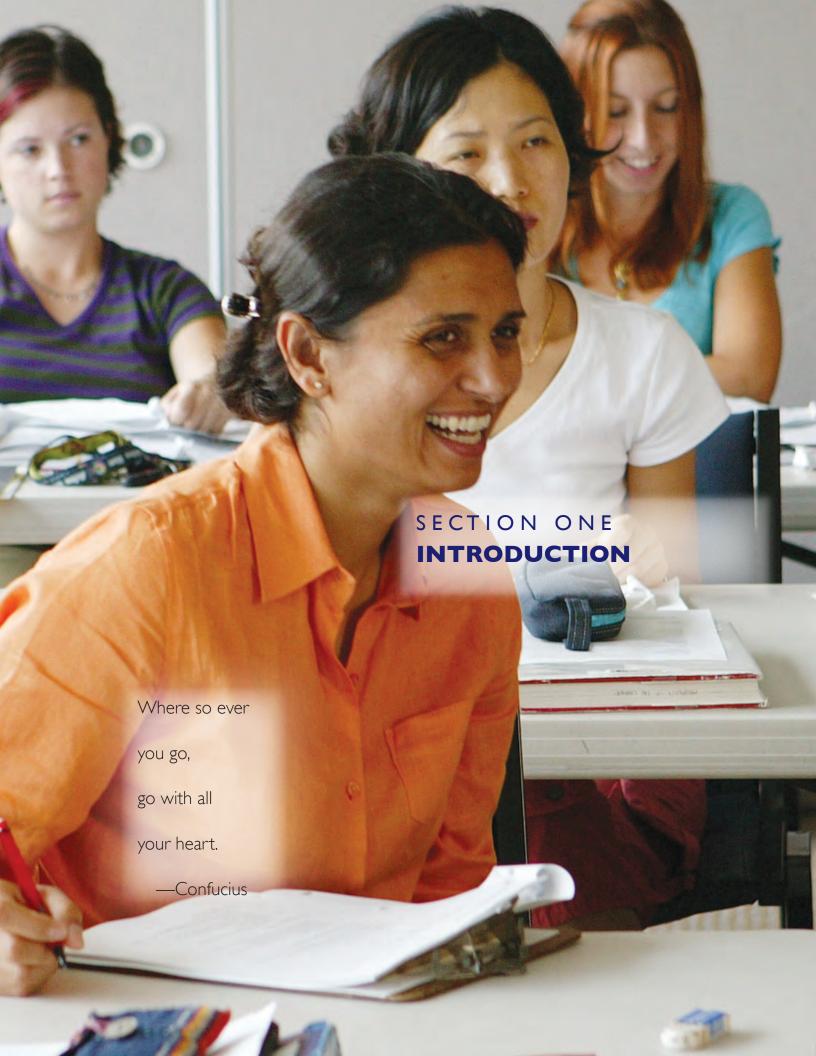
ACADEMIC CATALOG







Message from the President

It is a pleasure to welcome you and thank you for your interest in Tai Sophia Institute. When you walk through our doors, you will notice that this is a truly special and unique place. Awaiting you is a sense of tranquility, community, and learning.

The focus of health care in our nation is rapidly shifting from a disease-based system to one of self-care, wellness, and prevention, making Tai Sophia's programs even more relevant and the demand for our graduates that much greater. Since Tai Sophia's modest beginnings in 1974, our pioneering vision of a relationship-centered, self-empowering, wellness system has infused our teachings, our clinical practices, and our advocacy.

We are committed to developing programs that are innovative, dynamic, applicable to market demands, and that meet the need for diverse, knowledgeable, and energetic professionals in today's elite health and wellness workforce. Through this process of growth and development, there is the opportunity to affect the well-being of countless people.

At Tai Sophia, we are dedicated to providing students with an exceptional education and student experience within a highly personalized community. Our faculty and staff are intimately involved with all students to ensure these outcomes, and to help shape students' futures. As a result, our graduates continue to broaden the definition of wellness in their workplaces, their communities, and, indeed, throughout the world.

