ORCCA

OREGON COLLEGE OF COMMUNITY ACUPUNCTURE

Liberation Acupuncture:

Educating the Next Generation of Community Acupuncturists

Student Catalog

2026-2027

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www.orcca.edu

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Director's Welcome

In the ORCCA classroom, there's a poster hanging on the wall with this quote by Ricardo Levins Morales:

"If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated or the shoreline seized for development. But if you teach me how to organize, then whatever the challenge, I can join together with my peers and we will fashion our own solution."

At ORCCA, we're teaching acupuncture, but we're also working to create conditions that support students learning to organize. Because the hardest part of being an acupuncturist isn't using needles, it's everything else. We believe that cooperation and self-organizing are the solution.

If Liberation Acupuncture is your vocation, you've found your school.

Welcome.

Vision and Values

Guided by the values of cooperation, solidarity, and healthcare equity, ORCCA generates skilled, socially conscious, and dedicated acupuncturists who are committed to impacting their communities for the common good, with a preferential option for our neighbors who are navigating precarity - lives with unpredictable and limited resources.

We train acupuncturists to practice as independent health care providers in a variety of settings. Our students will be prepared for self-employment settings such as sole proprietorships, partnerships, and group practices as well as employment in institutional settings such as cooperatives and working in partnership with public health agencies.

Mission Statement

The mission of the Oregon College of Community Acupuncture is to recruit and train students to provide acupuncture to underserved communities and to establish an academic foundation for the practice of Liberation Acupuncture.

Goals

The specific goals of ORCCA are to:

- Lower barriers for students who might not otherwise be able to access an acupuncture education or entry into the acupuncture profession, with preferential option for students who have a strong commitment to serving marginalized communities after graduation;

- Train students in an affordable, trauma-informed educational setting that emphasizes healthcare equity;

- Provide opportunities for students to learn organizational management through the praxis of school and clinic operations;

- Provide professional development coaching for students to strengthen the key capacities for working in and/or starting up a small business: resiliency, initiative, personal maturity, risk-tolerance, and leadership skills;

- Develop the principles, mechanisms, and implications of Liberation Acupuncture within an interdisciplinary context.

Educational Objectives

ORCCA prepares graduates to practice as independent health care practitioners. Our educational objectives are for ORCCA graduates to be able to:

- Demonstrate an understanding of acupuncture theory within its social and historical context; to apply critical reflection to all aspects of acupuncture theory and practice; and to be able to pass the relevant NCBAHM exams, or the equivalent;
- Identify and model all functions of a community acupuncture clinic; administer appropriate styles of community acupuncture; evaluate patients' needs and collaborate with patients to create effective treatment plans; establish a therapeutic relationship with patients; have good needling skills; demonstrate an understanding of their ethical and legal responsibilities; and identify and implement best practices for financially sustainable clinic operations;
- Model a trauma-informed and safety-focused practice of acupuncture; identify business policies and procedures that address social inequities in healthcare access and outcomes;
- Enter their careers as healthcare providers not unreasonably burdened by debt from the ORCCA program; in order to support this objective, ORCCA will keep the total cost of tuition and associated program expenses under the amount a graduate can reasonably expect to earn in their first year of employment, currently about $25,000;
- Demonstrate information and research literacy in order to successfully participate in the development of liberation acupuncture as a school of thought and practice;
- Demonstrate strong commitment to serve their communities as licensed acupuncturists after graduation.

School Calendar

All classes are taught in monthly 4 day modules in Portland, Oregon. Classes are held from Saturday to Tuesday, 9am to 5pm. New students will start in Cohort 13.

2026/2027							
Cohort 13			Cohort 11			Cohort 12	
Year 1			Year 3			Year 2	
Tuition due 9/4 & 3/7			Tuition due 9/12 & 3/14			Tuition due 9/19 & 3/15	
Introduction Day: 9/4							
Module 1	9/5 - 9/8		Module 25	9/12 - 9/15		Module 13	9/19 - 9/22
Module 2	10/3 - 10/6		Module 26	10/10 -10/13		Module 14	10/17 - 10/20
Module 3	10/31 - 11/3		Module 27	11/7 - 11/10		Module 15	11/14 - 11/17
Module 4	11/28- 12/1		Module 28	12/5 - 12/8		Module 16	12/12 - 12/15
Module 5	1/2 - 1/5		Module 29	2/13 - 2/16		Module 17	1/9 - 1/12
Module 6	2/6 - 2/9		Module 30	3/13 - 3/16		Module 18	2/20 - 2/23
Module 7	3/6 - 3/9		Module 31	4/10 - 4/13		Module 19	3/20 - 3/23
Module 8	4/3 - 4/6		Module 32	5/8 - 5/11		Module 20	4/17 - 4/20
Module 9	5/1 - 5/4		Module 33	6/12 - 6/15		Module 21	5/15 - 5/18
Module 10	6/5 - 6/8		Module 34	7/10 - 7/13 Graduation		Module 22	6/19 - 6/22
Module 11	7/3 - 7/6					Module 23	7/17 - 7/20
Module 12	8/7 - 8/10					Module 24	8/14 - 8/17

About the Program

Program Overview

The program is structured in 34 monthly sessions of four-day training modules. All classes are taught in monthly 4 day modules in Portland, Oregon. Classes are held from Saturday to Tuesday, 9am to 5pm. Outside of class time there are additional required hours throughout the program: Clinical Observation, Clinical Internship and Administrative Hours.

160 hours of Clinical Observation *must* be completed to begin a Clinical Internship shift ideally by July of first year or no later than October 1 of the second year of classes. (Individual schedules to be coordinated with the Administration and Dean once classes start.)

Clinical Internships are weekly 4 hour shifts at the Student Clinics in the second and third year of the program. (500 hours total, individual schedules to be coordinated with the Administration and Dean.)

The Administrative Hours requirement lasts a year with 4 hours spent weekly at a WCA clinic as a front desk receptionist. Normally this happens in the student's first year, however Administrative Hours must be completed before graduation. (Individual schedules to be coordinated with the Administration and Dean.)

Faculty

ORCCA faculty are working punks who serve as valuable role models for students, and have extensive real-world experience with community acupuncture clinics. They teach Liberation Acupuncture in the context of its praxis. Interactions with faculty should provide students with answers to the questions: what value does this knowledge have in the real world with real people of ordinary incomes? What value does this knowledge have for marginalized communities? What's it really like to take care of a thousand or more patients, every year?

Educating the Next Generation of Community Acupuncturists

If you're thinking of applying

Have you read this from our website?

https://www.workingclassacupuncture.org/oregon-college-of-community-acupuncture/the-school/

ORCCA FAQs

Current FAQs can be found on ORCCA's website:

https://www.workingclassacupuncture.org/oregon-college-of-community-acupuncture/the-program/

Program Outline

Co-Requisites

28 semester credits/42 quarter credits/420 clock hours of Western Biomedical and Social Sciences classes which are not taught at ORCCA. Required courses are:

- Anatomy & Physiology I & II

Co-Requisite Requirements and Rationales

All Co-requisites must be completed before graduation.

Anatomy & Physiology 1 and 2 are important and useful for completing the NCBAHM Certification exams.

Other co-requisite science classes add to overall understanding of Liberation Acupuncture and must be completed before graduation.

Credits must be from institutions of higher education accredited by a federally recognized accrediting agency. Their hours cannot be included as part of the Basic Education Requirement. CEU hours cannot be included.

Conversions: 1 quarter hour = 10 clock hours. 1 semester hour = 15 clock hours

Please note: The student's chosen state for practice may dictate additional classes for licensure. For instance: students who plan to practice in Washington must include classes in biochemistry and microbiology. Students should contact their state's Acupuncture Licensing Agency to confirm current requirements.

Additional Co-Requisite Classes

Clean Needle Technique, and First Aid and CPR are additional required courses not provided by ORCCA. Clean Needle Technique must be completed before Clinic Internship can begin, and First Aid and CPR must be completed (and certificates must be current) before graduation. These classes are not offered on campus and are an additional student expense.

Total Course Clock Hours

Acupuncture Medical Theory: 769.5 hours

Counseling, Communication, Ethics, & Practice Management: 91 hours

Western Biomedical Classes: 458.5 hours

Clinical Hours: 660 hours

Administrative Hours: 180

Total: 2,149 hours

Electives

Elective courses may be created and added by request of the Student Circle.

Clinical Observation & Administrative Support

160 hours of Clinical Observation:

The student spends time Observing a working punk at an approved clinic (must be completed before starting Clinical Internship).

The Administrative Support requirement lasts for one year; with hours spent doing Admin tasks every week at a WCA clinic as a receptionist. Shifts are 4 hours each, weekly for 1 year. Normally this happens in the student's first year of school but there are a couple of exceptions:

a) if the first year student hasn't moved to Portland yet, the Admin requirement can wait until the student has moved.

b) if the student is to have their internship done at an Away clinic the bulk of the Admin requirement can be done there and not at WCA.

Student Clinic Internship

Students will participate in at least 500 hours of supervised care of patients in the ORCCA Student Clinic facilities in Portland, Oregon. Each student will provide a *minimum* of 250 treatments with at least 20 treatments in each of 10 acupuncture systems. Interns will conduct patient interviews, diagnose, create treatment plans, perform appropriate acupuncture, create patient charts and records, follow-up on patient responses to treatment, write student clinic journal entries, write case studies, and participate in all clinic operations including patient reception.

Clinic Internship will begin by October 1st of Year 2. At that time, students are required to be available for at least one internship patient shift per week in Portland. Intern shifts are scheduled by the Dean.

Graduation Requirements

Graduation from ORCCA is contingent upon having a strong plan of action for future employment with a community acupuncture clinic.

Please see the Student Handbook.

***ORCCA does not and cannot guarantee employment*.**

Degree

ORCCA's Liberation Acupuncture Program awards a Master's Certificate of Acupuncture, not a diploma. This certificate allows graduates to apply for certification with the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM). After applying for certification through the NCBAHM, ORCCA graduates are eligible to sit for licensing exams.

Maximum Time for Program Completion

6 years

Full-Time Enrollment

All first year students must attend ORCCA on a full-time basis. Most students will attend ORCCA full-time until graduation.

Part-Time Enrollment

Attending ORCCA part-time presents various difficulties that can be summed up by noting that the modules of the curriculum are designed to be cumulative: each module builds upon the proceeding one. This is especially true for the first two years. However in special circumstances a student would be best served by matriculating part time. What follows are rules on how to do that:

1. The first year needs to be completed full time.

ORCCA isn't just a set of classes. It strives to teach how to understand acupuncture in order to practice it the way we want: community/liberation acupuncture. This implies that the experience needs to be as immersive as possible. Starting off the program part time would dilute the foundation of what we are teaching and so we require that all students complete the first year of the program as full time students.

2. The last two years can be broken up into two parts each.

The second year is all about learning and applying specific approaches to performing acupuncture. In addition, the second year is when internships normally begin. However due to life circumstances some students cannot start their internship until later in year 2. This allows us to break up year two into two parts where students commit to completing five or six modules one year then the remaining modules the year after: taking two years to complete year two.

In making this split however it should be noted that during the first of the two years the students cannot take any of the modules that include studying for the year two final or the modules after that. Before beginning part-time enrollment, the student must work out a completion plan with the dean, and declare which modules they will take in the first year and which in the second year.

Year three can be broken up into two years or taken as a full time student. However, if broken up into two years the student must declare ahead of time which modules they will take in each of the two years, with certain review modules being taken in the second year. Again, a consultation with the dean will help in setting up a plan.

Any part time request must be approved by the Administrative Circle.

3. A word about interning.

ORCCA cannot guarantee that a student can complete their internship in less than a year and a half. Any request to do so must be made formally and the Dean must sign on to any internship schedule that the student requests.

