a proposed clinical research question in order to generate high-quality evidence. The first part of the course, Clinical Research Methodology I, introduces students to basic research methodologies and requires them to provide a research proposal. The second part, Clinical Research Methodology II, builds on this foundation by introducing advanced concepts and skills in research design, with an emphasis on evidence-based and evidence-informed healthcare. The course covers clinical research and project design, as well as various clinical research methods to be applied to the capstone project. To complete the required

assignments, students will need to dedicate 15 hours of instruction and 30 hours of out-of-class time to the course. Transfer credit for equivalent courses completed at other schools that are accredited by an accrediting agency approved by the U.S. Department of Education is accepted for this course.

Prereq: APDRSH514

Coreq: APDD522, APDD523, APDCLI525, APDCLI526, APDCLI529

APDCLI525 DAOM Clinical Internship II

30 hours - 1 credit

During Clinic Internship II, students will collaborate in groups to conduct interviews, diagnose, and devise treatment plans for patients with chronic and intricate conditions, applying concepts from the Classical texts and taking into account the Western medicine diagnostic viewpoint. The clinical supervisors will offer support with refined diagnoses, acupuncture methods, and herbal prescriptions. The students will treat both new and returning patients, with a focus on evaluating progress, modifying treatment plans, and incorporating additional care as necessary.

Prereq: APDCLI515

Coreq: APDD522, APDD523, APDRSH524, APDCLI526, APDCLI529

APDCLI526 DAOM Clinical Forum II

30 hours - 1 credit

The focus of this forum is to discuss patient cases selected from the Clinical Internship or Externship, or other cases chosen by faculty. The supervisor and students will review the diagnosis, including pulse, tongue, and symptoms, and discuss the thought process behind formulating the diagnosis, treatment plan with acupuncture, and Chinese herbal medicine. The forum facilitates engaging discussions and diverse perspectives on diagnostic and treatment approaches for each case. Through case-based discussions, students synthesize the Classical theoretical foundation learned in the program and develop the ability to logically formulate coherent treatment plans based on differentiation of syndromes, a crucial skill for every practitioner. The advanced practice clinical forums are aimed at further cultivating this ability, based on Classical Chinese medical theories.

Prereq: APDCLI516

Coreq: APDD522, APDD523, APDRSH524, APDCLI525, APDCLI529

APDCLI529 DAOM Clinical Externship III

90 hours - 3 credits

To fulfill the requirements of this course, students must provide at least one approved clinic externship location, agreed upon by CSTCM. The students will be expected to write Treatment Reports for each clinical treatment provided to patients at the approved externship location. These Treatment Reports should include a summary of the patient's intake form and chart, which includes their health history, main conditions, any Western medicine test results, diagnoses based on Classic texts, and Western medicine diagnoses (if provided by the patient).

Additionally, Treatment Reports should include the acupuncture treatment principle, acupoints, herb treatment, and pulse changes observed after treatment. Treatment Reports are to be

completed in the CSTCM IntakeQ or preferred EHR system, and then uploaded to Populi. For the 1st trimester, students are expected to submit 60 Treatment Reports.

The purpose of the Treatment Reports is to develop clinical knowledge based on Classic texts, case management skills, and contribute to research data for the final clinical research project. Detailed requirements for the Treatment Reports can be found in the Sample Treatment Report for Externship Clinical Credit and the Rubric of Treatment Reports in the DAOM Student handbook.

A Clinical Externship mentor will be assigned to each student, and they will offer support through online or in-person meetings and email throughout each trimester.

Prereq: APDCLI519

Coreq: APDD522, APDD523, APDRSH524, APDCLI525, APDCLI526

APDD531 HuangDi NeiJing II

45 hours - 3 credits

This course aims to provide students with a comprehensive understanding of Qi concepts and theories found in the Huang Di Nei Jing, a foundational text in Chinese medicine. These principles cover a range of topics, including the origin of Qi through Heaven/Earth/People, the status of Qi through Ying/Yang and the Five Elements, the window into Qi through pulse diagnosis, and the regulation of Qi flow through organ and meridian channels. Other topics covered include the impact of external influences on Qi, the pathogenesis of Qi changes, the external manifestation of Qi through symptoms, diagnosis of Qi status, treatment strategies for regulating Qi flow, maintaining balance for overall health, and the role of Yun and Qi (Qi of heaven and earth).

Prereq: APDD521.

Coreq: APDRSH534, APDCLI535, APDCLI536, APDCLI539

APDRSH534 Clinical Research Methodology II

15 hours - 1 credit

This is the second part of the Clinical Research Methodology courses and aims to equip students with the fundamental principles of analysis methods frequently utilized in medical research. To comprehend published research and conduct research, students should learn to apply and interpret basic statistical methods with reference to observational studies, case control studies, and randomized controlled trials using SPSS. The emergence of electronic health records has led to an increased need to comprehend and analyze vast amounts of data. This is where artificial intelligence (AI) and machine learning become important. AI offers an efficient means of studying the effects of Chinese Medicine on whole-person health in ways that cannot be studied in traditional clinical trials. In exploring interdisciplinary research, utilizing AI can aid in discovering new ways of comprehending the effects of treating the person as a whole.

Apart from expanding on research methodologies, this course will introduce the fundamentals of AI, machine learning, and how these tools can support research in Chinese Medicine. This course will delve into the theoretical perspective of Chinese Medicine and the benefits of using qualitative, quantitative, and mixed-methods research. Students will acquire an understanding of fundamental data analysis methods, research validity and reliability (reproducibility).

To complete the required assignments, this course requires 15 hours of class time and 30 hours

of homework time.

Students may transfer equivalent credits from courses completed at other schools accredited by an accrediting agency approved by the U.S. Department of Education.

Prereq: APDRSH524

Coreq: APDD531, APDCLI535, APDCLI536, APDCLI539

APDCLI535 DAOM Clinical Internship III

30 hours - 1 credit

During Clinic Internship III, students will collaborate in groups to conduct interviews, diagnose, and devise treatment plans for patients with chronic and intricate conditions, applying concepts from the Classical texts and taking into account the Western medicine diagnostic viewpoint. The clinical supervisors will offer support with refined diagnoses, acupuncture methods, and herbal prescriptions. The students will treat both new and returning patients, with a focus on evaluating progress, modifying treatment plans, and incorporating additional care as necessary.

Prereq: APDCLI525

Coreq: APDD531, APDRSH534, APDCLI536, APDCLI539

APDCLI536 DAOM Clinical Forum III

15 hours – 0.5 credit

The focus of this forum is to discuss patient cases selected from the Clinical Internship or Externship, or other cases chosen by faculty. The supervisor and students will review the diagnosis, including pulse, tongue, and symptoms, and discuss the thought process behind formulating the diagnosis, treatment plan with acupuncture, and Chinese herbal medicine. The forum facilitates engaging discussions and diverse perspectives on diagnostic and treatment approaches for each case. Through case-based discussions, students synthesize the Classical theoretical foundation learned in the program and develop the ability to logically formulate coherent treatment plans based on differentiation of syndromes, a crucial skill for every practitioner. The advanced practice clinical forums are aimed at further cultivating this ability, based on Classical Chinese medical theories. This forum provides opportunities for students to expand their learning and explore additional techniques, such as balance acupuncture and neuro acupuncture, based on their individual learning needs and preferences.