We invite you to explore and learn with us, helping to alter the current paradigm in health care to one of integrative self-care and to take part in the great opportunities that lie ahead.



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Frank Vitale

President and Chief Executive Officer

Frank Heldo



Tai Sophia Institute represents the meeting point of the ancient healing traditions from the East and West; the Chinese word Tai means "great," and the Greek word Sophia means "wisdom."

Together, the two words "great wisdom" serve as the foundation for our academic programs, clinical services, and community wellness offerings.

A premier accredited academic institution for health and wellness, Tai Sophia Institute offers graduate degrees and graduate certificates in a wide range of wellness topics.

Our 12-acre campus houses a bookstore, library, clinic, herbal dispensary, art gallery, meditation and herb gardens. We welcome you to explore the abundant opportunities for growth and renewal.

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Tai Sophia Institute reserves the right to change without prior notice any programs, policies, requirements, dates, fees, and/or regulations that are published in this catalog.

This catalog is not to be regarded as a contract.

The Academic Catalog is published electronically, supporting Tai Sophia Institute's commitment to bring about a healing relationship among people, the earth, and all life.

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A Community Dedicated to Wellness

Mission

In March 2006, Tai Sophia Institute's Board of Trustees adopted this mission statement:

Tai Sophia Institute is a graduate school for the healing arts and sciences characterized by our values-driven learning community and our commitment to shape the future of healthcare through personal and public service.

Our transformative and relationship-centered programs and services integrate the timeless wisdom of nature and ancient healing traditions with contemporary knowledge to develop practitioners and leaders capable of creating and sustaining individual and community wellness.

Our work to fulfill this mission is in service to our vision:

Rooted in nature and timeless wisdom, Tai Sophia Institute will be an anchoring academic institution for a global wellness community that enables all of us to practice the arts of living and dying.

The Tai Sophia learning community serves those committed to enabling all members of our society to practice the arts of living and dying, and to deepening society's practice of the healing arts through our ability to learn from nature and the ancient wisdom traditions. Tai Sophia provides professional education through its master's degree programs in acupuncture, therapeutic herbalism, oriental medicine, health and wellness coaching, health education and integrative health, and nutrition and integrative health, as well as its post-baccalaureate certificate programs in Chinese herbs, herbal studies, medical herbalism, health and wellness coaching, Chinese wellness therapies, and Ayurvedic wellness practices; and post-master's certificates in nutrition and integrative health, clinical herbalism, animal acupuncture, and women's holistic health. Additionally, we conduct research and offer wellness programs and clinical services to the wider community. The Institute is committed to education that empowers individuals and communities, furthering their well-being and personal transformation so that all their relationships are healing relationships.

Accreditation

Tai Sophia Institute is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. MSCHE's address is 3624 Market Street, Philadelphia, PA 19104. MSCHE's phone number is 267-284-5000. MSCHE's webpage is www.msche.org.

The Master of Acupuncture degree program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 14502 Greenview Drive, Suite 300 B, Laurel, MD 20708. ACAOM's phone number is 301-313-0855. ACAOM's website is www.acaom.org.

The Maryland Higher Education Commission (MHEC) has recommended each of the post-baccalaureate certificate, master's degree, and post-master's degree programs at Tai Sophia Institute. MHEC's address is 6N. Liberty Street, 10th floor, Baltimore, MD 21201. MHEC's phone number is 410-767-3301. MHEC's webpage is www.mhec.state.md.us.