4. Fees.

Additional fees will be charged for part-time enrollment.

Non Matriculated Students Policy

Per ACAHM Criterion 5.04 Non Matriculated Students:
A. Non-matriculated students who are enrolled in courses must meet all of the corresponding program's admission requirements and course prerequisites, or they must demonstrate sufficient prior education and experience to successfully complete those courses.

B. The program must ensure that participation by non-matriculated students in program courses does not adversely affect the quality of instruction.

C. Credits from ACAHM-accredited/pre-accredited entry-level programs that are earned as a non matriculated student may not be used to fulfill the corresponding program's admissions requirements stipulated under criterion 5.02: Admissions

ORCCA's policy is to admit non-matriculated students on a case by case basis. The procedure is for requests from non matriculated students to be evaluated by the Administration Circle and, if approved, the non matriculated student should be sent an application. The registrar will then verify admissions requirements and prerequisites are satisfied and enroll the student in the relevant courses. Fees will be calculated on a prorated basis with an additional administration fee for processing.

ORCCA Program Summary

Year 1

Year 1 is about:

- working with people: trauma informed care and Enneagram training
- basic acupuncture principles and terms
- basic point location and channel pathways
- technical: how to needle (and other tools like gua sha, electro, moxa, cupping etc)
- clinical strategies, first 3 of the 10 Approaches: Miriam Lee 10; auricular; scalp
- orientation to public health work
- Clinical Observation
- Administrative Hours

To progress from year one to year two, students must:

Finish all work from year 1 by the end of year 1 (Aug 31) including:

- all homework
- Clinic observation hours (160 hours or plan on how to complete them by October 1)
- some administrative hours (or a plan of how you will fulfill requirement)
- all tests

Thus students are ready to start Clinical Internship, ideally by early September but by October 1 at the latest. Students for whom this timeline doesn't work should most likely take a year off in order to get caught up on Year 1 work, including observation, before moving into 2nd year classwork.

The reason:

- Each school year has a different emphasis. The 2nd year emphasis is on learning how to treat people and classes are all devoted to that.

- It's really important that what you learn in class is applied in the clinic as soon as possible. That way you learn much more about how each acupuncture approach works. You don't have as good a learning experience if you are learning things in class that you can't apply in clinic with patients in a timely manner.

Before starting a Clinical Internship, each student needs to meet one on one with the Administrative Coordinator in order to confirm that all necessary work is completed.

Year 2

Year 2 is about:

- acupuncture history, critical thinking and Liberation Acupuncture
- more critical thinking with the 10 Approaches, especially applying approaches learned in the clinic to treatments performed in clinic (WCA, CODA clinics)
- working on Clinic Journal
- relevant Western Medicine concepts
- specific clinic skills: holding space, managing the front desk, leadership development
- completing any remaining Administrative Hours

To progress from year two to year three, the student must be able to:

- demonstrate knowledge of 10 Approaches as part of Year 2 final exam
- locate 40 points in 10 minutes as part of Year 2 final exam

Year 3

Year 3 is about:

- review of basic acupuncture principles and terms; review of acupuncture point location and channel pathways, in order to prepare for NCBAHM examinations
- case discussions based on experiences in clinic
- Capstone Project: an original contribution to Liberation Acupuncture
- detailed post-graduation planning, including some specific practice management topics

To complete year three, the student must be able to:

- present a completed Capstone Project
- present an approved post-graduation plan
- pass final exam

To complete clinical internship, the student must be able to:

- complete all required clinic internship paperwork and hours
- present completed Clinic Journal
- pass all clinical evaluations

- pass clinic exit exam

To graduate the student must:

- Complete year three
- Complete Clinical Internship
- Have completed a full year of administrative hours
- First Aid and CPR must be completed (and certificates must be current) before graduation

Please see Student Handbook for further details.

"Ultimately it is your skill and experience as an acupuncturist that will make your treatments successful, not the system you are using. But in order for your innate healing abilities to reach their fullest potential, you need a system that is sensitive to the laws of life and comfortable to your inner nature."

John Pirog, *The Practical Application of Meridian Style Acupuncture*

2026-2027 Curriculum - Subject to Change!

Module 1

FRI Introduction Day

SAT AM (LA 110)- Introduction To ORCCA's Program- 2

SAT PM (AT 1310- Basic Terms: Tao, Yin/Yang, Qi, Shen, Blood, Jing, Bodily Fluids- 1

SUN AM (LA 110)- Introduction To ORCCA's Program- 2

SUN PM (AT 121)- How to Needle, part 1

MON AM (AT 273)- Acupuncture in the US- 1

MON PM (AT 141)- Ancient China/ I Ching- 1

TUE AM (AT 152)- Point Categories and Location Systems + the Chinese Clock 1

TUE PM (R1)- Review-1

Module 2

SAT AM (AT 142) Scientific Revolution of 2nd Century- Nei Jing- 1

SAT PM (AT 151) Types & Functions of Channels-Regular, Divergent, Cutaneous, Sinew/Muscle, Extra: Nomenclature and WHO Standards -1

SUN AM (AT 133)- Five Elements/Twelve Officials- 1

SUN PM (AT 122)- How To Needle, part 2- 1

MON AM (LA 112)- Touch And How To Do It- 2

MON PM (LA 112)- Touch And How To Do It- 2

TUE AM (AT 137)- Internal, External & Miscellaneous Causes of Disease- 1

TUE PM (R2) Review- 1

Module 3

SAT AM (AT 170)- Hands and Feet- 5

SAT PM (AT 170)- Hands and Feet- 5

SUN AM (LA 118)- Enneagrams- 2

SUN PM (AT 170)- Hands and Feet- 5

MON AM (AT 170)- Hands and Feet- 5

MON PM (LA 118)- Enneagrams- 2

TUE AM (AT 170)- Hands and Feet- 5

TUE PM (R 3)- Review-1

Module 4

SAT AM (AT 171)- Forearms and lower legs- 4

SAT PM (PM 3131)- Safety and Ergonomics in the Clinic- 1

SUN AM (AT 171)- Forearms and lower legs- 4

SUN PM (AT 171)- Forearms and lower legs- 4

MON AM (AT 123)- Trauma Informed Acupuncture: Foundations-1

MON PM (AT 171)- Forearms and lower legs- 4

TUE AM (AT 2103)- Cupping and Gua Sha- 1

TUE PM (R 4)- Review-1

Module 5

(AT 250)- Praxis 1: Punking: the Praxis of Community Acupuncture- 4

Module 6

SAT AM (AT 172)- Upper Arms, Thighs, and Shoulders-3

SAT PM (AT 2102)- Bleeding and Seven Star Needling-1

SUN AM (AT 172)- Upper Arms, Thighs, and Shoulders-3

SUN PM (AT 134)- Extraordinary Vessels- 1

MON AM (AT 172)- Upper Arms, Thighs, and Shoulders-3

MON PM (AT 164)- Pulse Diagnosis, part 1-1

TUE AM (AT 204)- 10 Methods Lab: Miriam Lee 10- 1

TUE PM (R 6) Review-1

Module 7

SAT AM (AT 173)- Head and Neck- 4

SAT PM (AT 21014)- Electro Acupuncture- 1

SUN AM (AT 173)- Head and Neck- 4

SUN PM (AT 2104)- Moxibustion- 1

MON AM (LA 282)- Patient Education Deconstructed- 1

MON PM (AT 173)- Head and Neck- 4

TUE AM (AT 173)- Head and Neck- 4

TUE PM (R 7)- Review-1

Module 8

SAT AM (AT 174)- Chest and Abdomen- 3

SAT PM (AT 174)- Chest and Abdomen- 3

SUN AM (LA 125)-Social Entrepreneurship and the Social Container (or, Why We Can't Have Nice Things)- 1

SUN PM (AT 174)- Chest and Abdomen- 3

MON AM (LA 113)- Trauma Informed Rapport Intakes- 1

MON PM (AT 175)- Back- 2

TUE AM (AT 175)- Back- 2

TUE PM (R 8)- Review-1

Module 9

SAT AM (AT 125)- Trauma Informed Public Health- 1

SAT PM (AT 144)- NADA/Public Health Overview- 1

SUN AM (AT 177)- External and Internal Pathways- 2

SUN PM (AT 2101)- Contraindications, Forbidden Points & Tonification and Sedation-1

MON AM (LA 116)- Cultural Competence for Practitioners - 1

TUE AM (R 9)- Year End Review- 2

Module 10

SAT AM (R 10)- Year end written exam- 1

SAT PM (R 10)- Year end point location exam- 1

SUN AM (R 10)- Clinic Entrance Exams, Written and Practical- 1

SUN PM (AT 224)- 10 Methods Lab: Miriam Lee 10, part 2- 1

MON AM (LA 114)- Trauma Informed Rapport Intakes, part 2- 1

MON PM (AT 180)- Introduction to the 11 Approaches-1

TUE AM (AT 201)- Introduction To Clinical Internship- 1

TUE PM (R 10) Review- 1

Module 11

SAT AM (AT 202)- 10 Approaches Lab: Auricular Acupuncture-4

SAT PM (AT 203)- 10 Approaches Lab: Scalp Acupuncture-2

SUN AM (AT 202)- 10 Approaches Lab: Auricular Acupuncture-4
SUN PM (AT 203)- 10 Approaches Lab: Scalp Acupuncture-2
MON AM (BS 2112)- Red Flags: When To Refer Out- 2
MON PM (BS 2112)- Red Flags: When To Refer Out- 2
TUE AM (AT 202)- 10 Approaches Lab: Auricular Acupuncture-4
TUE PM (AT 202)- 10 Approaches Lab: Auricular Acupuncture-4

Module 12

(AT 251) Praxis 2: Praxis and Safety-2

Module 13

SAT AM (AT 207)- Basic Balance Method- 4
SAT PM (AT 207)- Basic Balance Method- 4
SUN AM (AT 274)- Community/Liberation Acupuncture- 1
SUN PM (AT 166)- Body Imaging and Mirroring-1
MON AM (AT 273)- Acupuncture in the US- 1
MON PM (AT 207)- Basic Balance Method- 4
TUE AM (AT 207)- Basic Balance Method- 4
TUE PM (R 13)- Review- 1

Module 14

SAT AM (AT 209)- 10 Methods Lab: Richard Tan 12 Magic- 4
SAT PM (AT 199)- Clinic Skills Check-in- 1
SUN AM (AT 209)- 10 Methods Lab: Richard Tan 12 Magic- 4
SUN PM (AT 3161)- Case Discussions 1- 1 (holding space)
MON AM (AT 209)- 10 Methods Lab: Richard Tan 12 Magic- 4
MON PM (AT 2916)- Holding Space-1
TUE AM (AT 209)- 10 Methods Lab: Richard Tan 12 Magic- 4
TUE PM (R 14)- Review-1

Module 15

SAT AM (AT 208)- Tung Acupuncture- 4
SAT PM (AT 208)- Tung Acupuncture- 4
SUN AM (AT 208)- Tung Acupuncture- 4

SUN PM (AT 208)- Tung Acupuncture - 4
MON AM (AT 3153)- Critical Thinking in Clinic- 2
MON PM (AT 3153)- Critical Thinking in Clinic- 2
TUE AM (AT 2918)- Balance Method for Dorks-1
TUE PM (R 15)- Review-1

Module 16
SAT AM (AT 205)- 10 Methods Lab: Jingei- 3
SAT PM (AT 200)- 10 Methods Lab: Review- 1
SUN AM (PM 3132)- Front Desk/Reception- 1
SUN PM (AT 3162)- Case Discussions 2- 1
MON AM (AT 205)- 10 Methods Lab: Jingei- 3
MON PM (AT 3188)- Holding Space, part 2: Regulars- 1
TUE AM (AT 205)- 10 Methods Lab: Jingei- 3
TUE PM (R 16)- Review- 1