Prereq: APDCLI526

Coreq: APDD531, APDRSH534, APDCLI535, APDCLI539

APDCLI539 DAOM Clinical Externship IV

135 hours – 4.5 credits

To fulfill the requirements of this course, students must provide at least one approved clinic externship location, agreed upon by CSTCM. The students will be expected to write Treatment Reports for each clinical treatment provided to patients at the approved externship location. These Treatment Reports should include a summary of the patient's intake form and chart, which includes their health history, main conditions, any Western medicine test results, diagnoses based on Classic texts, and Western medicine diagnoses (if provided by the patient).

Additionally, Treatment Reports should include the acupuncture treatment principle, acupoints, herb treatment, and pulse changes observed after treatment. Treatment Reports are to be completed in the CSTCM IntakeQ or preferred EHR system, and then uploaded to Populi. For the 1st trimester, students are expected to submit 90 Treatment Reports.

The purpose of the Treatment Reports is to develop clinical knowledge based on Classic texts, case management skills, and contribute to research data for the final clinical research project. Detailed requirements for the Treatment Reports can be found in the Sample Treatment Report for Externship Clinical Credit and the Rubric of Treatment Reports in the DAOM Student handbook.

A Clinical Externship mentor will be assigned to each student, and they will offer support through online or in-person meetings and email throughout each trimester.

Prereq: APDCLI529

Coreq: APDD531, APDRSH534, APDCLI535, APDCLI536

APDD541 Nan Jing / Classic of Difficulties

30 hours - 2 credits

The Nan Jing, also known as The Huangdi Bashi Yi Nanjing, or The Huang Emperor's Canon of Eighty-One Difficult Issues, is a renowned Chinese medicine classic. It was written in the late Han dynasty and contains 81 chapters that aim to elucidate obscure statements made in the Huangdi Neijing. The text employs a question-and-answer format to clarify key points from ancient medical classics. It covers six aspects of medical content, including diagnosis, meridians, viscera, diseases, acupoints, and acupuncture. Notably, the text offers significant insights into pulse theory, including the Life Gate theory, which systematically explores the functional characteristics of the eight channels of the odd meridian, the route, the pathological symptoms, and the role of Shu acupoints, Yuan acupoints, and mu acupoints in acupuncture treatment. The Nan Jing is a valuable resource for those seeking to delve deeper into TCM theory and clinical practice. It builds upon the medical achievements of the pre-Han Dynasty era and has exerted a profound influence on later medical theories, such as Zhang ZhongJing's Shang Han Lun.

Prereq: APDD531

Coreq: APDCLI545, APDCLI546, APDCLI549

APDCLI545 Advanced Practice Clinical Internship IV

30 hours – 1 credit

In Clinic Internship IV, students will collaborate in groups to conduct interviews, diagnose, and plan treatments for patients with chronic and complex disorders using Classical text theory, while also taking into account the Western medical diagnostic perspective. Clinical supervisors will provide guidance on advanced diagnosis, acupuncture techniques, and herbal formulas. Students will work with both new and returning patients, with a focus on progress assessment, treatment modification, and integration of other appropriate care. Additionally, this course includes 15 hours of integrative clinics, where students will work alongside a CCM practitioner and a Western healthcare provider. During these clinics, CCM diagnostics will be discussed and compared to Western medical diagnostics, treatment options, and ideas. Collaborative discussions between students and practitioners will focus on integrating CCM treatment plans with Western treatment plans.

Prereq: APDCLI535

Coreq: APDD51, APDCLI546, APDCLI549

APDCLI546 Advanced Practice Clinical Forum IV

15 hours – 0.5 credit

The focus of this forum is to discuss patient cases selected from the Clinical Internship or Externship, or other cases chosen by faculty. The supervisor and students will review the diagnosis, including pulse, tongue, and symptoms, and discuss the thought process behind formulating the diagnosis, treatment plan with acupuncture, and Chinese herbal medicine. The forum facilitates engaging discussions and diverse perspectives on diagnostic and treatment approaches for each case. Through case-based discussions, students synthesize the Classical theoretical foundation learned in the program and develop the ability to logically formulate coherent treatment plans based on differentiation of syndromes, a crucial skill for every practitioner. The advanced practice clinical forums are aimed at further cultivating this ability, based on Classical Chinese medical theories. This forum provides opportunities for students to expand their learning and explore additional techniques, such as balance acupuncture and neuro acupuncture, based on their individual learning needs and preferences.

Prereq: APDCLI536

Coreq: APDD541, APDCLI545, APDCLI549

APDCLI549 Advanced Practice Clinical Externship V

135 hours – 4.5 credits

To fulfill the requirements of this course, students must provide at least one approved clinic externship location, agreed upon by CSTCM. The students will be expected to write Treatment Reports for each clinical treatment provided to patients at the approved externship location. These Treatment Reports should include a summary of the patient's intake form and chart, which includes their health history, main conditions, any Western medicine test results, diagnoses based on Classic texts, and Western medicine diagnoses (if provided by the patient).

Additionally, Treatment Reports should include the acupuncture treatment principle, acupoints, herb treatment, and pulse changes observed after treatment. Treatment Reports are to be completed in the CSTCM IntakeQ or preferred EHR system, and then uploaded to Populi. For the 1st trimester, students are expected to submit 90 Treatment Reports.

The purpose of the Treatment Reports is to develop clinical knowledge based on Classic texts, case management skills, and contribute to research data for the final clinical research project. Detailed requirements for the Treatment Reports can be found in the Sample Treatment Report for Externship Clinical Credit and the Rubric of Treatment Reports in the DAOM Student handbook.

A Clinical Externship mentor will be assigned to each student, and they will offer support through online or in-person meetings and email throughout each trimester.

Prereq: APDCLI539

Coreq: APDD541, APDCLI545, APDCLI546

APDD552 Shang Han Lun

30 hours - 2 credit

This course builds upon the knowledge gained from APDD502 Advanced CHM 1 and APDD522 Advanced CHM 2 by analyzing, discussing, and modifying formulas found in the Shang Han Lun. It incorporates the herbs and theories learned in CHM 1 and 2 with the principles of syndrome differentiation according to the Six Channel Stages, which are covered in courses APDD521 HuangDi NeiJing 1, APDD531 HuangDi NeiJing II, and APDD541 NanJing. The course aims to enhance students' comprehension and application of CHM in clinical practice, particularly for treating common clinical conditions using information from the Shang Han Lun.

Prereq: APDD541

Coreq: APDCLI556, APDCLI557, APDRSH560

APDCLI556 Advanced Practice Clinical Forum V

15 hours – 0.5 credit

In this forum, the supervisor and students will discuss patient cases, which are picked from the Clinical Internship or Externship, or other cases chosen by faculty. The supervisor and students will review the diagnosis, including the pulse, tongue, and symptoms, discuss the thought process behind formulating the diagnosis, and discuss the treatment plan with acupuncture and Chinese herbal medicine. The forum provides engaging discussions and provides various opinions and possibilities as to the diagnostic and treatment approach for each case. Students will be able to use this case-based discussion to synthesize the Classical theoretical foundation learned thus far in the program. The ability to logically formulate a treatment plan based on differentiation of syndromes is a skill every practitioner must continue to develop. In the advanced practice clinical forums, students continue to cultivate this ability.