Institutional Values

Tai Sophia Institute faculty, students and staff have developed the following statement of values, approved by the board of trustees, to guide our work:

- Operate from an acknowledgment and declaration of Oneness.
- Use nature and the rhythms of the earth as a guide in teaching our students and one another.
- Foster and teach the sensory skills that allow us to observe self and others.
- Recognize that healing occurs in relationship and is more than the implementation of a treatment technique.
- Continue our learning in the presence of one another, acting not as truth-tellers but as guides for mutual self-discovery.
- Honor the individual gifts of each member of our community and hold one another in the highest possible regard.
- Honor the diversity of all healing and philosophical traditions and build upon the common foundation that joins them at the deepest level.
- Cultivate the next generation of teachers and leaders within the community to serve the mission and ongoing life of the institution.
- Make all judgments and decisions in the context and light of the seven (past three, future three, and present) generations.
- · Ground all of our actions in honesty and integrity.
- Cultivate the ability to observe ourselves and our intentions to enable
 us to take responsibility for our learning, actions, and well-being.
- Be coachable: able to give, receive, and effectively respond to feedback.
- Take the time to listen deeply to one another, making sure we hear one another and are being heard.
- Consciously and courageously use our words, presence, and touch as instruments of healing — with deep respect, thoughtfulness, and compassion.
- Hold healing in partnership with illness and death. Embrace all aspects
 of life as part of healing and health.
- Acknowledge and engage in self-reflection and transformative practice as keys to healing and healing presence.
- Recognize that there is no Tai Sophia independent of the individuals who make up the Institute.

Tai Sophia Institute www.tai.edu Academic Catalog 2012-2013 Introduction 1:5

Learning and Physical Resources

Main Campus

Tai Sophia Institute is situated on a 12-acre campus in Laurel, MD, located between Baltimore and Washington, DC. We have taken advantage of adjacent untouched woodlands and stream valleys to create closeness with the environment and the changing seasons of nature. The land is adjacent to the Middle Patuxent River Valley, a major conservation area, and has footpaths leading to the Patuxent Wildlife Preserve. The campus includes a 32,500-square-foot building featuring classrooms, meeting rooms, a clinic, a public library, a student lounge and student kitchen, and a bookstore. The campus building is open for business Monday through Friday, 7:00 a.m. to 10:00 p.m., Saturday and Sunday, 7:00 a.m. to 6:00 p.m. The campus also offers outdoor learning spaces including a meditation garden and an herb garden. Parking is available adjacent to the building. For directions and a map to the campus, see the website, www.tai.edu.

Sherman Cohn Library

Our Library collection includes 12,000+ books, ebooks, journals, and audiovisual materials. The Library supports the curriculum and covers a wide range of topics such as acupuncture, ethnobotany, herbal medicine, coaching, pharmacognosy, Eastern and Western medicine, integrative medicine, wellness, leadership, philosophy, nutrition, animal acupuncture, mind-body medicine, bodywork and movement health, psychology, Eastern art and history, and also includes poetry and inspirational works. The Library has a Delicious site, a YouTube channel, and a Facebook page. These electronic resources and many more can be accessed from the tag cloud on the Library's publicly accessible page at http://www.tai.edu/ ResourcesLibrary.aspx. Community members and alumni are welcome online and in person.

Research is an integral part of graduate studies, and our staff has the experience to help patrons develop efficient and effective research skills using print, audiovisual, and online resources. Students may make appointments for individual research consultation at no charge. The Library also schedules group sessions for general training and for customized course needs.

Six workstations in the Library plus Wi-Fi service throughout the building provide access to the Library's Intranet site, campus email, and the Internet. Workstations also contain helpful applications such as Microsoft Word. Subscriptions that are available on site include Planta Medica, Natural Standard, the EBSCO host databases, and a customized version of PubMed. A pay-per-use photocopier is available to copy information from resources that do not circulate such as journals or reference books.

Meeting Point Bookstore

Located off Tai Sophia's main lobby, the Meeting Point Bookstore is dedicated to nourishing your mind and body. In addition to an eclectic assortment of wholesome food selections including bagels, cookies and muffins, coffee, tea, and assorted refreshing beverages, the Meeting Point Bookstore offers a unique selection of books on acupuncture, complementary medicine, herbal medicine, philosophy, health and natural healing, as well as unique titles related to the healing arts. The Meeting Point also carries a wide variety of wellness items including herbal teas, a complete line of natural supplements approved by the Tai Sophia herbal faculty, and cards and gift items relating to the healing arts and teachings at Tai Sophia Institute. If patrons can't visit in person, they may shop the Meeting Point online at www.tai.edu/bookstore.