Module 17
(AT 252)- Praxis 3 - Praxis and the Social Container- 4

Module 18
SAT AM (AT 210)- Korean 4 Point- 4
SAT PM (AT 210)- Korean 4 Point- 4
SUN AM (AT 3000)- Portfolio Review-2
SUN PM (AT 210)- Korean 4 Point- 4
MON AM (AT 3000)- Portfolio Review-2
MON PM (AT 150)- Introduction to Self Study- 1
TUES AM (AT 210)- Korean 4 Point- 4
TUES PM (R 18) Review- 1

Module 19
SAT AM (AT 143)- Medieval China to 1949- 1
SAT PM (AT 206)- 10 Methods Lab: Eight Extras- 3
SUN AM (BS 3123)- Hospice Palliative Care And Oncology 101- 1

SUN PM (AT 206)- 10 Methods Lab: Eight Extras- 3
MON AM (AT 206)- 10 Methods Lab: Eight Extras- 3
MON PM (AT 3163)- Case Discussions 3- 1
TUE AM (AT 3164) Case Discussions 4- 1
TUE PM (R 19) Review-1

Module 20

SAT AM (AT 275)- Acupuncture Regulation and Legislation Project, Part 1-1
SAT PM (AT 276)- Acupuncture Regulation and Legislation Project, Part 2- 1
SUN AM (AT 277)- Acupuncture Regulation and Legislation Project, Part 3- 1
SUN PM (BS 2110)- Comprehensive Patient Care 1: What Happens When Your Patient Sees a Biomedical Provider? (and where do you fit in?) – 1
MON AM (BS 2111)- Comprehensive Patient Care 2: Communicating with Biomedical Providers- 1
MON PM (BS 2115)- Pain Management in Western Medicine-2
TUE AM (BS 2113)- Clinic Overview of Western Medicine: Lab Tests, Procedures and Exams: what they mean – 1
TUE PM (R 2)0 Review- 1

Module 21

(AT 253)- Praxis 4: Praxis and Leadership–2

Module 22

SAT AM (R 22A)- 2 Year Two Written and Practical Final + Clinic journal due– 1
SAT PM (R 22B)- 2 Year Two Point Location Final- 1
SUN AM (AT 3171)- Introduction to the Capstone Project- 1
SUN PM (AT 290)- Eight Principles and Ten Questions- 1
MON AM (AT 3189)- Dark Warrior, part 1
MON PM (PM 3201)- Next Year, part 1
TUE AM /TUE PM (R 22C) Review- 1

Module 23

SAT AM (AT 293)- Introduction to TCM- 1

SAT PM (AT 290)- Eight Principles and Ten Questions- 1
SUN AM (PM 3140)- How To Start (And Run) A Nonprofit-1
SUN PM (AT 215)- The 11th Method - 1
MON AM (AT 31810)- Dark Warrior, part 2
MON PM (PM 3141)- Board Training- 1
TUE AM (PM 3134)- Budgets and Opening a New Clinic- 1
TUE PM (R 23)- Review- 1

Module 24
(AT 300)- Six Stages, Four Levels & Three Burners- 8

Module 25
SAT AM (AT 295)- Zang Fu- Sp & St
SAT PM (AT 306)- TCM Cases Spleen- 1
SUN AM (PM 3134)- Budgets and Opening a New Clinic- 1
SUN PM (AT 3141)- Yang Ming- 1
MON AM (AT 31810)- Dark Warrior, part 2- 1
MON PM (AT 298)- Zang Fu- Ki & Bl- 1
TUE AM (AT 296)- Zang Fu- Ht & Si- 1
TUE PM (R 26) Review- 1

Module 26
SAT AM (AT 297)- Zang Fu- Lv & Gb- 1
SAT PM (AT 309)- TCM Cases: Liver- 1
SUN AM (AT 3)- Acupuncture Leadership Practicum Year Three- 1
SUN PM (AT 3142)- Tai Yin- 1
MON AM (AT 31811)- Dark Warrior, part 3- 1
MON PM (PM 3201)- Next Year, part 1
TUE AM (AT 294)- Zang Fu- Lu & Li- 1
TUE PM (R 26)- Review-1

Module 27
SAT AM (AT 165)- Pulse Diagnosis, part 2- 1

SAT PM (AT 315)- How To Construct A TCM Treatment- 1

SUN AM (AT 3)- Acupuncture Leadership Practicum- 1

SUN PM (AT 3143) Shao Yang- 1

MON AM (AT 31812)- Dark Warrior, part 4- 1

MON PM (AT 320)- Eight Extras- 1

TUE AM (AT 3150)- Advanced Miriam Lee-1

TUE PM (R 27)- Review-1

Module 28

(AT 327)-Herbal Medicine For The Clinic- 8.5 30 hours

Module 29

SAT AM (AT 2116)- Topics In Acupuncture Review- 1

SAT PM (AT 3136)- TCM Menstruation- 1

SUN AM (AT 3)- Acupuncture Leadership Practicum Year Three- 1

SUN PM (AT 3144) Tai Yang- 1

MON AM (BS 2116)- Topics in Biomedicine Review- 1

MON PM (PM 3202)- Next Year, part 2- 1

TUE AM (AT 3002)- Portfolio Review- 1

TUE PM (R 29)- Review-1

Module 30

(AT 300)- Six Stages, Four Levels & Three Burners- 8

Module 31

SAT AM (AT 220)- The 11th Method with Sonya- 1
SAT PM (AT 3011)- TCM Cases Fu- 1
SUN AM (PM 3135)- Ethics, Risk Management, and Liability Issues + Laws & Regulations- 1
SUN PM (AT 3146)- Shao Yang-1
MON AM (AT 3172)- Capstone Project, part 2- 1
MON PM (PM 3202)- Next Year, part 2- 1
TUE AM (AT 310)- TCM Cases- Kidneys- 1
TUE PM (R 31)- Review-1

Module 32

SAT AM (BS 21170)- Introduction to Polyvagal Theory- 2

SAT PM (PM 3001)- Manuals for Practice- 1

SUN AM (PM 3138)- Emergency Management- 1

SUN PM (PM 3139)- Education & Communication for Biomedical Providers- 1

MON AM (PM 3150)- Introduction to Acupuncture Research- 1

MON PM (PM 3151)- Introduction To The AERD- 1

TUE AM/PM (R 32)- Review- 1

Module 33

SAT AM (AT 3)- Acupuncture Leadership Practicum Year Three- 1
SAT PM (AT 307)- TCM Cases: Lungs- 1
SUN AM (AT 211)- The 11th Approach Presentation + Paper- 1
SUN PM (R 33)- Clinic Exit Exam-1
MON AM (AT 3145)- Jue Yin- 1
MON PM (AT 3179)- Capstone Presentations- 1
TUE AM (PM 3204) Next Year, part 4- 1
TUE PM (R 33) Review-1

Module 34
Review
Year 3 final exam
Graduation

"There is not now, nor has there ever been, one right way to practice acupuncture."

-Lisa Rohleder

Course Syllabi

Course syllabi can be found in ORCCA's Sync Drive. Students are given access after enrollment.

Course Prerequisites

See individual course syllabi.

Clock to Credit Hour Conversion

15 clock hours per credit for didactic instruction.
30 clock hours per credit for clinic internship.

Location

ORCCA's classroom and library are located at:
4636 C NE 42nd Avenue
Portland, OR 97218

Classroom location subject to change.

Student Clinics

Student clinics are located in various clinics in the Portland area.

Away Clinics

ORCCA has ACAHM approval for a trial program of away clinics for student internships. There is no guarantee that this program will continue.

Public Transportation

Our classroom and student clinics are served by TriMet.

Library and Learning Resources

Library

Library materials include books, CDs, and DVDs.

Location

The library is located in the ORCCA classroom at 4636C NE 42nd Ave, Portland, OR 97218.

Learning Resources

These unique resources available to ORCCA students:

1) *Punking: the Praxis of Community Acupuncture*! 4 textbooks written by Lisa Rohleder for ORCCA students.

2) *Dark Warrior Guide to Chinese Medicine* – an entry-level textbook for acupuncture students, written by John Pirog (author of the *Practical Application of Meridian Style Acupuncture*) and donated in digital form to ORCCA so that all students could have a copy at no charge. *Dark Warrior* is one of the school's basic textbooks; and

3) DARLA – ORCCA's digital online resource library area.

4) acusafetynerd.com

5) Our AERD https://acupunctureconsumersafety.net

6) ORCCA Acupuncture Law database

Internet

Wi-Fi is available in the classroom and library.

Admissions

Admissions Requirements

Minimum Age

Applicants must be at least 18 years old.

Basic Education Requirement

Applicants must have completed at least 2 years (or 90-quarter credits or 60-semester credits) at an institution(s) of higher education accredited by a federally recognized accrediting agency. These are usually undergraduate college courses. Official transcripts are required for application.

Undergraduate education from abroad may be accepted for the Basic Education Requirement and/or Co-Requisites with an evaluation from the Center for Educational Documentation or a similar organization. Please contact the Registrar with questions.

Co-Requisites

420 clock hours (28 semester or 42 quarter credits) of Western Biomedicine and Social Sciences. Co-requisites are classes that are not taught at ORCCA but required to graduate from ORCCA. See Program Outline for details.

English Proficiency

All instruction is in English. English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

1. The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution:

   a) accredited by an agency recognized by the U.S. Secretary of Education, or
   b) in the United Kingdom, Australia, Canada (except Quebec), New Zealand, or Ireland. In all cases, English must have been both the language of instruction and the language of the curriculum used;

2. Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT) Acceptable scores: TOEFL iBT total score – 61 with minimum speaking score – 20 and minimum listening score – 17, or

3. International English Language Testing System (IELTS) Acceptable scores: IELTS overall band score 6 with minimum speaking score – 6.5 and minimum listening score – 6.

ESL applicants may be required to take the TOEFL exam to qualify for State licensing - check with your state.

Foreign Students

Foreign citizens must receive approval from the U.S. Citizenship and Immigration Services (USCIS) to study at ORCCA.

ORCCA does not support F1 visas.

Transfer Credits & Assessment of Prior Learning

All accredited Western Science and non-acupuncture general credits from Nationally or Regionally accredited institutions are accepted. All ORCCA students enter at the beginning of the Liberation Acupuncture Program.

Undergraduate education from abroad may be accepted for the Basic Education Requirement and/or Co-Requisites with an evaluation from the Center for Educational Documentation or a similar organization. Please contact the Registrar with questions.

Ability to Benefit from ORCCA

Applicants demonstrate their ability to benefit from ORCCA by the grades they achieved in their basic education and co-requisite classes, as well as their participation in and understanding of community acupuncture.

Applications

Application Instructions

- Download applications at:

https://www.workingclassacupuncture.org/oregon-college-of-community-acupuncture/the-program/apply/

- Submit completed application form including essays and the application quiz, a passport photo of yourself, and $100 check for the application fee.

Application materials are accepted by mail or can be delivered in person to the address shown.

Admissions, ORCCA, 3526 NE 57th Ave, Portland, OR 97213.

Contact the Registrar at registrar@orcca.edu if you have questions or difficulties with application submission.

● Request official copies of all relevant school transcripts mailed to Admissions, ORCCA, 3526 NE 57th Ave, Portland, OR 97213 or emailed directly to Registrar at ORCCA - registrar@orcca.edu.

● Request 2 letters of recommendation. See application for required form.

● Interview with the Admissions Committee. After an application is complete, a member of the ORCCA Admissions Committee will contact the applicant to arrange an interview. Interviews may be made in person, by phone, or by a video conferencing system such as Google Meet or Zoom.