Prereq: APDCLI546

Coreq: APDD552, APDCLI557, APDRSH560

APDCLI557 Clinical Pedagogy Project

15 hours – 0.5 credit

The purpose of the clinical pedagogy course is to train students in teaching clinical applications of Classical Chinese Medicine (CCM) courses. Under the supervision of senior faculty, students will be evaluated and given guidance on their teaching, presentation, and clinical supervision skills. As APD graduates are expected to teach others about CM, it is crucial for students to develop their pedagogical skills. This course provides opportunities for students to practice and improve their teaching skills in the art of teaching CCM clinical skills. DAOM students can serve as teacher assistants in Year 1 courses, teaching up to 15 hours starting from trimester 4 to trimester 5. The teaching experience may involve clinical aspects of a didactic course, Advanced Practice Clinical Forum, or Advanced Practice Clinical Internship. This course further enhances students' competency and understanding of integrating and practicing CCM, as well as developing scholarly and teaching skills.

Prereq: APDD521

Coreq: APDD552, APDCLI556, APDRSH560

APDRSH560 Clinical Research Project

75 hours – 3 credits

This course consists of a total of 75 hours, with 30 hours of didactic instruction and 45 hours of independent study. The didactic portion includes 15 hours of in-class instruction, with the remaining 15 hours allocated for the presentation of the final Research Project to the Faculty Committee and peer review. The Capstone Project, which is similar to a thesis but more flexible, allows doctoral students to research a topic, problem, or issue in their field of study, with guidance from a Capstone Advisor. The project integrates core concepts acquired from the program, demonstrates the ability to critically evaluate research, and potentially contributes to the research base of Chinese medicine. The Capstone Proposal must be approved by both the Capstone Advisor and the Research Director, and the faculty committee will evaluate the following: : 1) The research interest, ethical issues, and methods of addressing each in the research; 2) Data gathering methods; 3) Progress toward completion, 4) CCM theory, diagnosis, treatment, 5) Quote from the CCM text, and 6) Final Project content, format, and delivery. The research proposal should be no more than 3,000 words, excluding the reference list/bibliography. Evaluation will also focus on CCM theory, diagnosis, treatment, and inclusion of quotes from the CCM text.

Prereq/Coreq: all other DAOM courses

Faculty

**The faculty listed in this section was current in the trimester that this catalog was printed. For the most recent listing of faculty, please go to CSTCM Website at www.cstcm.edu; under the "Academics" tab, click on the link "Our Faculty".*

Note: ** Designates Core Faculty.

Joseph Brady, L.Ac., Dipl. O.M., MSTCM



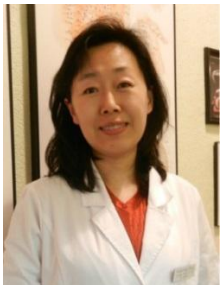
Joe earned his Master's degree in Traditional Chinese Medicine from the CSTCM in 2006. Currently a clinic supervisor and faculty member at CSTCM, Joe is also on faculty at the University of Denver. An internationally recognized expert on healthy aging, Joe has spent over 25 years teaching t'ai chi, qigong and Traditional Chinese Medicine at the University of Colorado, Health Sciences Center, the University of Denver, and Metropolitan State University. Former columnist on healthy aging for the Rocky Mountain News, he has presented at many scientific and medical conferences including at the Harvard Medical School's Osher Institute on Integrative Medicine and has twice been a featured presenter at the Oxford Roundtable at Harris Manchester College in the University of Oxford U.K. He currently runs his own clinic in Denver Colorado. ****Core Faculty and Chair of CSTCM Research Department.**

Yi Cao, L.Ac., Dipl. Ac., BM (China)



Yi Cao is a third generation Traditional Chinese Medicine doctor who graduated from Heilongjiang University of Traditional Chinese Medicine. He has published many articles in the Journal of Clinical Acupuncture and Moxibustion, has been invited to many international conferences and has won many awards in China. Yi has taught acupuncture and supervised clinic interns at the university and in the hospital before coming to the United States. He is a Nationally Certified Diplomate in Acupuncture through the NCCAOM and is a licensed acupuncturist in Colorado. He specializes in the areas of neurological and psychological problems and currently has a private practice in Denver, Colorado. ****Core Faculty and Core Clinical Supervisor**

Xiaorong Ding, L.Ac., Dipl. Ac., PhD (China)



Xiaorong received her BM from Heilongjiang University of Traditional Chinese Medicine, Harbin, P.R. China. She received her MS and her PhD from the Department of Acupuncture, Tianjin University of Traditional Chinese Medicine. Her postdoctoral work was research on the integration of Traditional Chinese Medicine and Western Medicine at the China Academy of Chinese Medical Sciences in Beijing. She specializes in treatment of Wind stroke, Dementia, Women's Medicine and joint pain at the First Teaching Hospital of Tianjin TCM University in Tianjin. Xiaorong taught foreign students in China from the US, Canada, Holland and Brazil. She moved from Beijing to Denver to join the faculty of Colorado School of Traditional Chinese Medicine. ****Core Faculty**

Kevin V. Ergil, L.Ac., Dipl.OM., M.A., DACM



Dr. Ergil is an anthropologist and a clinical acupuncturist since 1990. He has served as President of the American College of TCM in San Francisco, Founding Dean and Director of Pacific College of Oriental Medicine in NY, and as Director of Research for the NY College of Health Professions. He was a Professor at NYCC from 2006 to 2019 and served as Acupuncture Clinical Lead at the Canandaigua VA from 2008 to 2019. He was recently the Director Health Sciences at Wells College, where he also served as Director of the Collegiate Science and Technology Entry Program. Dr. Ergil is Chair of the New York State Education Department Acupuncture Board. Over the years Dr. Ergil has worked to develop and practice acupuncture in several integrative programs at hospitals and outpatient facilities. Presently he teaches at several schools and maintains a consultancy (Ambit Informatics Ltd.) which provides guidance and support to clients in the areas of education, health and technology.

Dr. Ergil's research interests include Tibetan medicine, safety and efficacy issues related to single substance phytopharmacy, drug-herb interaction and toxicity issues in herbal medicine, the assessment of clinical outcomes in complementary and alternative therapies, and the clinical management of chronic pain. He has been an invited teacher in Australia, Germany, and the Republic of China and has numerous publications, including two textbooks.

Linda Hao, L.Ac., Dipl. Ac., PhD (China), D.O.M



Dr. Linda Hao obtained a doctor's degree of Chinese Medicine and Acupuncture from the Heilongjiang University of Traditional Chinese Medicine (TCM). She is the founder & full professor of Neuro-Acupuncture Institute and was the founder of International Academy of Scalp-Acupuncture in Santa Fe, NM.

Dr. Hao was honored with "Drs. Linda & Jason Hao's Day" by Mayor Gonzales, Santa Fe, NM in 2018, and selected as one of Top Ten Honorees in the *Hundred Professionals Hundred Schools Award*, by World Federation of Chinese Medicine Societies, Academy of Science in Chinese Medicine, and Beijing Chinese Medical University.

Dr. Hao has published more than 10 books and articles, including *Chinese Scalp Acupuncture*, *Pain Management*, chapter 11 of *The Scientific Basis of Integrative Health 3rd version*, etc.

Yuxin He, L.Ac., Dipl. Ac., PhD (China), MD



Dr. Yuxin He's expertise as a teacher and practitioner enriches the learning experience of the students at AOMA Graduate School of Integrative Medicine and his contributions to both community and to the larger profession embody the institution's commitment to excellence. In addition to his considerable interaction with the larger profession at the national level, Dr. He serves AOMA as Dean of Academics and as a senior faculty member. He is also the founder and president of the Acupuncture & Chinese Medical Center.