410-888-9048 ext. 6636 or bookstore@tai.edu

Basic Store Hours

Monday – Friday 8:30 a.m. – 5:00 p.m. Saturday – Sunday 8:30 a.m. – 4:00 p.m.

Clinical Training Sites

Tai Sophia's clinical training sites currently include ten individual sites at eight locations throughout the Baltimore/Washington region. At each of the sites, our faculty and student practitioners deliver personalized health and wellness services to a broad base of clients in a diverse range of settings. Many settings also include rotations where students can develop specialized experience and fluency in their practices.

Student Teaching Clinics

In the clinical phase of the Master of Acupuncture, Master of Science in Herbal Medicine, Master of Oriental Medicine, Master of Science in Nutrition and Integrative Health, and Graduate Certificate in Chinese Herbs programs, students are required to begin their clinical practices under the supervision of Tai Sophia faculty. Tai Sophia's Student Teaching Clinic is located on campus.

The Natural Care Center

Tai Sophia Institute 7750 Montpelier Road Laurel, MD 20723 410-888-9048 ext. 6614 NaturalCareCenter@tai.edu

Community Health - Internal/External Clinic Sites

Acupuncture students are also required to engage in service to the community by completing some supervised clinical practice at community health sites located throughout the Baltimore Metropolitan region.

This aspect of the students' clinical experience is a unique and important part of the curriculum for the Master of Acupuncture program. While providing acupuncture students with an array of clinical experiences, this component of the program also offers clinical tours in a variety public health settings. The following is a list of current community health sites.

Grassroots Crisis Center Group

6700 Freetown Road Columbia, MD 21044-4137 410-531-6006 www.grassrootcrisis.org

Healthcare for the Homeless

421 Fallsway Baltimore, MD 21202 410-837-5533 www.hchmd.org

Howard Community College - Wellness Center

10901 Little Patuxent Parkway Columbia, Maryland 21044 410-518-4950 www.howardcc.edu

Howard County Detention Center

7301 Waterloo Road Jessup, MD 20794 410-313-5200 www.howardcountymd.gov

Howard County Health Department

7178 Columbia Gateway Drive Columbia MD 21046 410- 313-6202 www.hchealth.org

Laurel Wellness

7750 Montpelier Road Laurel, MD 20723 410-888-9048 www.tai.edu

Living Well With Cancer

7750 Montpelier Road Laurel, MD 20723 410-888-9048 www.tai.edu

Penn North Neighborhood Center/MD CHI

2410 Pennsylvania Avenue Baltimore, MD 21217 410-728-2080 www.penn-north.com

The Serenity Center

9650 Basket Ring Road Columbia, MD 21045-3421 410-884-6088 www.serenitycenter.homestead.com

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Support Services

Accessibility for the Physically Challenged

The building has convenient parking for physically challenged persons and is wheelchair-accessible. An elevator provides access to offices and treatment rooms on the second floor:

Disabilities Services

Tai Sophia Institute is committed to ensuring equal access for qualified individuals with disabilities and fully complies with all relevant federal and state laws. At Tai Sophia Institute, no qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in access to services, benefits, and activities at the Institute solely by reason of his or her handicap. A "qualified individual with a disability" is a person with a disability who has been certified by a professional qualified to evaluate the disability in question; meets the essential eligibility requirements for participation in or receipt of a program or activity; and is capable with reasonable accommodation of achieving the education and training.