● Faculty Circle will evaluate admission files and recommend whether to accept student applicants who will then be interviewed a second time by a faculty or administrative circle member.

● Once ALL the above requirements are met, applicants will be notified of their admission decision within 45 days.

Incomplete Applications

Incomplete applications are kept for 90 days without communication from the applicant, and then disposed of.

Application Decision Notification

Applicants will be notified of their admission decision within 45 days of application completion. Accepted students will receive an email from the Registrar's office, with the ORCCA student acceptance packet, including the "Welcome to ORCCA" letter, the applicant's Education Requirements status report, an "Intent to Attend" form to be completed and returned, and any other relevant documents.

Intent to Attend

After acceptance to ORCCA, potential students have until the application deadline to return their "Intent to Attend" form along with a $250 non-refundable deposit. Receipt of both of these guarantees the student a place in ORCCA's cohort. If the cohort you applied for has already been filled, you will be deferred to the next year. Returning your "Intent to Attend" and deposit quickly ensures your spot in the cohort you have applied for (we use a rolling admissions process.)

Rolling Admissions

Once an application is complete, we will do our best to let applicants know whether they are accepted within 45 days or sooner. Application will be considered ***complete*** once the registrar has received all application materials (application forms,application quiz, 2 letters of recommendation, all official college transcripts and application fee). We will continue this process until all available spaces are filled for the incoming cohort. We make an application decision based on its own merits, not by comparing it to the entire pool of possible applicants. Applying early greatly improves your chances of being accepted. *Once all available spaces are filled, admissions for this cohort will be closed. Future applicants will be placed on a waiting list for next year. New students start in the Fall semester each year.*

Enrollment

The Friday prior to the start of Module 1, each student meets with the Registrar, completes and signs enrollment paperwork and makes their first tuition payment. Blank enrollment forms will be emailed to students for their review prior to their enrollment appointment.

Admittance Deferral

Applicants who are admitted to ORCCA may defer their attendance for 1 year only. Email registrar@orcca.edu in order to defer attendance.

Reapplication for Denied Applicants

Applicants whose application is denied are invited to re-apply for future cohorts as many times as they wish.

Classroom Observation

One or two potential students at a time may observe class on Sunday mornings. Prior scheduling is required. Email sgregg@orcca.edu to schedule a classroom visit.

Transfer Policy

All students must start at the beginning of the program. We do not admit transfer students.

Finances

Tuition

Tuition for the ORCCA's Liberation Acupuncture Program is $7,300 per year. Total program costs are listed below.

ID Cards

Students will receive a photo student ID card upon request.

Payment Plans

$3,650 is due on the first class day of each semester - September and March.

Other Interest Free Payment plans may be negotiated with the Registrar. Tuition payments must be current on the first class day of each semester.

Early Payment is accepted.

Late Fee - $25 per month.

Termination – Student's enrollment will be terminated if tuition is one semester in arrears.

Payment Methods

ORCCA accepts payments only by check, cashiers' check, money order, or bank transfer. We do NOT accept credit cards, cash payments or payment apps including PayPal, Venmo or Zelle.

Total Program Costs

Full-Time Tuition:		$21,900
Additional Part-Time Tuition:		$55/module
Return from Leave of Absence Fee		$100
Other Costs: Books and Class materials:		$100-500
Co-requisite Classes (a broad range of costs based on the cost of credits at individual institutions)		
Additional Electives:		costs unknown
Supplies:		$100-500
Clean Needle Technique Class (Paid to CCAHM)	estimated	$270

First Aid and CPR Class (not offered at ORCCA)	estimated	$70
Student clinic fees per year:		$1000 (x 2 years)
Student ID Card		$10
OAA fee per year:		$40 (x 3 years)
NCBAHM Examination (paid to NCBAHM)	estimated	$1500
State Licensing (individual states have their own fees)		costs unknown
Total Program Costs:	at least	$24,800

Optional: Private NCBAHM Exam Preparation Course ($250-$600)

Guaranteed Tuition

The annual cost of tuition remains the same for the three years that a student is in the program.

Financial Aid

State and Federal financial aid is not available to ORCCA students. Students are encouraged to fundraise tuition within their own communities whenever possible. Announcements will be made of any scholarships and grants which may become available.

VA Benefits

VA Benefits are not available to ORCCA students.

Federal Compliance

ORCCA is NOT a Title IV school, and does not offer federal financial aid.

As such ORCCA is NOT covered by and is not required to meet requirements of these acts:

Higher Education Opportunity Act (HEOA)

Federal Education Right to Privacy Act (FERPA)

Campus Fire Safety Right-to-Know Act of 2008

Drug Free School and Communities Act

Drug-Free Workplace Act

Violence Against Women Reauthorization Act of 2013 (VAWA)

Campus Sexual Violence Elimination Act (SaVE Act)

Campus Crime Awareness and Campus Security Act of 1990 (Clery Act)

Military Selective Services Act

National Voter Registration Act of 1993

ORCCA is not required to:

Have a Campus Security Policy

Have a Drug and Alcohol Abuse Prevention Program

Have a Integrated Postsecondary Education Data System (IPEDS)

Have a Constitution Day Program

Provide 1098-T forms

ORCCA does not have a:

Student Exchange Visitor Program (SEVP)

A policy regarding registered sex offenders. Our students are required to be eligible for state licensing.

ORCCA is not covered by either the Health Insurance Portability and Accountability Act (HIPAA) or the Health Information Technology Economic and Clinical Health Act (HiTech).

ORCCA is licensed by Oregon's Higher Education Coordinating Commission (HECC) and meets all its requirements.

Tax Forms

We do not issue the 1098-T because we are not an eligible institution. Be sure to check with a tax professional before claiming the LLC or AOTC credits.

Cancellation and Refund Policy

A student may cancel enrollment by giving written notice to the school. Unless the school has discontinued the program of instruction, the student is financially obligated to the school according to the following:

If cancellation occurs within five business days of the date of enrollment, and before the commencement of classes, all monies specific to the enrollment agreement shall be refunded;

If cancellation occurs after five business days of the date of enrollment, and before the commencement of classes, the school may retain only the published registration fee. Such fee shall not exceed 15 percent of the tuition cost, or $150, whichever is less;

If withdrawal or termination occurs after the commencement of classes and before completion of 50 percent of the contracted instruction program, the student shall be charged according to the published class schedule. The student shall be entitled to a pro rata refund of the tuition when the amount paid exceeds the charges owed to the school. In addition to the prorated tuition, the school may retain the registration and student clinic fees, book and supply fees, and other legitimate charges owed by the student;

If withdrawal or termination occurs after completion of 50 percent or more of the program, the student shall be obligated for the tuition charged for the entire program and shall not be entitled to any refund;

The enrollment agreement shall be signed and dated by both the student and the authorized school official. For cancellation of the enrollment agreement referenced in Subsections (1) (a) and (b), the "date of enrollment" will be the date that the enrollment agreement is signed by both the student and the school official, whichever is later.

Any inquiry a student may have regarding this contract may be made in writing to Oregon College of Community Acupuncture, 3526 NE 57th Ave, Portland, Oregon 97213 or to Private Career Schools Licensing Unit, Higher Education Coordinating Commission, 3225 25th St SE, Salem, OR 97302 or by calling (503) 378-5690.

Rules and Statutes for Oregon Higher Education Coordination Commission Private Career Schools
Higher Education Coordinating Commission Chapter 715 Division 45 Private Career Schools and

Chapter 345 — Career Schools (OAR 715-045-0036)

After withdrawal, tuition and fees must be paid in full, and library books must be returned. Refund checks will be issued within 45 days.

Administrative/Academic Policies

Schedules

Instruction

Classes are taught in monthly 4 day modules in our classroom, except those that are taught on an alternative schedule. Classes are held from 9am to 5pm. Class dates are listed in our school calendar and subject to change.

Clinic Observation

Clinic Observation hours are scheduled between the student and clinic providing observation.

Clinic Internship

Internship shifts are available through ORCCA's partnership with Working Class Acupuncture. Shift information can be found at: https://www.workingclassacupuncture.org/oregon-college-of-community-acupuncture/student-clinic/

Public Health Clinic shifts may be available - you will be notified of availability prior to beginning your clinic internship.

Attendance

CODE OF ATTENDANCE

Our goal is to keep as much flexibility as possible. Nonetheless, a core requirement for success in small business is SHOWING UP.

We expect our students are adults with many responsibilities and trust you to make good decisions. We expect you to be on time and ready to learn at 9 am and 1:30 pm on ALL module days. Repeated latenesses is disruptive and a sign of disrespect to your classmates and your teachers.

It's REALLY important for students to be in class each module weekend.

It's REALLY REALLY REALLY important to attend in the second year to learn the modalities and how to give patients treatments.

The teachers and supervisors do not have the resources/time to help you catch up when you fall behind in learning the treatment modalities.

Our attendance code is flexible EXCEPT for Tuesday afternoons. Tuesday afternoons are required attendance and students cannot miss more than 2 of them, or they have to repeat the year. No exceptions. (Except for possibly Acts of God, but in that case, we're going to have words with God about it.)

Tuesday afternoon class is in session until everyone is dismissed. Nobody can leave early until the instructors dismiss them. The agenda for class is always the same: review of the module and/or supervised needling practice as well as check in with every student for 5 to 10 minutes about their leadership development, particularly the self leadership skills required to navigate the program and the NCBAHM exams. We give students a small and regular amount of feedback every module about their self-leadership skills, including their attendance in other classes and how prepared they are to enter clinic or whatever other hurdle they are up against. Tuesday afternoons can also be a time when students work on their clinic journals and/or get feedback about how they are doing with completing requirements like observation and admin.

One point of this policy is for students to navigate an inflexible requirement, of which there are many in small business. The point is to SHOW UP when you absolutely have to. If you can't do this consistently for one afternoon per month in school, 8 out of 10 months, you shouldn't be planning to have an acupuncture practice afterwards and we shouldn't be taking your tuition money.

Repeated lateness, absences, or missing work will require a meeting to discuss an action plan and whether this program is a good fit for you.

Accommodations

In order to receive accommodations for mental, physical, emotional health or disability or other related concerns, a student must email a request to the Academic Dean and Administrative Coordinator. They will create an individual accommodation plan to be reviewed by the faculty for making up absences, missed material, or other academic matters.

Homework

All homework is due by the beginning of the next module, unless otherwise instructed.

Make-up Work

Make-up or work that did not pass is expected to be completed prior to the beginning of the next module. Work will be evaluated within 30 days.

Academic Probation

Excess absences and/or classwork that failed or was not completed will trigger Academic Probation with an Academic Corrective Action Plan.

Prior to the next module, students who are on Academic Probation will meet the Administrative Coordinator. They will formulate a written plan for completion of missing or failed assignments.

After agreement, a copy of the signed plan will be kept in the student's permanent file.

Academic Corrective Action Plans are reviewed every semester and last 12 months.

Leave Of Absence

Requests for a leave of absence for a period up to a year must be submitted in writing and approved by the Dean prior to the leave. Leave of absences can be extended by annual application to the Registrar.

Students must complete the program within a total of 6 years. Leaves should be calculated to ensure timely completion.

To apply for re-enrollment, email the Dean, copy the Registrar, and include an essay response to the following: Please tell us about your confidence in being ready to re-start the program, your reason(s) for taking a leave, and how things have changed.

The Dean will approve all returns from a leave of absence. The Dean may determine that a meeting between the returning student and a school administrator is held prior to approval.

Re-enrollment applications are due by May 1st for the Fall semester and November 1st for the Spring semester. They must include:

a $100 return from leave of absence fee, and

a $250 non-refundable tuition deposit.