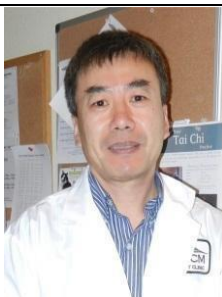
Dr. He is an award-winning researcher whose contributions to the

profession are numerous and substantive. He is the author of eight books on Chinese medicine and has published a number of scholarly articles in respected professional journals. Before coming to Texas, Dr. He earned his degrees and taught in five of China's top medical schools. Because of his outstanding contributions to the advancement of the field, Dr. He has received many awards and honors over the years. Dr. He is reputedly one of the leading and most skillful acupuncturists and herbal specialists currently in practice, with more than 30 years of teaching and clinical experience. His clinical specialties today include pain management, sport injury, mental disorders, and palliative care for cancer patients undergoing chemotherapy and radiation.

Dr. He is actively engaged in the development of the larger profession. Among his roles on the national level, Dr. He is a member of the NCCAOM (National Certification Commission for Acupuncture and Oriental Medicine) examination development committee; as such, he and other nationally respected experts evaluate licensing exam questions. Dr.

He is also a member of the editorial committee for <<中国针灸>>, *the International Journal of Clinical Acupuncture, Alternative Therapies in Health and Medicine* and for *Global Advances in Health & Medicine*.

Dayong Hou, L.Ac., Dipl. Ac., BM (China)



Dayong graduated from Hei Long Jiang University of TCM, Harbin, China in 1989. Prior to and after completion of this program, he further developed his expertise by training with his father, Dr. Lusheng Hou, well known western and eastern doctor and leader of Acheng hospital. He specialized in both individualized treatment and in diagnosis in herbs, acupuncture, Tui Na and traditional rehabilitation exercise. He completed his residency as doctor at Harbin Dao Li Hospital and became the Director of the Acupuncture and Moxibustion Department in 1994. He is an instructor and a clinic supervisor at CSTCM and also runs his own acupuncture clinic. He is nationally certified in Acupuncture by the NCCAOM and is a licensed acupuncturist in Colorado. ***Core Clinical Supervisor*

Erqiang Li, L.Ac., Dipl. Ac., PhD (China)



Dr. Erqiang Li is a Florida Licensed and National Board Certified Acupuncture Physician. Graduated from Heilongjiang University of Traditional Chinese Medicine in 1980, a Master degree in 1984 and a PhD in 1990. Specialized in ancient Chinese acupuncture techniques Dr. Li is tutored by a famous acupuncturist in China Prof. Zhang Jin. Dr. Li is a doctor in chief at Heilongjiang Academy of TCM when he came to Europe 1992, where he has then taught many professional seminars on in many countries.

Since 2000, Prof. Dr. Li has taught at Florida Institute of TCM in St Petersburg FL, and taught at East West College of Natural Medicine in Sarasota FL for years. Since then, Prof. Dr. Li has provided many professional seminars at many States in the US. With over 40 years of clinical experiences, Prof. Dr. Li is very popular in his field and is

nicknamed by his patient as ‘Magic Needle’.

Chuan Liu, L.Ac., Dipl. Ac., PhD (China)



Dr. Chuan Liu received his Ph.D. in Acupuncture from Heilongjiang University of Chinese Medicine in China, one of the top prestigious Chinese Medicine Universities, the University is well-known for its great emphasis on the development of physicians by teaching Eastern and Western medical therapeutics, Dr. Liu was honored “the Extraordinary Graduate” for his outstanding academics. Dr. Liu was born and raised in Heilongjiang province, China to a family that has been practicing Medicine for generations.

As a professor and clinic supervisor, Dr. Liu has worked at the Midwest College of Oriental Medicine over 12 years in Racine, Wisconsin and Chicago Illinois, the classes he has taught include Acupuncture Needling Technique, TuiNa, Herbology, Physical Examination, Chinese Internal Medicine and Nutrition. He has lectured on Complementary and Alternative Medicine topics in many schools including the Medical School at UW Madison, WI. Dr. Liu was also on staff as an Acupuncture Physician at the Pain Management Center of Brookfield, Delafield and Kenosha, Wisconsin from 1999 to 2002. With his extensive teaching experience and vast array of clinical skills, Dr. Liu has earned himself a strong reputation amongst students, colleagues and his patients.

In 2003, Dr. Liu founded Midwest Alternative Medicine Clinic, LLC, known as Milwaukee Acupuncture and Health Center in Milwaukee, Wisconsin. The Clinic focus on the integration of traditional oriental healing art and western medical modalities in order to provide people more extensive and effective healthcare choices. Dr. Liu specializes in Medical Acupuncture and Herbal Medicine for pain management, his goal is to help as many people as possible by eliminating symptoms of disease, restoring proper body function and improving the quality of life.

Rui Nan, L.Ac., Dipl. Ac., MM & BM (China)



Rui Nan, a third-generation practitioner of Chinese Medicine, earned her Bachelor of Medicine from Heilongjiang University of Chinese Medicine in 1998 and her Master of Medicine from Beijing University of Chinese Medicine in 2002. With several published texts, Rui Nan is a highly qualified practitioner. She holds a National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) certification in acupuncture and is a licensed acupuncturist in Colorado. She currently runs a private practice on the CSTCM campus. Rui Nan has dedicated recent years to a careful and thorough study of classical Chinese Medicine texts, gaining insights beyond what is typically found in textbooks. She has achieved excellent treatment results for a variety of diseases. ***Core Faculty*

Zhizhong Nan, L.Ac., Dipl. Ac., PhD (China)



Upon completion of an eleven-year program, Dr. Nan obtained a doctor's degree of Chinese Medicine and Acupuncture from the prestigious Heilongjiang University of Traditional Chinese Medicine (TCM), one of the top medical schools in China. Prior to and after completion of this program, Dr. Nan further developed his expertise by training with his uncle, Dr. Jingzhen Nan, a well-known acupuncture doctor and professor at the Heilongjiang University of TCM, as well as his aunt, Dr. Xuehua Wang, a nationally renowned, top-100-doctor in China, who specializes in infertility and pediatrics.

In over 21 years of teaching, he has trained thousands of acupuncturists both in China and the U.S. at schools of TCM and at seminars in both the U.S. and China. Through his work in China and then Nan's Acupuncture Clinic, founded in 1993, Dr. Nan has helped his patients not only regain their health, vitality and youth, but also to maintain their health once regained and taught them how to lead healthier, more energized lives.

He was a member of a clinical research team on pain management with Kaiser Permanente and Saint Joseph Hospital, 1993-1996. Since 1995, he has been the official acupuncturist for the Denver Broncos. Prior to Broncos, he also served as the official acupuncturist for the Colorado Rapids soccer team. Also, since 2004, Dr. Nan has been volunteering his time as a speaker of the distinguished non-profit Foundation for Wellness Professionals, a national organization of health care experts who lecture free-of-charge in their communities to educate the public on ways to maintain their health and prevent disease.