It is the responsibility of the student who has a disability and needs assistance in gaining equal access to services, benefits, and activities at the Institute to contact his or her academic and student affairs advisor with documentation of the need for reasonable accommodation. As appropriate to the disability, documentation should follow these guidelines:

- This documentation must be issued by an appropriate professional such as a psychologist, psychiatrist, or physician. The credentials of the diagnosing professional should include information describing the certification, licensure, and/or the professional training of the person conducting the evaluation.
- The documentation should explain how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria, or to perform certain duties or functions. It should address the accommodation that is necessary and how the accommodation might mitigate the effect of the disability.
- A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may affect physical, perceptual, behavioral, or cognitive performance should also be noted.
- A description of the diagnostic criteria and/or diagnostic test used. The description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available; then the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.
- A diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis. The diagnostic systems used by the Department of Education, the State Department of Rehabilitative Services, or other State agencies and/or the current editions

of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

• The academic and student affairs advisor will verify the disability and collaborate with the student in identifying reasonable accommodations and ways to implement these accommodations. The academic and student affairs advisor may require a new evaluation if the documentation submitted is outdated (5 years or more) or not pertinent to the accommodation request.

Campus Security

When the building is open for business, security staff is present to maintain the security of the campus facilities and all occupants. The vice president for administration and general counsel is responsible for campus security and informs the campus community of issues related to campus security. The vice president for administration and general counsel ensures there is timely warning to the campus community of any and all crimes, whether reported to campus security personnel or local police authorities. The vice president for administration and general counsel, as required by the US Department of Education, prepares an annual security report that is posted online. Students receive email notification of the availability of this report, including a report summary, and may request a hard copy of the report.

Policies of the Programs

The policies, guidelines, regulations and procedures of the Institute and its programs can be found in detail in the student handbooks, all of which are posted online. All students must familiarize themselves with current policies and conform to these policies at all times. The student handbooks include, for example, policies concerning graduate levels of academic progress, grading, attendance, remaining up-to-date on health requirements, information on a drug-free workplace, FERPA, the student grievance procedure, sexual harassment and sexual assault policies. Revised annually, the handbooks also set forth practical, day-to-day operational information for students.

Residency and Housing

Students in full-time day programs must live within reasonable commuting distance of the Institute. Although it takes a bit of effort and determination, several students have commuted without moving to Maryland on a permanent basis. Many of these individuals rented space that accommodated them two to three nights a week while attending classes.

Off-campus housing is readily available. Lists of short and long-term housing possibilities in areas around Howard County, MD, Baltimore, MD, and Washington, DC, are available from the office of graduate admissions.

Housing expenses will vary widely depending upon the size and location of the residence.

Revised 10/5/12

Board and Administration

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Jeff Millison, M.A., M.Ac., Director, Acupuncture and Oriental Medicine Programs

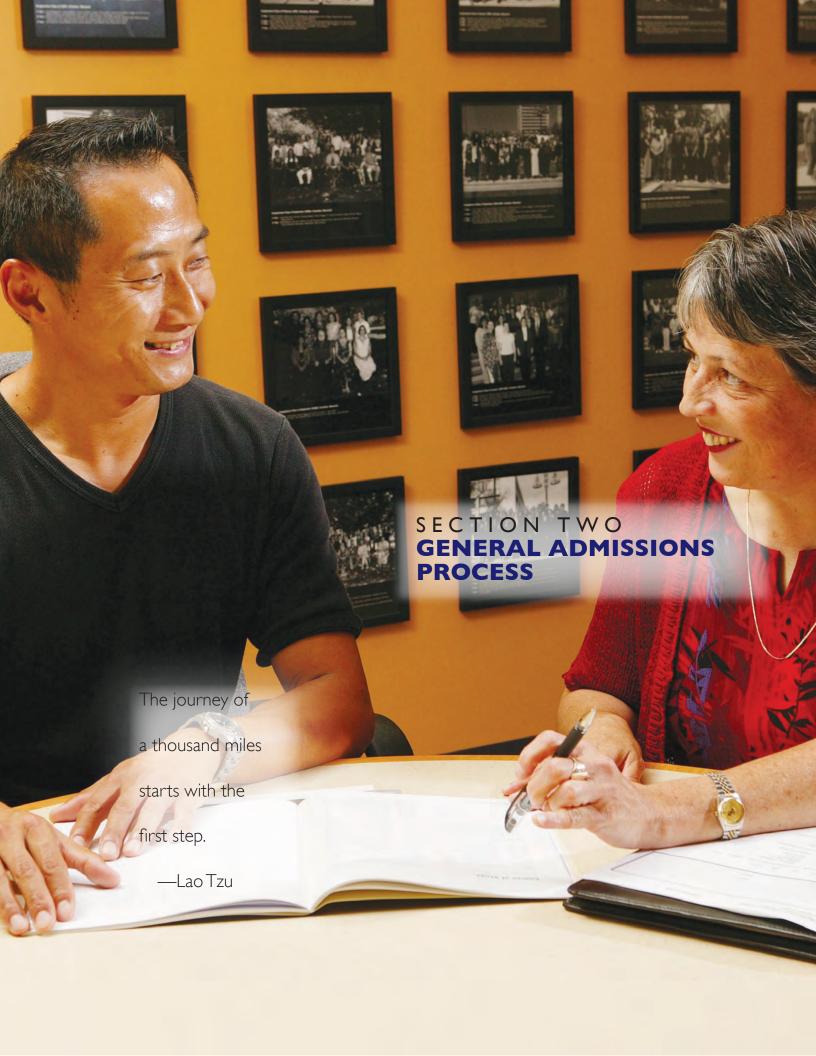
James Snow, RH (AHG), Acting Academic Director, Integrative Health Sciences Department