Prior tuition and fees must be current.

Returning students must be in good standing, including having completed all homework due prior to the leave of absence. Additional observation hours may be required prior to returning to student clinic.

Cancellation of Classes

The school reserves the right to suspend, cancel or postpone a module, modules, or clinic shifts in the event of an occurrence that unavoidably limits the use of facilities. In such a case a prorated refund will be made of fees or tuition paid by the student, unless the student elects to continue the training in a later class.

Cancellation notice will be communicated by email, text, or phone.

Grading Systems/Standards of Progress Evaluations

See individual syllabi.

Grading Standards

Pass/Fail – Passing requires a grade of 75% or better on all evaluations. A comprehensive exam is held at the end of each year. See individual syllabi for more specific information.

Progress reports including grades and cumulative hours are distributed at the end of each semester. The Administrative Coordinator and/or Dean of Students will subsequently meet with students individually to discuss and advise about grades, academic progress, and other ORCCA topics. Any challenges to the progress report will be managed with ORCCA's Grievance Policy.

Email

All students will be assigned a ORCCA email address. Students are expected to check their ORCCA email **daily** and students are responsible for being aware of all communications sent to them via email by administrators or faculty.

Technology

All students need to have consistent access to high-speed internet with adequate bandwidth, a device (not a phone) which will connect to the internet with a web camera and microphone, and Adobe Reader https://get.adobe.com/reader/ (it's free). It is highly recommended that each student have a laptop computer for the duration of the program.

Reinstatement after Student Withdrawal

After a Leave of Absence, a student may be readmitted to ORCCA with approval of the Director and payment of tuition. Depending on the duration of the leave and at the discretion of the Director, auditing of current modules and/or a competency and placement exam may be required prior to return to class. Tuition rate will be the current amount for new students entering the program. A $100 fee will be charged for re-enrollment after a leave of absence.

Identity Verification Policy

Student identity will be verified by a visual confirmation of picture ID during the enrollment process.

Code of Ethics

1. Ethics Philosophy

The purpose of this Code of Ethics is to support and encourage a culture of honesty and integrity among all stakeholders. We are committed to conducting all ORCCA's related affairs and activities with high standards of ethical conduct. We are committed to the responsible use of ORCCA assets, to provide accurate, complete and objective information, to respect the confidentiality of information entrusted to us, to act in good faith and exercise due care in all we do, to comply with the rule of law and regulations, and to proactively promote ethical behavior. ORCCA’s Code of Ethics is built on the values of honesty and integrity, and of fairness, dignity and respect. These values reflect a shared view of how we want to operate and be seen by others.

2. Our Values

Honesty and Integrity - We pursue our mission with honesty and integrity. We are committed to act in good faith and to comply with the rule of law.

Fairness, Dignity and Respect - As we conduct the school’s business we strive to treat each other and all the communities we serve with fairness, dignity and respect. As we would like to be treated, so shall we strive to treat others – with evenhandedness, worth, and high regard.

3. Summary Code

ORCCA Directors and stakeholders (including students, employees, instructors, and supervisors) must:

Be honest and ethical in their conduct, including ethical handling of actual or apparent conflicts and conflicts of interest.

Comply with applicable government laws, rules and regulations pertaining to their state's regulations on acupuncture, related therapies, and general business practice.

Maintain the confidentiality of information entrusted to them by ORCCA or any of its stakeholders.

Deal fairly with ORCCA students, faculty, staff, volunteers, clinic patients, and each other.

Provide our communities with information that is accurate, objective, relevant, timely, and understandable.

Proactively promote ethical behavior among peers in the work environment.

4. Compliance with Laws, Rules and Regulations

It is the policy of ORCCA to conduct business activities in accordance with high ethical standards and fairness, and in compliance with all pertinent laws, rules and regulations. Each Director is responsible for complying with all laws and regulations set forth by their state, and ORCCA policies and procedures that apply to his/her work on behalf of ORCCA.

5. “Whistleblower” Protection

Students, staff, and faculty are protected under federal and applicable state “whistleblower” protection laws when they provide information to governmental/law enforcement agencies or self-regulatory agencies about actions they reasonably believe violate laws. When information is provided in accordance with the whistleblower statutes, the member will be protected from discharge from ORCCA. In addition to the safeguards provided by the whistleblower protection laws, ORCCA also extends whistleblower protections to stakeholders reporting allegations of ethical violations in good faith. We are also vitally interested in being informed of any suspected violation of a public law, regulation or rule. Employees having concerns or questions in this regard are encouraged to discuss these with their Circle.

6. Public Disclosures

When making statements about ORCCA, effort and care will be exercised to ensure they are accurate, complete and understandable.

7. Reporting Ethics Violations

Any member of the ORCCA community who has questions or concerns about compliance with the subjects described in this Code of Ethics, or are unsure about what is the “right thing” to do, is strongly encouraged to first talk with your Circle. Alternatively, any Director or stakeholder may communicate concerns or questions regarding this Code of Ethics in confidence to the members of General Circle. Reporting of ethics violations will be treated as confidential information and can be communicated anonymously.

8. Accountability

Members accused of violating this Ethics Code shall be so advised by General Circle. The General Circle shall provide an alleged violator with an opportunity to respond to the allegations and fairness shall be accorded all concerned. If the allegations are deemed to be meritorious, the General Circle shall determine what action shall be necessary.

Student Conduct

Students are expected to engage in responsible conduct that reflects credit upon the ORCCA community and to model good citizenship. Students are expected to preserve ORCCA’s functions, maintain academic integrity, provide honest and accurate information, maintain confidentiality, prevent harm to self or others, foster a safe community, practice teamwork and cooperation, protect and preserve ORCCA and personal property, and adhere to published policies, contracts, and local, state and federal laws.

Extra-Curricular Needling Policy

According to Oregon law (rule 847-070-0005, see https://secure.sos.state.or.us/oard/displayDivisionRules.action?selectedDivision=3898)

(5) An individual who is a trainee or student of acupuncture may not perform any act that constitutes the practice of medicine or the practice of acupuncture, except under direct supervision of a person approved by the Board to provide clinical training as described in rule 847-070-0017.

It is ORCCA's policy to:

1. clearly inform students in their first module that unsupervised needling of humans and animals is against the law;

2. clarify that unsupervised needling of humans and animals could result in the student's inability to get an acupuncture license in the future;

3. clarify that needling practice outside of supervision is necessary for developing appropriate motor skills and must be restricted to fruit (oranges, grapefruit) or intramuscular injection practicing models.

4. emphasize that at any time, students may request additional supervised needling practice if they feel they need more, and faculty will always do their best to provide it.

It is also ORCCA's policy to emphasize safety in our acupuncture training program, specifically according to a trauma informed care and harm reduction model. We recognize that there is a risk that students will engage in unsupervised needling outside of these bounds and that all needling carries safety risks.

As sociologist Zeynep Tufekci writes: Harm reduction is the recognition that...(r)isk can never be completely eliminated; life requires more than futile attempts to bring risk down to zero. Pretending we can will away complexities and trade-offs with absolutism is counterproductive. Consider abstinence-only education: Not letting teenagers know about ways to have safer sex results in more of them having sex with no protections...The better approach is encouraging risk reduction and layered mitigation—emphasizing that every little bit helps—while also recognizing that a risk-free life is neither possible nor desirable.

In order to mitigate the safety risks of unsupervised needling, it is ORCCA's policy to provide as much information as possible regarding safety practices and to encourage all students, under all circumstances, to report needling safety issues to our Adverse Events Reporting Database (https://acupunctureconsumersafety.net/)

ORCCA Disciplinary Policies

Because one of ORCCA's goals is to make tuition as affordable as possible, the school's administrative structure is streamlined. Therefore, depending on perceived severity, disciplinary action can include verbal or written warnings, corrective action plans, probation, or program termination.

Those who disagree with disciplinary actions may use ORCCA's Grievance Policy.

Verbal/Written Warning

ORCCA will notify a student verbally or in writing of conduct which initiates the disciplinary process. The student will then sign a written acknowledgement that they have received a warning.

Corrective Action

The school shall seek whenever possible to create a corrective action plan to address disciplinary problems. In order to create such a plan, relevant Circles will be consulted as well as the student in question. The Administrative Circle reserves the right for final approval of a corrective action plan, though this may be delegated to Circles as needed.

Probation

Either as part of, or in lieu of, a corrective action plan, a student may be put on probation for a period of up to twelve months. The probationary time period will be determined by agreement of the relevant Circles and the administration. Probation will include a written plan for improvement, agreed to by the student and the administration. If no further incidents occur during the specified period of time, the student will be fully reinstated.

Termination

If a corrective action plan cannot be found which is acceptable to both the student and the administration, the student may be subject to termination. Should additional disciplinary incidents occur while a student is on probation, the student may be terminated from ORCCA.

One year after termination, terminated students may re-apply to the ORCCA program. If re-accepted, they will be treated as new students and start at the beginning of the program.

Termination by the School

The school reserves the right to terminate a student immediately under certain circumstances. In addition to the Prohibited Conduct Policy, a student who fails to maintain satisfactory progress, violates safety regulations, interferes with other student's work, is under the influence of alcohol or drugs, or does not make tuition payments is subject to immediate termination.

Terminated students may receive tuition refunds according to the ORCCA policy.

Termination Date

The official termination date shall be the last date of recorded attendance when withdrawal occurs in any of the following manners:

- When ORCCA receives notice of student's intention to discontinue the training program;
- When student is terminated for a violation of a published ORCCA policy which provides for termination; or
- When a student, without written notice to ORCCA, fails to attend classes for two consecutive modules.

Prohibited Conduct

Attempting or engaging in any of the following conduct is specifically prohibited and may result in immediate termination from the ORCCA as a student, instructor, volunteer, or administrator.

(1) Academic dishonesty which includes, but is not limited to, the following:

(a) Plagiarism defined as appropriating or incorporating any other person's published or unpublished work in one's own work without full, clear and correct acknowledgment;

(b) Copying from another person's academic work without proper acknowledgment;

(c) Using assistance or materials that are expressly forbidden to complete an academic product or assignment;

(d) The unauthorized collaboration with any other person during the completion of independent academic work;

(e) Knowingly falsifying or assisting in falsifying in whole, or in part, the contents of one's academic work;

(f) Permitting any other person to substitute oneself to complete academic work; or

(g) Engaging in any academic behavior specifically prohibited by a faculty member in the course covenant, syllabus, or individual or class discussion.

(2) Conduct that obstructs or disrupts any learning, teaching, research, administration, adjudicative process, public service functions or school-sponsored events or activities.

(3) Failure to be truthful to the school or a school official. This includes, but is not limited to, knowingly making false charges against another member of the school community; and

providing false or misleading information in an application for admission, to gain employment, or in a school hearing or process.

(4) Forgery, alteration, or the misuse of school documents.

(5) Failure to comply with the direction of or failure to identify yourself to a school official or other public official acting in the performance of their duties.

(6) Physical abuse of any person including, but not limited to, physical assault with bodily injury or the threat of physical harm to another person.

(7) Viewing, recording, photographing, or filming another person without that person's knowledge and consent, while the person being photographed, recorded, viewed or filmed is in a place where he or she would have a reasonable expectation of privacy.

(8) Unauthorized entry into, or onto, or the unauthorized remaining in, or upon, any school premises; or the unauthorized possession, duplication, or use of a school key or other access device.

(9) Intentional sounding of a false alarm which includes, but is not limited to, initiating or causing to be initiated any false report, warning or threat, such as that of fire, explosion or emergency that intentionally causes a false emergency response; and the improper use or disabling of safety equipment and signs.