Xiaochuan Pan, L.Ac, MM. & BM. (TCM - China)



Professor Pan Xiaochuan graduated from Heilongjiang University of Traditional Chinese Medicine in 1983 and earned a master's degree in TCM from Dalian Medical University in 1991. Professor Pan was president of the Canadian Oriental Medical College from 2001 to 2009, & vice chairman of Acupuncture Council of British Columbia from 2010 to 2012. Professor Pan has been practicing & teaching TCM in Victoria, BC since 1999. Since 2012 he has dedicated himself to teaching & promoting his Classical Chinese Medicine Self-consistent System all around the world. More than thirty years of studying the classic Chinese medicine literature led Professor Pan to develop the Classical Chinese Medicine Self-Consistent System. The System is based on the classic texts including the Huang Di Nei Jing, Nan Jing, the Yi Jing & the synthesis of Classical Chinese Medicine with TCM theory & modern astrophysics.

Songtao Zhou, MS



Songtao Zhou (Tao) graduated from Renmin University of Computer Science in 1997, and earned the master degree of Computer Science from Beijing Institute of Technology in 2004. Tao's knowledge in science and the Chinese Medicine family background, make him have a good understanding of the theory of Chinese Medicine and the Five Yun and Six Qi. He started to learn from Prof. Pan in 2018, after finished a series seminars, he is a certified SCS-CCM theoretical foundations instructor since 2020. As the DAOM program Director, he developed the DAOM program focus in CCM at CSTCM.

Guest Lecturers

**The lecturers listed in this section have learned the Xiaochuan Pan's Self Consistent System of Classical Chinese Medicine for years and have strong knowledge of Classical Chinese Medicine texts. They will teach in the DAOM programs to enrich the education delivered to students.*

Yonggang Han, Ph.D (China), L.Ac (England)

Yonggan Han graduated and received Ph.D at China Academy of Chinese Medical Sciences in 2008. During the course of my postgraduate and doctoral studies, he published 18 academic papers and 9 medical monographs in some core areas of TCM. His educational background laid out a deep and solid foundation for theoretical research in various areas of TCM. More importantly, his 25 years' experience as a professional TCM doctor enables him to put the theories into practice through which he gained uniquely rich and valuable experience. In the meantime, he has strong organizational ability and has commitment to be an excellent team player with good sense of cooperation

Szenan Phua, BM (China), L.Ac (New Zealand)

Szenan Phua undertook his studies in China at Shanghai University of Traditional Chinese Medicine, completing a five year bachelor's degree majoring in Herbal Medicine, Acupuncture and Tuina (Chinese therapeutic massage). Szenan had the privilege of studying under some of the most distinguished practitioners in China. He Started to learn and practice the acupuncture technique from Dr. Xiaochuan Pan from 2016

Wen Tian, BM (China), L.Ac

Wen Tian, is a licensed Acupuncturist and Herbalist in Massachusetts. She is also a teacher at the New England School of Acupuncture at MCPHS University. She has 25 years of clinical experience in Acupuncture and 12 years of teaching experience in herbs and acupuncture needling. She was raised from a traditional Chinese family, influenced by her mother, who was a professor in research about nationalities history in south China, and her grandfather, who was also a famous scholar in those fields. She excels at reading and understanding ancient Chinese linguistics. She has been studying the Huangdi Neijing for 14 years. With years of consistent studying of the ancient Classical textbooks such as the Huangdi Neijing and Nan Jing, and

integrated with years of clinical practice, she has developed quite a few useful diagnosis and needling methods, like the special method of treating tendon and muscles, Fan Zhen Jie Ci; the special method for bone problems, Cui Zhen Yao Yun; the Renying and Maikou pulse regulating method based on the body parts for diagnosis and treatment methods, the San Sheng needling method; and the five elements year and six meridians qi, Six Qi meridians method. These methods originate from the Classical textbooks, and have been proven very effective in clinical practice.

DAOM Admissions

In compliance with the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) standards, students entering the DAOM program must satisfy one of the following requirements:

1. Complete an ACAHM-accredited or pre-accredited entry-level program (i.e., master's or professional doctorate) in Oriental medicine; or
2. Complete an ACAHM-accredited or pre-accredited entry-level program (master's or professional doctorate) in Acupuncture and at least 45 hours of herb courses; or
3. Complete education in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service, to validate the applicant has achieved professional competencies equivalent to an ACAHM-accredited or pre-accredited master's- level program in Acupuncture with at least 45 herb hours; or
4. Licensed acupuncturists who have not completed an ACAHM-accredited or pre-accredited entry- level program (i.e., master's or professional doctorate) in Acupuncture or Oriental medicine must:
 - a. Demonstrate and provide documents to validate the achievement of professional competencies equivalent to an ACAHM-accredited or pre-accredited master's-level program in acupuncture or in Oriental medicine.
 - b. Complete any deficiencies identified in CSTCM's Masters or Professional Doctorate courses.

CSTCM's programs are all taught in English. Therefore, English language competency is required for all students seeking admission.

International applicants whose native language is not English are required to provide proof of English proficiency for admission to degree, certificate, and non-degree graduate programs. This must be demonstrated by one of the following means:

1. The applicant must have completed one of the following:
 - 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.

In all cases, English must have been both the language of instruction and the language of the curriculum used.

OR

2. The applicant must have completed one of the following assessments at the required level:

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

All students entering the program must have a laptop or other suitable device for accessing PDF course materials and other digital and online materials.

CSTCM is approved to issue an I-20 Certificate of Eligibility for an F-1 Student Visa for international students. In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service. International students are responsible for their own English translation of transcripts and educational credential review of transcripts by an authorized agency if needed. (One such service is the World Education Services, Inc., PO Box 745 Old Chelsea Station, New York, NY 10013-0745, telephone 212-966-6311).

The Immigration and Naturalization Service requires that all students on an F-1 visa maintain a full-time program of study, participate in classes regularly, and maintain satisfactory progress. International students must also send an affidavit of financial support from the student's sponsor or bank to show proof of sufficient funds to meet their tuition and living expenses for at least one year. English language competency is required of all students seeking admission to the program taught in English.

Applicants are also required to provide two letters of recommendation, a Curriculum Vitae, two passport photos, valid photo identification, a personal statement, and an interview with a CSTCM administrator. We do not accept credit through prior learning assessment for the admissions requirement of 60 or 90 college semester credits.

All students entering the program must have a laptop or other suitable device for accessing PDF course materials and other digital and online materials.

CSTCM is looking for students who have a realistic view of education and show the desire, motivation, and firm commitment to become dedicated, compassionate, and skilled TCM practitioners. The admissions committee assesses applicants throughout the application process.

The committee reviews each applicant from numerous perspectives, including academic achievement, professional and life experiences, communication skills, and motivation. The programs at CSTCM require a strong commitment to learning multiple difficult skills. Prospective applicants are welcome to schedule an appointment with a CSTCM representative who will assist the prospective applicant in making a decision about applying. They can also arrange a tour of the school and visit some classes. We encourage all prospective applicants to visit the school. These arrangements can be made with the Recruitment Director.

CSTCM has a nondiscrimination policy. Qualified applicants are considered based on individual merit without regard to disability, gender, veteran status, marital status, sexual orientation, age, religion, race, or national or ethnic origin. This policy applies to all school matters and to all rights, privileges, programs, and activities generally accorded or made available to students at CSTCM.

Completed applications are due at least 2 months before the start of the trimester. Class size is limited. If space allows, applications may be accepted up to 1 week before the start of the 1st trimester, although we recommend applying early. Those who are not accepted into the entering class for space reasons will be put on a waiting list.