Rebecca Snow, M.S., LDN, RH (AHG), CNS, Academic Director, Nutrition and Integrative Health Department

Michael Tims, Ph.D., Academic Director, Herbal Programs

Cheryl Walker, M.L. MCC, Academic Director, Applied Philosophy and Practices Department

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Prospective Students

Welcome!

It is an honor to support your exploration of Tai Sophia Institute's master's degree and graduate certificate programs. Each distinct program provides you with the knowledge and skills to build a successful career and to become a knowledgeable and energetic professional in today's elite health and wellness workforce.

We invite you to visit Tai Sophia, speak with an admissions counselor, take a tour of our campus, and observe a class. The admissions team is committed to providing you with clear information and personalized guidance throughout the admissions process. We look forward to helping you as you take the next steps on your journey.

Somelle Tulin Molinesuse

Warmly,

Gabrielle Julien-Molineaux

Director of Graduate Admissions

Honoring Diversity

Tai Sophia Institute seeks qualified applicants who have the maturity, commitment, and preparation necessary to take full advantage of the specialized studies offered by the Institute in each of our programs of study.

The Institute is committed to being, communicating, and educating in ways that recognize and honor the full range of human diversity. Each student, faculty, staff, and board member strives to use language and manifest behavior that promotes inclusiveness. Furthermore, each student and faculty, staff, and board member is responsible for creating an atmosphere that supports all in growth and movement toward inclusiveness and the acceptance of diversity. Tai Sophia is committed to broadening the diversity of student body, staff, administration, and board members.

Non-Discrimination Policy

Tai Sophia Institute is an equal opportunity institution. Applicants for admission, employment, and financial aid are considered on the basis of individual merit. No person is excluded from participation in, denied the benefits of, or subject to discrimination in any program or activity of Tai Sophia Institute on the basis of race, color, national or ethnic origin, gender, gender identity, sexual orientation, marital status, pregnancy, age, religion, disability, or any other characteristic protected by law. Please see the Director, Office of Human Enrichment, for inquiries or concerns related to this policy.

Application and Admission Procedures

Campus Visit

Prospective students are strongly encouraged to visit Tai Sophia Institute, meet with an admissions counselor, and observe a class before applying. Please call or e-mail the Office of Graduate Admissions to schedule your visit

Application Process

We encourage prospective students to explore program options with our admissions counselors who can help you decide which program is the most appropriate for you. Applications for admission are accepted throughout the academic year. In most cases, applications are reviewed as they are received on a space available basis. However, there are priority deadlines for the Master's degree programs. We recommend that you apply six to eight months before the intended start date to ensure a space in the class, and that you are mindful of the priority deadlines listed below.