(10) Failure to evacuate during a fire alarm; the improper use or damaging of fire prevention or safety equipment, such as fire extinguishers, smoke detectors, alarm pull stations, or emergency exits; or the unauthorized setting of fires.

(11) Damaging, defacing, destroying, or tampering with, school property or other personal or public property. This includes, but is not limited to, graffiti and vandalism.

(12) The attempted or actual theft of property or services.

(13) Possessing firearms or other dangerous weapons other than to secure them with police services; the unauthorized use, possession or storage of any explosives, fireworks, dangerous chemicals, or substances; or the use of any instrument designed to cause harm, or realistic replica of such instrument, in such a manner which might reasonably threaten or cause fear or alarm to others.

(14) Sexual misconduct which includes the following:

(a) The actual or attempted sexual intercourse or sexual contact that is unwanted or forced upon another, without the consent of that person. Sexual contact is any intentional contact with the breasts, buttock, groin or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts. Sexual intercourse means any anal, oral or vaginal intercourse, however slight, with any object. Consent means that at the time of the act of sexual intercourse or sexual contact there are actual words or conduct indicating a voluntary and mutually understandable agreement between the parties to engage in the action(s) or behavior(s). Consent may not be given or granted when one's capacity for effective decision making has been diminished by the use of alcohol or drugs, or a person is unconscious, or is experiencing some other cognitive impairment. Consent is not considered voluntary when obtained through threats, intimidation, or coercion. Sexual misconduct can occur with any combination of genders, gender expressions and sexual orientations.

(b) The photographing or filming of the intimate areas of another person without that person's knowledge and consent and under circumstances where the person has a reasonable expectation of privacy, whether in a public or private place.

(c) Sexual exploitation which occurs when one takes non-consensual or abusive sexual advantage of another for another's advantage or benefit and that behavior does not otherwise constitute one of the other sexual misconduct prohibitions. Sexual exploitation includes, but is not limited to, going beyond the boundaries of consent (such as allowing others to view otherwise consensual sexual activity).

(15) Harm, which is behavior directed at an individual that is sufficiently severe, pervasive, or persistent such that it diminishes or interferes with the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the school or an employee to engage in their work duties.

(16) Stalking which is defined as repeatedly engaging in a course of conduct directed at another individual that would cause a reasonable person to experience alarm, fright or determine that their safety, or the safety of those affiliated or associated with them is at risk.

(17) Harassment which is defined as conduct against a person on the basis of race, color, ethnicity, national origin, religious affiliation, sex, gender identity or expression, disability, age, military status, marital status or sexual orientation that is sufficiently severe, pervasive, or persistent to create an objectively hostile environment that interferes with or diminishes the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the school, or an employee to engage in work duties.

(18) Being charged with violation of federal, state, or local law by law enforcement, or conviction of a felony or misdemeanor, under circumstances where it is reasonable to conclude that the presence of the person on school premises would constitute a danger to the health, or personal safety of members of the school community.

Sexual Harassment Policy

Sexual harassment can include any conduct of a sexual nature which is unwanted and unwelcome by the recipient. It can also be unwanted conduct that is based on a person's gender (or perceived gender) -- a form of discrimination based on sex. Anyone can be a victim of sexual harassment.

In an educational setting, sexual harassment is defined as: (according to Title 9)

1) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it denies a person equal educational access; and/or

2) An employee of the school conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct.

In an employment setting, sexual harassment is defined as:

1) Unwelcome conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating or hostile work environment; and/or

2) Unwelcome conduct with the implicit or explicit suggestion that submission to or rejection of the conduct will be a factor in employment decisions or evaluations, or participation in work activities.

ORCCA approaches the topic of sexual harassment as a subset of social safety. Consistent with our other safety policies, we take a harm reduction approach to preventing and addressing sexual harassment: we understand that our goal is to continually work toward a safer environment for everyone. Preventing and addressing sexual harassment is part of building a culture of safety. (please read https://acusafetynerd.com/why-we-do-this-part-two and http://acusafetynerd.com/a-queer-perspective-on-safety)

Sexual harassment can encompass such a wide range of behaviors and situations that it isn't possible to make an exhaustive list. It is important, however, to clarify general dynamics and remedies, particularly since sexual harassment is something which ORCCA students should be prepared to prevent and address in their future practices.

In general, sexual harassment represents boundary-crossing behaviors. Because navigating boundaries is a core part of a community acupuncturist's job, ORCCA seeks to create an environment in which paying attention to boundaries, talking about boundaries, and asking for

help in relationship to boundaries is normal, expected, and supported by the community. We assume that EVERYONE at ORCCA needs support to have good boundaries and that everyone's boundaries are a constant work in progress -- no exceptions. We seek to make it easier for anyone to say to anyone else, "Hey, I'm not comfortable with that thing you just did" and for anyone to say in response, "I apologize, thanks for telling me, I won't do it again."

The purpose of having positive boundaries is to create a container in which students are able to focus on learning, both in the classroom and the clinic; faculty are able to focus on teaching, both in the classroom and the clinic; staff are able to focus on tending to the administrative needs of the school; and everyone is able to focus on providing care to our patients. It's everyone's job to maintain and protect our container, and to minimize disruptions and distractions wherever possible.

Here's an approach of "layered mitigation" (also known as "Swiss cheese") to safety in relationship to sexual harassment:

Culture

We commit to working towards a safety-positive culture and promoting proactive dialogue and awareness. We also seek to promote an environment in which no one is pressured to conform to gender norms. Research shows that this can make a difference in preventing harassment.

Bystander Expectations

It's common for people to cross boundaries without realizing it; everyone is capable of this under the right circumstances. It can help for people witnessing a boundary-crossing behavior to say something in the moment, so we encourage people to do so. See below for examples.

Community Support

It can be hard to talk about boundaries, for a variety of reasons. ORCCA seeks to create an environment in which all stakeholders can seek support from each other in navigating boundary issues. The circles in our sociocratic governance should be part of this support; circles should be a place where concerns about boundaries are discussed. See below for an example.

Administrative Support

ORCCA is a small school with limited resources, and sexual harassment as officially defined above would constitute a serious obstacle to its functioning. If any stakeholders are on the receiving end of unwelcome conduct -- particularly if there's a pattern involved -- that interferes

with learning, teaching, receiving or providing care in the clinic, or otherwise doing their jobs, the administration needs to know about it so that it can be addressed and stopped. We commit to a pro-safety, non-punitive intervention wherever possible. But everyone should be aware that unwelcome sexual conduct represents a disruption of operations that just won't work here.

In all situations, the wishes of a person who has been on the receiving end of the boundary crossing behaviors should be respected and prioritized by peers, the community, and the administration.

Because of the problematic power dynamics, it's ORCCA's policy that faculty and staff members cannot pursue or engage in romantic/intimate/sexual relationships with students.

Here are some examples we've encountered (either at ORCCA or another acupuncture school) of behaviors and situations which offer an opportunity to prevent or stop sexual harassment.

1) A faculty member says to a student, "You're such an interesting person, I'd love to get to know you better." While this comment might sound innocuous on paper, the student receiving it picks up a vibe that makes them feel that they're under pressure to tolerate unwelcome romantic/intimate/sexual conduct in order to succeed in school. This is most likely a situation in which the student would need support from the administration or at least from another member of the faculty circle, to ensure that no further boundary crossing behavior occurs.

2) A student describes, to a group of other students in the classroom, a sexual dream they had involving a faculty member. This is a perfect example of where bystanders can be helpful in reminding people of the need for boundaries. If the conduct represents a pattern, however, bystander intervention might not be enough and the administration should get involved.

3) A pattern of "locker room humor" happens on a student clinic shift: in a small group of interns plus a supervisor, some of the interns -- as well as the supervisor -- participate in raunchy jokes. One intern is uncomfortable with this pattern but feels they can't speak up. If there are other interns on the shift who aren't part of the pattern and who are willing to speak up, this is a good example of an opportunity for bystander intervention. If there aren't, it would be important for the intern to seek support from other students and/or faculty and/or administration to communicate the message that the raunchy jokes are a problem and the joke-tellers need to find other ways to be funny.

4) A faculty member requires female-identified students to get manicures and wear high heels in clinic; no similar requirements are presented to male-identified students. Okay, obviously this didn't happen at ORCCA! But something like it did: a student told another (male-identified) student that he wasn't masculine enough and needed to change his behavior and presentation because he was "too soft". (As it turned out, this was part of a pattern of boundary-crossing behaviors from this student.) This is an area for the administration to clarify that anyone trying

to enforce gender norms on anyone else is potentially sexual harassment and it shouldn't happen. If it does, the administration most likely needs to get involved.

5) A student says to their classmates (during class), "I think from now on, every time we say anything, we should add 'in the sheets' to the end of the sentence!" This would be a good moment for other students and/or the faculty member whose present to say, "That would be very distracting so yeah, NO"/ "What an interesting suggestion -- absolutely not" If for some reason this suggestion were actually put into effect, it's time to involve the administration.

6) A retired male-identified acupuncturist who is a patient in the student clinic is condescending and patronizing to female-identified interns, referring to them as "girls" and critiquing their treatments. He sees himself as an instructor (he is not). There's lots of eyebrow-wiggling and "you look lovely today"; there are rumors that he touched and commented on an intern's hair. The interns discuss his pattern of behavior in their cohort circle and bring their concerns to the faculty and administration. As a result, the dean sends a letter telling the patient he is no longer welcome in the student clinic and needs to schedule only with one (willing, male-identified) licensed acupuncturist.

We have a resource person in the administration, Sonya Gregg (Administrative Coordinator) who is available to talk with anyone who has concerns about sexual harassment or boundary issues. Please contact her if you need support or have questions.

Introduction to Complaints Policy

Wherever there are humans, there will inevitably be conflicts. ORCCA is full of humans -- students, faculty, administrators, patients, and volunteers -- and so we should all expect conflict resolution to be necessary at times. Also, ORCCA operates in a highly regulated environment where there are requirements for how the school manages and tracks certain kinds of conflicts. As a result, there are three different levels of dealing with conflicts at ORCCA.

1st Level

Whenever possible, conflicts should be addressed by the person who has a conflict or a complaint speaking directly to any other individuals involved, in an effort to resolve the conflict between them.

2nd Level

However, it is very common for people to need help with conflicts, and ORCCA wants to encourage students, faculty, admins and any other community members to reach out for help if

they need it! Reaching out for help and support is an important skill for working in small business. Please see Jersey Rivers' excellent blog post for more background: https://acusafetynerd.com/boundaries-are-for-suckers

Students are always encouraged to reach out to Sonya Gregg, as a first point of contact, for help resolving conflicts or complaints. If someone can't reach out to Sonya because the conflict is with Sonya, they should reach out to Jersey Rivers. If the conflict or complaint is with all of the Executive Directors, the person should reach out to the Operational Leader of their Circle (student, faculty, etc) or the OL of any other Circle, for help and support. In order to access this kind of support, there is no need to put anything in writing. We recognize that sometimes people would like their complaints to be discussed and addressed without a formal public process and we will honor that desire wherever possible. Our goal at this level is to reduce stress and to resolve the complaint or the conflict as efficiently as we can.

3rd Level

If a person can't get what they need from reaching out to Sonya, other Executive Directors, or other OLs, they can move to making a formal complaint. It is important to note that ORCCA's regulators require that formal complaints must be submitted in writing, signed and dated. It isn't possible to submit a formal complaint anonymously or "off the record". It isn't possible to submit a formal complaint on behalf of someone else without that person knowing about it. A formal complaint requires formal follow up. At this point, ORCCA's Grievance policy will be used to guide next steps. Our goal at this level is to comply with our existing policies and with our regulators' standards.

4th Level

If none of these steps are effective in resolving the conflict or complaint, a person may take their complaint directly to ORCCA's regulators. Please be aware that the regulators require that all other previous steps be attempted.