Students must finish the DAOM program in a maximum of 48 months.

CSTCM reserves the right to cancel a starting class if the number of students enrolling is deemed insufficient. If a starting class is canceled, CSTCM will fully refund all money paid by students denied admittance.

All students must meet graduation requirements in effect at the time of graduation, rather than at the time of application unless written policy states otherwise.

Transfer Student's Credit

CSTCM only accepts transfer credits documented by an official transcript sent directly from the institute. For credits earned more than five years prior to admission, students must document that the requisite knowledge and competencies have been retained.

CSTCM DAOM program only accepts transfer credit for the following courses: APDINT513 Integrative Collaborative Medicine (15hours), or/and APDRSH514 Clinical Research Paper Writing (15 hours), or/and APDRSH524 Clinical Research Methodology I (15hours), or/and APDRSH534 Clinical Research Methodology II (15hours).

Please refer to the Standard Fee Schedule for current information on Transfer Credit and Application Fees. For more information on transfer credit contact the CSTCM DAOM Dean at daom@cstcm.edu

Auditing Courses

Graduates of the CSTCM DAOM program and students currently enrolled in the DAOM program may audit a course that they have previously completed.

Fee Schedule

Admission Fees

Application Fee (non I-20 Visa)	\$50.00
Foreign (I-20 Visa) Student Application Fee	\$100.00
Late Application Fee (within 30 days of class starting)	\$100.00

Standard Fees Per Trimester

Clinic Fee (per trimester)	\$95.00
Documents Processing /Transcript Fee (per trimester)	\$20.00
Library Fee (per trimester)	\$25.00
Registration Fee (per trimester)	\$25.00
Student Malpractice Insurance (per trimester)	
(can be waived if add CSTCM to current professional insurance)	\$75.00
Technology Services Fee (per trimester)	\$123.00

Circumstantial Fees (These fees are incurred under special circumstances)

Administrative Fees

Add/Drop Clinic Fee (after Registration)	\$75.00
Add/Drop Course Fee (after Registration)	\$25.00
Audit Fee (per course)	\$100.00
Incomplete in a Course	\$25.00
Late Payment Fee (charged monthly on accounts past due 15 days or more)	\$25.00
Late Registration Fee (any time after posted deadline)	\$100.00
Missing Academic Advising	\$50.00
Official Transcripts (other than graduation set)	\$10.00
Returned Check Fee	\$35.00
Student ID Card (replacement)	\$10.00
Withdrawal Fee	\$150.00

Transfer Credit

Transfer Credit Evaluation Fee	\$50.00
Transfer Credit per Course Fee (Non-CCM Courses, not to exceed \$500)	\$50.00

Examination Fees

Make-up Exams / tests / Quizzes (missed due to illness, etc.)	\$40.00
Practical Individual Skill Evaluation Retake	\$75.00
Re-Take Exam / Test / Quiz (previously failed)	
(within 7 days of receiving score)	\$60.00
(after 7 days)	\$100.00

Tuition

Entire DAOM program Tuition 1,215 hours (Cohort 2023)*	\$34,020.00 (\$28/hour)
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Entire DAOM program Tuition 1,215 hours (Cohort 2024)*	\$37,665.00 (\$31/hour)
Entire program Tuition paid in advance (guarantees current tuition rate for entire program)	5% discount

Tuition and fees are subject to change at the start of each trimester only. Payment for each trimester is due the first day of class. Entire Program Tuition paid in advance guarantees the current tuition rate for the entire program. All fees are non-refundable

Total Cost of Program

Total Cost of DAOM Program		Total Cost of DAOM Program	
Cohort 2023	DAOM	Cohort 2024	DAOM
Program Hours	1,215	Program Hours	1,215
Credits	53.5	Credits	53.5
Total tuition	34,020	Total tuition	37,665
Fees	1,728	Fees	1,728
Books, Supplies	1,000	Books, Supplies	1,000
Total cost of program	\$36,748	Total cost of program	\$40,393

Financial Aid

At this time financial aid is not available for the CSTCM Advanced Practice doctoral degree program. Financial aid will become available once CSTCM has been granted accreditation by ACAHM. CSTCM anticipates this to occur later in early 2024. CSTCM will update this information as it becomes available.

Scholarship

CSTCM offers the following scholarship for DAOM students:

- Academic Achievement scholarship: \$5000 awarded to students who achieved a GPA>3.8 in the Master's program.
- Business Achievement scholarship: \$5000 awarded to students who own a clinic with an annual income exceeding \$65,000.
- Research and Publishing Achievement scholarship: \$5000 awarded to students who have published more than five articles or one book in the TCM field.

* Please note that the maximum combined amount of discounts and scholarships that a student can receive is \$15,000.

Tests / Quizzes / Exams

Written, practical and oral exams are used to determine the DAOM students' progress. All courses in the DAOM program are Pass/Fail courses with a required passing score of 70% for all

participation, papers and/or assignments, quizzes and final exams.

Grades

Students will receive notification of passing or failing a course within 3 weeks of the end of the trimester. A pass or fail grade is determined by participation in the course, and the completion of any papers and/or assignments and/or quizzes or exams for some courses.

Each course syllabus gives a detailed description of the requirements for passing the course.

Course Grading Policy

P	Pass
F	Fail = <70%
I	Incomplete
W	Withdraw
TC	Transfer Credit

No transcripts or documents will be released if there is an outstanding financial balance owed to CSTCM.

Progress Evaluations

DAOM faculty are required to notify the DAOM Academic Dean of any student whose progress in a course is in question after the course midpoint in order for the student to have ample time to improve their academic progress. All DAOM clinical interns are assessed during each trimester in clinical internship. Any student intern with poor performance of any kind in clinic could be required to repeat that particular clinic.

Course / Faculty / Administration Evaluations

One time during each trimester, DAOM students will be given access to online evaluation forms to evaluate the effectiveness of the instruction in the DAOM program. Each course, each instructor, and the CSTCM administration will be evaluated every trimester. This information is then compiled, and faculty are given a summary. Faculty never see the original evaluation forms. The information is used for future development and planning of the program.

Before graduation, graduates are given a program evaluation and a questionnaire to give an overall assessment of the program and their experiences, along with questions about their progress in clinical practice.

Participation / Tardiness

In learning the classic texts, participation in all classes is crucial. CSTCM expects 100% in person participation in all courses, clinical observation, and clinical internships. Students can miss up to 3 class per course per trimester. Missing classes may very well limit a student's grasp

and clinical application of the material studied in the DAOM program. Students are expected to arrive on time for all classes. Tardiness is disrespectful to the instructor and to classmates. Tardiness or leaving class early may be counted as missed participation or lowering of the student's grade, at the instructor's discretion.

In the clinical internship portion of the program, students are expected to remain in the clinic / Yan Jing Supply area for the clinic's duration and remain in all classes until the class is over unless they have the instructor's permission to leave early.

Drop / Add Courses

Due to the curriculum, CSTCM does not recommend students to drop any courses, by doing so, it will delay the student graduation up to 1-2 years.

Notice of withdrawal from a course must be made in writing and submitted to the DAOM Academic Dean or the DAOM Program Director. of Students. There is a Drop/Add fee of \$25 for each course or \$75 for each clinic. Any refunds shall be made according to the refund policy. Notice of withdrawal from a course must be made in writing and submitted to the Academic Dean of Students. There is a Drop/Add fee of \$25 for each course or \$75 for each clinic. Any refunds shall be made according to the refund policy.

Students need to keep a copy of any enrollment agreement, contract, or application to document enrollment; tuition receipts or canceled checks to document the total amount of tuition paid; and records showing the percentage of the course work completed. Such records could help substantiate a claim for reimbursement if there is a problem.

Leave of Absence

The DAOM program does not offer LOA. Students must consult with the DAOM Academic Dean to request any change to their enrollment status in the program.

DAOM program Leave and Return Policy

If a DAOM candidate needs to take a break from the program, with approval by the DAOM Dean and DAOM Program Director, they can return without reapplying for admission within two calendar years.

Leave and Return Policy eligibility includes:

- Physical or mental health concerns
- Family obligations
- Financial concerns
- Military service
- Academics—failed in one course and this course is not offered for upcoming term, academic struggles, or lack of direction, studying abroad, etc.
- Career opportunities

Withdrawal / Termination

A student may voluntarily withdraw or terminate their enrollment contract at any time upon written notification to the school. Such notification will be entered into the student's record. Failure to withdraw/terminate properly may result in the assignment of failing grades that become part of the student's permanent record. An exit interview with the DAOM Academic Dean is required for all students who withdraw/terminate. The official date of withdrawal shall be the date on which CSTCM receives written notice of the student's intention to discontinue the program of study.

When a student is aware of impending unavoidable missed participation, they should provide documentation regarding missed participation. Such documentation will be kept in the student's file for review by the administration when a suspension/termination decision is made. Failure to provide proper notification of impending unavoidable missed participation and or failure to participate in classes for 30 calendar days may result in suspension/termination. Any student who has been suspended or terminated for violation of the participation policy has the right to appeal. If the student feels there are extenuating circumstances that would alter their participation record, they must describe these circumstances in a letter to the Dean.

The Dean must receive this letter on or before a specified appeal date. The student will be required to have a personal meeting with the Dean to discuss the appeal.

Re-Admission

A student who has not participated in classes for more than 6 months must apply for re-admission and be admitted through the standard admission process before continuing in the program. Any outstanding bills owed must be paid before re-admission. Students who are allowed to re-enter the program must meet all graduation requirements and pay the tuition rate that is in effect at the time of re-admission regardless of what the requirements were when the student initially enrolled.

Graduation Requirements

In order to graduate, students must:

- Successfully complete all courses (53.5 credits) with a minimum grade of P (70%) in each course:
- Complete all observation and clinical (both internship and externship) work to the satisfaction of the DAOM Academic Dean and CSTCM Clinic Director.
- Complete clinical research/capstone project.
- Have a completed graduation checklist
- Clear all accounts with CSTCM (for example, financial obligation, library books returned, etc.)

Student Academic Conduct

A general overview of student academic conduct is provided below. Detailed explanations, guidance, and requirements on academic conduct, professionalism, ethics, and academic

expectations for the programs are published in the Technical Standards, Student Handbooks, Clinic manuals, and syllabi. For example, students are subject to disciplinary action or dismissal for any of the following:

- unsatisfactory academic performance
- failure to meet financial obligations
- any type of dishonesty, such as cheating, plagiarism, forgery, or misuse of school documents
- any type of theft
- any type of property damage
- unauthorized entry or use of any CSTCM facilities
- any type of disruption, unprofessional behavior, or disorderly conduct in any class, clinic, or function
- not leaving clinic, classrooms, or school grounds areas clean and tidy
- any type of physical or emotional abuse or threats of violence
- any type of unethical behavior in clinic
- soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or probation
- use, possession, or sale of controlled substances or alcohol on CSTCM premises

(See Student Handbook, Technical Standards, Clinic Manual and refer to syllabi for course-specific requirements related to expected academic conduct.)

The Dean will send a warning letter to any student whose performance is unsatisfactory, as defined above. The letter will explain the situation, suggest corrective measures, set up a time frame for the actions to be carried out, and generally outline probationary procedures. If the student's performance does not become satisfactory, the student will be put on probation, and the student will remain on probation until the situation is corrected. This probation will be noted in the student's file. If the problem is not corrected, the student may be dismissed.

Student Grievance Procedures, Complaint Form, and Guidance

A student with a grievance that cannot be first settled with an instructor, another student, or then by the Administration Office may follow the following procedure:

- File a Notice of Student Complaint if not satisfied with the replies.
- Apply for a grievance hearing before the Grievance Committee

Complaints, which cannot be resolved by direct negotiation between the student and the school, may be filed with the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). ACAHM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068. (Please note that ACAHM's complaint policy is not a mechanism for adjudication of disputes between individuals and programs. As such, the Commission will only consider complaints that allege violations of ACAHM's Eligibility Requirements, Standards and Criteria for Accreditation, policies or procedures. The Commission cannot, for instance, direct a program to change a grade, re-admit a student, or reinstate a faculty member.)

Alternatively, students may write to the Colorado Department of Higher Education, 1600 Broadway, Suite 2200, Denver CO. 80202; To file a complaint against a Colorado Institution of Higher Education (IHE), please visit this CDHE website:

<https://highered.colorado.gov/academics/complaints/> (Please note that the Colorado Department of Higher Education is a coordinating agency, not a regulatory agency. Therefore, the CDHE has limited jurisdiction over Institutions of Higher Education in the state of Colorado. Before filing a complaint with the CDHE, students must follow the appeal procedures at their IHE. Each IHE has a process for addressing student complaints. Filing a complaint with the CDHE is the last resort).

(See Student Handbook)

Academic GPA Probation

If a DAOM student falls below the required attendance or course performance requirements, the DAOM Academic Dean will notify them. The Dean will discuss a corrective action plan with the student and provide a time frame for the student to meet the academic requirements of the program (usually 30-90 days). In addition, DAOM students are expected to maintain their GPA/Course Grades at or above the minimum requirement. If a student falls below the requirement, the Dean can place the student on Academic GPA Probation and require the student to correct the GPA within a specified time. If a student fails to meet the probation requirement, they can be suspended or dismissed from the program.

Academic GPA Dismissal

DAOM students are subject to dismissal from the program under the following circumstances:

- not clearing Academic Probation within one trimester, or
- issues as stated under Student Conduct

Academic Appeals Procedures

These procedures apply to appeals of grades, probation, suspension, or dismissal resulting from a finding of academic dishonesty. Informal communication between faculty and students will usually resolve disputes about grading, grade changes, cheating, plagiarism, or expulsion from class. If the student and the faculty member cannot arrive at a solution, the DAOM Academic Dean should be consulted. (See DAOM Student Handbook)

Grade Appeals Process

(See Student Handbook)

Student Right to Privacy of Educational Records

The amended Family Educational Rights and Privacy Act of 1974 (FERPA) and the Rules and Regulations of the U.S. Department of Health and Human Services provide certain rights regarding educational records. Students have the right to review their educational records; the

right to request, by formal amendment or formal hearing, changes in those records if it is believed that the records are inaccurate, misleading, or violate the student's rights; and the right to insert in such records clarifying statements if, after a hearing, the school declines to make changes requested. Student records may not be disclosed to anyone else without the student's written consent. Certain types of records are excluded by law from inspection, such as a parent's financial information or a student's psychiatrist's or physician's records. The school is allowed to release directory information on a student unless a student requests in writing that directory information be withheld. The following is considered to be directory information: student's name, address, telephone number, sex, date and place of birth, major field of study, dates of participation, degrees, awards, most recent previous educational institutions attended, past and present activities and academic status.