Addresses of Regulators -

Higher Education Coordinating Commission (HECC)
3225 25TH Street, Salem, OR 97302, Phone 503-378-5690
Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM)
500 Lake Street, Suite 204 Excelsior, MN 55331 Phone 952-212-2434

ORCCA Grievance Policy

First, every effort must be made to informally resolve the grievance between the parties directly. If this is unsuccessful or not possible, the grievance is brought to the Operational Leader (OL) of the appropriate Circle (or to the Director as General Circle OL). The grievance must be dated and in writing before bringing it to the OL. This should be done as soon as possible and within 30 days of the first informal resolution attempt. The appropriate OL will meet with the involved parties and attempt resolution.

If the grievance cannot be resolved in the informal phase, the appropriate OL will represent the individual at the next GC meeting. If the aggrieved member of the ORCCA community does not want to approach the OL of their Circle or the Director, then the grievance may be brought to the General Circle as a whole. This may be done either by submitting the grievance in writing to the GC, or by placing the grievance on the GC's agenda and attending that meeting. The GC will attempt to resolve the grievance as soon as possible.

The GC may form an ad-hoc grievance committee to address the issues and the parties involved; this committee may include a member of the Top Circle/BOD as needed. Resolution is expected within 30 days of the committee's appointment.

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail, ORCCA community members may contact: Private Career Schools Licensing Unit, Higher Education Coordinating Commission, 3225 25th St SE, Salem, OR 97302. After consultation with appropriate Department staff and if the complaint alleges a violation of Oregon Revised Statutes 345.010 to 345.470 or standards of the Oregon Administrative Rules 715-045-0001 through 715-045-0210, the Department will begin the complaint investigation process as defined in OAR 715-045-0023 Appeals and Complaints.

If the student is not satisfied that the college has adhered to policy or been fair in its handling of the grievance, the student may contact the Accreditation Commission for Acupuncture and Herbal Medicine: ACAHM 500 Lake Street, Suite 204 Excelsior, MN 55331 Phone 952-212-2434

Student/School Agreement Policy

This agreement must be signed by all students as part of enrollment.

I understand that ORCCA is both a graduate-level program as well as a private career school/technical school. Being a graduate level program means that students should expect to be responsible for themselves and their academic progress in a way that's different from undergraduate programs. Being a private career school/technical school means that ORCCA

provides a training program for a very specific job in a very specific context, emphasizing certain skills and aptitudes.

Acupuncture represents a vast, diverse set of theories and practices. ORCCA's focus is not on presenting the range of those theories and practices (that would be impossible in a three year program) but on preparing students to be skilled, safe, successful practitioners in a community acupuncture context. The ORCCA program is an entry-level program, which means that we prepare people to begin what we hope is a life-long process of learning.

90% of acupuncturists are self-employed, which means that ORCCA aims to prepare students to meet the demands of working in a small business context. In addition to technical skills and patient-focused abilities, we also work towards helping students develop skills to function successfully in a small business context. Specifically, this means collaboration, cooperation, and problem-solving. Students are expected to maintain behaviors that support the smooth and efficient operation of the school towards its mission, rather than behaviors that create unproductive conflict or drain the school's limited teaching and administrative resources. It is possible to fail the program on the basis of failing to demonstrate cooperative skills.

I understand that part of ORCCA's role as an acupuncture school is to be a gatekeeper for people entering the acupuncture profession: to prepare graduates to be independent healthcare practitioners. The core of the ORCCA program is the clinical internship, and most classes focus on developing the skills and the mindset to be successful in clinic.

Both clinical supervisors and classroom faculty are obligated to address situations in which they feel an intern's judgment, maturity, emotional stability, temperament, and/or attitudes may make community acupuncture a poor fit as a career. Faculty and administrators may create plans for improvement for students to follow as a result of identifying these situations. Students are obligated to fulfill these plans for improvement; failure to do so will result in failing the program.

ORCCA assumes that student interns in clinic are on their best behavior because they're being supervised. Our role is to make sure graduates are prepared to practice without our supervision. We have to assume that students might behave less well when nobody is watching. So if student interns struggle with being on time, on being attentive and responsible to patients, with following procedures and complying with laws, etc., we have to assume that these problems will all be worse when they're not being supervised. And that means we can't in good conscience advance them through the program.

I understand that ORCCA has a responsibility to fulfill its mission, which is to prepare students to serve their communities as licensed acupuncturists. The school's purpose requires orienting students to what they will do with their education after they graduate. Faculty and

administrators will guide students out of the program if it really looks like community acupuncture isn't a vocational fit.

I understand that it is possible to fail the program, that enrollment does not guarantee receiving a certificate.

Non-Discrimination Policy

ORCCA does not discriminate against any individual, whether student, volunteer, instructor, administrator, or patient on the basis of age, physical disability, sex, sexual orientation, gender identity, race, color, religion, national or ethnic origin, marital status, genetic information, or any other status protected by the law (ORS 659.850) in its admissions or employment practices.

ORCCA students, volunteers, instructors, and administrators are expected to adhere to this non-discrimination policy. Those who cannot, will have their enrollment or employment terminated.

Any student, volunteer, instructor, or administrator who believes that they have been discriminated against is encouraged to use the ORCCA Grievance Policy. As well, "Any person unlawfully discriminated against, as described in ORD 345.240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries."

If the aggrieved individual is not satisfied with the written response from the above responders, they may choose to contact ACAHM 500 Lake Street, Suite 204 Excelsior, MN 55331 Phone 952-212-2434

Student Services

One of ORCCA's goals is to make tuition as affordable as possible, and as such the school's administrative structure is **very** lean. We have some referrals in the Student Handbook.

Placement assistance

During the course of the program, ORCCA instructors and staff will endeavor to provide guidance to students as they determine whether they want to be a community acupuncture clinic employee, employer, and/or clinic owner. During school tenure all ORCCA students will be expected to be either actively pursuing employment opportunities with community acupuncture clinics, or preparing to open their own community acupuncture clinic in an

underserved area. Graduation from ORCCA is contingent upon having a strong plan of action for future employment.

Employment Opportunities

- **ORCCA does not and cannot guarantee employment.**

Mentorship

- **Big Sib Program**: New students are paired with current students who provide support and guidance as they begin their journey.

Student Circle

The Student Circle is the organizing, governing, and communication committee of each cohort - for itself and within the larger ORCCA organization. Each Cohort's Student Circle sends 2 representatives to the All Student Circle. The All Student Circle sends representatives to ORCCA's General Circle.

Student Housing

There is no student housing but we recommend communication with current students who are familiar with Portland once you are accepted.

Student Culture

When the community acupuncture model was brand new, there were two specific objections we heard:

1) There's no demand and no market for affordable acupuncture; and

2) Patients will not want to come to a low-cost high-volume practice and practitioners won't want to work in one long term because there's no way such a practice will be anything BUT chaotic, dirty, noisy, and exhausting. In other words, if you open up a low cost practice to the public, all hell will break loose (and they'll end up trashing the clinic, or demanding so many things the clinic can't provide, it'll be impossible to run it).

What happened, of course, was that it turned out the community acupuncture model worked just fine because 1) enough people do want affordable acupuncture that if a supply is offered (within our model at least), the demand will grow to support it; and 2) the vast majority of

people who are attracted to community acupuncture clinics are lovely, and they refer their equally lovely friends. There are unfortunately exceptions (because humans), but in general, the people who walk through the door of a community acupuncture clinic bear no resemblance to descriptions of "the public" that other service workers, such as food servers, have to deal with. Community acupuncture patients demonstrate vast diversity with respect to age, race, culture, socioeconomic status and political views, but remarkable consistency in being delightful to work with.

Another way of saying this is that it's the patient culture of community acupuncture clinics that makes them possible. You couldn't in fact run a community acupuncture clinic if your patient population wasn't predominantly gracious, grateful, receptive, and most importantly -- supportive and protective of the clinic itself. (These traits do not correlate in the least with "familiarity with acupuncture". In fact there may be a slight reverse correlation.)

CA patients as individuals may or may not have the language to describe it this way, but the important thing is that the majority of them *behave* like cooperators rather than consumers. They come to the clinic to get their individual needs met, but they understand that the clinic isn't just there for them as individuals and by supporting the clinic, they are actually part of meeting a community need. It's a very, very cool phenomenon, and without it, the community acupuncture movement wouldn't exist.

The key is that almost all community acupuncture patients intuitively grasp that CA is all about working with limited resources -- *shared* limited resources. Patients who want what we can't provide almost always self-select out, and rarely have to be "fired". They understand that what a CA clinic can offer them is limited; what you see is what you get. Patient culture in a CA clinic is based on realistic expectations of the clinic; the clinic's part in supporting this is to be transparent. Most patients also grasp that their punks and other clinic workers aren't making a lot of money, and sincere appreciation goes a very long way.

Oddly enough, it's taken us a while to realize that the same principle has to apply to a community acupuncture school and its students.

We can't in fact run ORCCA if the student population isn't predominantly gracious, grateful, receptive, and most importantly -- supportive and protective of the school itself. Just as for punks in a clinic, the work is too demanding and the pay too low. (The fractal strikes again!)

The culture that you will need your patients to create and maintain for you as a punk is the same culture we need you to create and maintain within the student body. So it's good practice, right?

We're not saying that it's easy -- creating culture is *hard*. And you are students, so you're learning. In fact we're all learning about how to create a community acupuncture school, since nobody has done that yet and we're the only ones willing to try. Furthermore, we can't tell you

how to create culture for the student body, because you're the only ones who can figure that out. But culture is the main asset of the community acupuncture movement itself, and it was mostly created by the patients, so we don't think it's unreasonable to ask you to participate in the overall effort.

Returning to the first objection to the community acupuncture model, though -- that there's no market and no demand for affordable acupuncture -- it's very important to acknowledge that the people who said that *are not entirely wrong*. There are plenty of acupuncturists who have tried to offer affordable acupuncture who gave up because they weren't busy enough. Some of those were community acupuncture punks. And there's a long list of reasons that those practices failed.

One reason on that list is worth honing in on, and that's an entitled attitude on the part of the practitioner. Lots of acupuncturists have the attitude that the skills they have to offer are so amazing that they simply deserve to be busy -- but that's just not how this market works. And the most common reason that community acupuncture practices fail is that, as a result of all kinds of factors, the practitioner won't or can't bring enough energy, focus and enthusiasm to bear on the project. Sometimes that's because of factors beyond the practitioner's control. But it's not beyond anyone's control to excise any sense of entitlement they have -- and it's a wise choice, because entitlement will prevent you from doing the hard and humbling work you'll have to do to succeed as a punk.

To sum up: an entitled attitude is the kiss of death for a community acupuncture clinic. On the part of the patients, because entitled and demanding patients are too hard to serve in this model. On the part of the practitioner, because an entitled practitioner can't give the clinic what it needs (which is the practitioner's lifeblood). So figuring out how to deal with entitlement in the student culture is great practice for figuring out how to deal with it later, when there may be fewer people around to help.

Student File Access

Records Access

Students may access their Student Files in Sync.

Release of Information (Confidentiality of Student Records)

ORCCA school officials will not release information from a student's education or payment records without written permission from the student.

School officials report student directory information to the Oregon Higher Education Coordinating Commission and other regulating agencies for their data collecting research. Directory information includes the student's name; date of birth; county, zip code, and state of residence; and self-reported gender and race information.

NCBAHM

Transcripts are automatically submitted to the NCBAHM as they require for student certification.

Transcripts

Upon written request to ORCCA's registrar, student transcripts will be issued within 30 days after verification of classroom and clinical hours, as long as all tuition and school fees are paid in full. The original transcript is included in the tuition fee. Additional transcript copies are $25 each.