For more information visit: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/>

Refund Policy

Before the first day of class, students who withdraw from the program will receive a full refund of all deposits, tuition, and fees paid except for the application fee. In the case of a student withdrawing from the program after the first day of classes, the school charges a withdrawal fee, and the student is refunded the calculated tuition cost of contact hours that occur on or after the date the administrative office receives a written withdrawal notice. All courses are calculated by the exact contract hours taken. For students who continue in the program but drop a course(s), there will be no refunds. Any time after registering for a course, the drop fee will be applicable.

Refunds will be made within 30 days of the office receiving the written withdrawal notice. Refunds are made consistent with applicable state and federal regulations.

When financial aid is available for DAOM students, refunds will be issued first to the appropriate Title IV financial aid program (if applicable), second to any non-Title IV financial aid programs (if applicable), and third to the student.

There is no refund for books, supplies, materials, insurance, or fees (refer to the fee schedule). The student may cancel their contract at any time before the close of the third business day after signing the enrollment agreement or any time before the first day of classes.

The official date of termination for refund purposes is the date the administrative office receives written notice. All refunds will be made within 30 days from the date of termination.

The student will receive a full refund of tuition and fees paid if the school discontinues a course/program within a period of time a student could have reasonably completed it, except that this provision shall not apply if the school ceases operation.

Return to Title IV Policy

When financial aid is available for DAOM students, Federal regulations require that when a student officially withdraws or stop participating in classes, that the amount Federal Title IV

financial aid assistance that they have “earned” up to that point must be calculated using a pro-rata formula based on the last date the student participated in class (not the date notice was given). CSTCM has credit hour, term programs, and the return is always calculated based on the payment period. If a student received more financial aid than earned, excess funds would be returned on their behalf by CSTCM to the program in which they received aid. Any returns will come from Unsubsidized Direct loans first and any remaining amount from Graduate PLUS loans. CSTCM will return the amount of unearned Direct Loans as soon as possible but always within 45 days after the withdrawal's determination date. In some instances, this will leave the student owing to CSTCM.

If a student has completed more than sixty percent (60%) of a period of enrollment, they have earned all of their Financial Aid, and funds will not be returned. Anything less than earning 60% of their aid will require adjustment and billing. If a withdrawn student has qualified for disbursement of earned Title IV funds, the student will be notified and, upon accepting those funds, the funds will be made available within 30 days.

Upon receipt of the official withdrawal notification from the Dean's Office, the Financial Aid Administrator will perform the return calculation. The student will be notified by mail or e-mail. If there is any outstanding balance with CSTCM, the student is responsible for making payment arrangements with the CSTCM bookkeeper.

Discontinuance

If CSTCM discontinues the program of instruction after the commencement thereof, the student is entitled to a refund as described in the Refund Policy. Any money due to the student will be refunded within 30 days.

Transfer of Credit

CSTCM does not guarantee the transferability of its credits to any other institution unless there is a written agreement with another institution. Many schools will consider accepting CSTCM credit. Each individual school determines whether credits are accepted.

Official Termination Date

See Withdrawal / Termination from Program section.

Emergency Procedures

During any emergency period at the school, the CSTCM President may place into immediate effect any emergency regulations or procedures deemed necessary.

Student Services

New Student Orientation

CSTCM schedules Orientation for new DAOM students before the first week of school. All incoming students will receive an invitation with the date and time for the required Orientation Meeting. CSTCM strives to help new students get off to the best possible start by preparing them for the challenges and experiences of the CSTCM DAOM program.

Office Hours

Administrative Office hours vary each trimester. Please contact the office for exact hours. Holidays and breaks are published in the CSTCM schedule. CSTCM reserves the right to adjust or change the academic calendar and operating schedule whenever that is necessary.

Student Records

The Registrar maintains confidential permanent records of each student at CSTCM. Student Records contain the application, admissions, grade reports and transcripts, trimester registration, tuition contracts, and payments, etc. Each student has access to their records upon request during regular office hours.

Student ID Cards

Student ID cards are provided each year to students who are registered. ID cards can be used for various discounts around town. There is a \$10.00 fee for replacement ID cards.

Academic Advisor

DAOM students can meet with the DAOM Academic Dean to discuss their educational progress, concerns, and courses to enroll in the following trimesters.

Tutoring

DAOM students will have regular access to mentors and faculty. Students can discuss course topics and requirements with the student's mentor, faculty, and Dean. Tutoring is available upon request. If a student wants to arrange and pay for additional tutoring services, they can contact the DAOM Dean. The Dean will work with the student and DAOM faculty to arrange an appropriate tutor. Tutoring by DAOM faculty will require that the student pay additional fees for the time spent in tutorial sessions. Also, tutoring might be required under the terms of a corrective action plan (Academic Probation Conditions), and tutoring fees will apply.

Study Groups

DAOM students are encouraged to form study groups within their cohorts. If students need assistance in developing study groups, the DAOM Dean will be glad to help. Study groups are

one of the best ways for students to study.

Accommodation

Accommodation assistance is provided to help students find reasonably priced accommodation or other students wanting to share accommodation through listings on bulletin boards.

Student Handbook/Clinic Handbook

A Student Handbook containing all academic, clinical, and administrative policies in detail is given to each enrolling student. Students are expected to be familiar with the handbook's contents. Student memos that come out periodically should be considered an addendum (if applicable) to the Student Handbook and treated as such.

Instructor Phone and Email List

An instructor phone and email list is included with each trimester schedule.

Career Planning and Placement Assistance

CSTCM does not assist in job placement nor makes any guarantees. Most graduates establish their private practice or join existing acupuncture or multi-modality clinics. Various clinics often contact the school for a recommendation about various graduates. Employment opportunities, office space, and other notices are posted on the bulletin boards. The DAOM Program Director will inform APD graduates of any opportunities for teaching and clinic employment that arise.

Library

Library hours are posted each trimester. The library is available to all enrolled students and graduates and has English and Chinese language books, journals, and periodicals covering TCM, Western Medicine, and Alternative Medicine. It also has a TV/VCR with videos covering the same subjects and various anatomy models. Also, the library offers high-speed wireless internet access and networked computers with various software. Arrangements have been made with the University of Colorado Health Sciences Library for our students to have lending privileges. Also, faculty and students are encouraged to utilize other library resources in their studies, such as public and college libraries.

Yan Jing Supply and Bookstore

The Yan Jing Supply/bookstore has acupuncture supplies, books, required texts for TCM courses, and Chinese herbs. Yan Jing Supply hours are posted each trimester.

Class Representative / Student Association

A student representative needs to be elected for each incoming class. This student serves as a liaison between classes and the Administration. The Student Association is composed of

representatives from each class. The representative acts as a liaison between the student body and the administration.

Student Health Services

Students may use the health services provided by CSTCM in the Student Clinic at no cost.

Student Lounge

A student lounge with a refrigerator, microwave, and filtered water is in the basement. The lounge is available for studying, socializing, and eating. The roof-top deck is also available as a lounge and exercise area.

Newsletter

The CSTCM Newsletter is published one to three times a year. Students, faculty, and state practitioners are encouraged to submit articles for publication.

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