State Licensure

ORCCA's registrar will submit required materials to Acupuncture State Licensure Boards to allow ORCCA graduates to become licensed Acupuncturists.

Please see the *Student Handbook* for further details.

Student Rights and Responsibilities

Right to Access/Responsibilities of Access

ORCCA shall be open to applicants who are qualified according to current admission requirements within the limits of its resources and facilities. ORCCA's goal is to make acupuncture accessible to communities that would not otherwise receive it, by training acupuncturists who are committed to serving those communities.

ORCCA students have the responsibility to think about access to health care in general and acupuncture in particular. ORCCA's resources are limited and students have the responsibility to continually consider how well they are using those resources and what they will do with their training to increase access to acupuncture for underserved communities.

Right to Transparency/Responsibilities of Transparency

ORCCA shall be transparent in its operations and particularly in its finances. Tuition at ORCCA is a significant financial commitment for students. ORCCA also depends on the generous social and financial support of sustainers. Applicants to ORCCA and other stakeholders have the right to know exactly how their resources are being used.

Right to Confidentiality/Responsibilities of Confidentiality

ORCCA student records and information are treated respectfully and kept confidential. Information about student views, beliefs, finances, private activities, political associations and health status which is acquired or learned by school employees and volunteers in the course of work is to be treated with professional judgment and confidentiality. Professional evaluations and references about the ability and character of students may be provided by employees and volunteers under appropriate circumstances.

ORCCA students have the responsibility to protect patient records and information in the course of their volunteering, observation, and clinical training. ORCCA students further have the responsibility to treat information about fellow students', ORCCA employees' and volunteers' views, beliefs, finances, private activities, political associations and health status with respect and confidentiality.

Right to Be Informed/Responsibility to Be Informed

ORCCA applicants have the right to be informed about class requirements, school policy and procedures, and important developments in community acupuncture.

ORCCA students have the responsibility to understand and abide by school policies. Because one of ORCCA's goals is to make tuition as affordable as possible, the school's administrative structure is very streamlined. ORCCA applicants have the responsibility to take the initiative to become informed, and when possible, to share information with other current and prospective students about class requirements, school policy and procedures, and important developments in community acupuncture.

Right to Assessment/Responsibilities of Assessment

ORCCA students have the right to participate in assessments of programs, course content, and educational objectives.

Right to Participation/Responsibilities of Participation

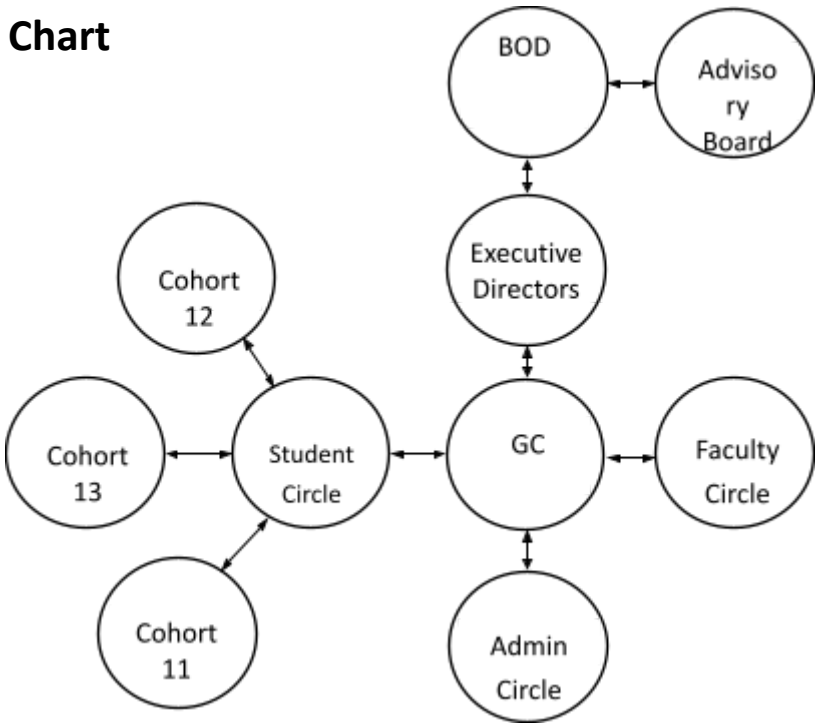
ORCCA students have the right to participate in the operations and governance of ORCCA.

ORCCA governs itself using principles of participatory democracy in the sociocracy model (www.sociocracy.info). To participate in the operation and governance of ORCCA, each cohort self-organizes a self-governing Student Circle, and sends representatives to the All Student Circle. All Student Circle represent students participate in governance of ORCCA through participation in ORCCA's General Circle. Our "Sociocratic Circles Chart" follows.

The first unwritten rule of community acupuncture, which students have the responsibility to learn, is, "If you've got a complaint, congratulations, you've got a job." ORCCA students have the right to identify problems with the school, and if they do, they have the responsibility to work on the solutions.

ORCCA depends heavily on generous investments of volunteer time, talent and skills. It would not exist without this continual infusion of social capital. ORCCA students have the responsibility to understand how much their education is the result of community acupuncturist's volunteerism, and to reciprocate by volunteering as much as they are able.

Sociocracy Circles Chart



Ownership Statement

ORCCA is a 501c3 nonprofit educational institution.

Board of Directors

- Jennifer Kehl, L.Ac., RN (President)
- Sandra Parisi (Public, Treasurer)
- Jersey (Michelle) Rivers, L.Ac., MSOM (Co-Director)
- Lisa Rohleder, L.Ac., MAcOM (Co-Director)
- Sonya Gregg, L.Ac., MCA (Co-Director)
- Haley Merritt, L.Ac. (Secretary)
- Dilip S. Babu, MD (Public)

Advisory Board

- Ron Knight, BA
- Amy Vance, MSW
- Gabe Triplett
- Rob Sadowsky
- Eana Meng
- Tyler Phan, Ph.D.
- Suzanne Morrissey, Ph.D.
- Prerna Singh, Ph.D.
- Cristina Gillis
- Dr. Tolbert Small, MD (honorary advisor)

Administration

- Lisa Rohleder, L.Ac., MAcOM, Co-Director
- Sonya Gregg, L.A.c., Co-E.D., Co-Director, Academic Coordinator
- Jersey Rivers, L.Ac., MSOM, Co-Director, Project Coordinator, FGS

- Sara Biegelsen, L.Ac., Academic Dean
- Gail Roudebush, CEU Coordinator
- Winona (Noni) Vaitekunas, L.Ac., Registrar

Teaching Faculty

- Sara Biegelsen, L.Ac.
- Sonya Gregg, L.Ac.
- Jennifer Kehl, L.Ac., RN

Clinical Supervisors

- Moses Cooper, L.Ac., DoTCM
- Haley Merritt, L.Ac., MAcOM
- Krista Bargsten, L.Ac., MSOM
- Michelle Citrin, L.Ac., MAcOM
- Kerrie Nasman, L.Ac.

Guest Lecturers

Instructors from around the US & Canada who occasionally teach at ORCCA.

- Jersey Rivers, L.Ac., MSOM
- Dilip Babu, MD
- Laura Berglund, L.Ac, MCA
- Moses Cooper, L.Ac., DoTCM
- Jade Fang, L.Ac., MAOM
- Erin Engelke, L.Ac.
- Lara Pacheco-Wasiutynski L.Ac.
- Winona (Noni) Vaitekunas, L.Ac.

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ORCCA Organization Chart

ORCCA BOARD of DIRECTORS
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EXECUTIVE DIRECTORS
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SONYA REGISTRAR ACADEMIC DEAN
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INSTRUCTORS/ CLINICAL SUPERVISORS/ GUEST LECTURERS

Disclaimer

ORCCA provides its website, catalog, handbooks, and any other printed materials or electronic media for general guidance. Students are cautioned that changes or additions to such policies or rules may become effective since their publication in various materials either as printed or digital material. As such, the school does not guarantee that the information contained within them are up-to-date, complete and accurate, and individuals assume any risks associated with relying on information without checking other credible sources, such as the Dean or Registrar. In addition, a student's or prospective student's reliance upon information contained within these sources, or individual program catalogs or handbooks, when making academic decisions does not constitute, and should not be construed as, a contract. Further, ORCCA reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students, and these changes are to be effective when determined by the appropriate authority within the school, whether during a student's enrollment or otherwise. Registration of all students is accepted subject to these conditions. Links or references to other materials or websites provided in the above-referenced sources are also for information purposes only and do not constitute ORCCA's endorsement of products or services referenced.

ORCCA Licensing and Accreditation

Oregon

ORCCA is licensed in Oregon as a private career school by the Higher Education Coordinating Commission.

Higher Education Coordinating Commission
3225 25th St SE
Salem, OR 97302
Telephone: (503)947-5751

National

Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) is the national accrediting agency recognized by the U.S. Department of Education for accreditation and pre-accreditation ("Candidacy") of professional master's-level certificates in acupuncture, such as ORCCA's.

ORCCA students and graduates may apply for certification with the NCBAHM (National Certification Board for Acupuncture and Herbal Medicine). After applying for certification through the NCBAHM, ORCCA graduates are eligible to sit for licensing exams.

ACAHM is located at 500 Lake Street, Suite 204 Excelsior, MN 55331 Tel (952) 212-2434

Accreditation Status

Oregon College of Community Acupuncture (formerly POCA Technical Institute) and its following program are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

(1) Master of Acupuncture

The program listed above may offer courses via distance education.

ACAHM's accreditation does not include participation by the institution in Title IV, HEA federal student financial aid programs.

ACAHM does not accredit any programs at the undergraduate/bachelor level.

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

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is

located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952/212-2434; https://acahm.org

Public Disclosure Statement Effective as of 19 February 2026

Practitioner Licensing

Most states license acupuncture practitioners and have individual licensing requirements.

Please confirm acupuncture licensure requirements with your state.

Oregon: Oregon Medical Board, 1500 SW 1st Ave., Suite 620, Portland, OR 97201-5847. 971-673-2700.

Washington: Washington State Department of Health, P.O. Box 47865, Olympia, WA 98504-7865. Email - hsqa.csc@doh.wa.gov.

Based on our current understanding of state acupuncture licensing laws, an ORCCA certificate meets the state licensing requirements for education in the following states: Alaska, Arizona, Colorado, Connecticut, Delaware, Washington - District of Columbia, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine (also requires a BA), Maryland, Massachusetts, Michigan, Missouri, Minnesota, Montana, Nebraska, New Hampshire (also requires a BA), New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington (also requires a course in microbiology), West Virginia, Wisconsin, and Wyoming.

An ORCCA certificate does NOT meet the state licensing requirements for education in the following states: Arkansas, California, Hawaii, Florida, New Jersey, New Mexico, Nevada, or Texas.

The practice of acupuncture in the following states is not regulated: Alabama (must be a physician), Oklahoma, and South Dakota.

Please refer to this spreadsheet for more information about state acupuncture licensing laws: https://docs.google.com/spreadsheets/d/1izA3TSAoVbX1b8VwMWr386c944plhuUVYLYcIgrBmkY/edit?gid=0#gid=0

Other Related Documents

ORCCA Student Handbook: (distributed at student's enrollment, and when updated.)

ORCCA Student Clinic Handbook: (distributed during the second class year, and when updated.)

ORCCA Privacy Manual: (distributed at student's enrollment, and when updated.)

ORCCA Website

Up-to-date information, the most current catalog, applications, and other information is posted on the ORCCA website - www.orcca.edu

ORCCA Business Office

3526 NE 57th Ave
Portland, OR 97213
registrar@orcca.edu
503-664-6326