The completed application form, essay, and resume must be submitted with the application fee. The following application fees apply:

Graduate Certificate in Chinese Herbs \$75

All other Graduate Certificate Programs \$50

All Master's Degree Programs \$95

For Master's Degree Program applications received after June 1 for September classes and October 1 for January classes, the fee is \$150. Once application materials have been received, you may be contacted to schedule a formal admissions interview. Applicants will be notified in writing regarding the decision of the admissions committee.

Transcripts

Official transcripts for all degrees and transcripts submitted as evidence of meeting prerequisites should be sent directly from the respective college or university. Tai Sophia Institute reserves the right to request additional transcripts and course descriptions.

Applicants who have earned degrees outside of the U.S. will be required to have their transcripts evaluated by a credential evaluating service in the United States prior to submission. Please refer to the requirements outlined in the International Students section.

Please mail or deliver all application materials to:

Office of Graduate Admissions Tai Sophia Institute 7750 Montpelier Rd Laurel, MD 20723

Tuition Deposit

An individual accepted into one of Tai Sophia's academic programs will be billed a non-transferable, non-refundable tuition deposit. This fee holds a seat in the class for which the applicant has been accepted and will be applied to tuition upon matriculation. This fee is due upon acceptance and may be paid by cash, check, Master Card, or Visa.

The following Deposit fees apply:

Post Bachelor's Certificates \$500
All Master's Programs except Acupuncture \$750
Acupuncture \$1000
Post Master's Certificates \$500

Deferrals

Offers of acceptance may be deferred one time for up to one year. Requests for deferral must be made in writing to the Office of Graduate Admissions. Students who request a deferral after acceptance will be required to pay the tuition deposit in order to hold their space in the program. If a student with a deferred acceptance does not enroll within one year, that fee is forfeited.

Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form**
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript(s) of degrees earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.
- ** Applicants to Graduate Certificate Programs in Chinese Herbs, Animal Acupuncture, Women's Holistic Health and Nutrition and Integrative Health are not required to submit an essay.

During the application review process, an interview may be required for some programs.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Tuition and Fees

Tuition

Tuition rates vary by program. For current tuition rates, contact the Office of Graduate Admissions or visit the academic programs pages of our website at www.tai.edu.

Costs Not Covered in Tuition

The tuition does not cover the cost of books. In addition, all programs require students to have computer and internet access, which is not covered by tuition.

For all programs, please note: the costs associated with books will vary by person and program. Many choose to borrow rather than buy some of the required and recommended texts.

Acubuncture

Required materials include: a long, white, polyester-cotton examination coat; a sphygmomanometer (blood pressure cuff) and stethoscope; disposable acupuncture needles and moxa (to be purchased before entering Level III); and regular (e.g. seasonally, five times a year minimum) acupuncture treatments.

Therapeutic Herbalism

Other costs include those associated with out-of-state and local field trips (i.e., admission fees, transportation, food, and lodging, as applicable) and supplies in the Therapeutic Herbalism program.

Additional costs relate to supplies needed for making herbal preparations (teas, lotions, tinctures) for the Herbal Medicine Show during trimester 2. These costs can range from \$75 to \$300.

Nutrition and Integrative Health

Required materials include: a cutting board, apron and 2 high-quality knives, which can all be purchased in the Meeting Point Bookstore. Additionally, the software program Endnote is highly recommended to assist in writing requirements of the program. Other costs include transport to cooking classes, completion of the ServSafe™ Online Manager Program from the National Restaurant Association, and five nutritional counseling sessions with a Tai Sophia Institute approved nutrition practitioner by the end of the fourth trimester: Individual consultation fees will vary.

Chinese Herbs Certificate

The cost of materials may be approximately \$700 and includes several required and recommended books. Students also may be required to purchase sample herbs for their learning.

Health and Wellness Coaching Certificates

Required materials include books, and other additional reading material. The cost of required books and reading material is between \$250-300. All required books can be found in our library. Students may choose to purchase suggested books, or may find several of them in our library.

Herbal Studies Certificate

Required materials include: supplies needed for making herbal preparations (teas, lotions, tinctures) for the Fall Herb Show. The cost of the Fall Herb Show can range from \$75 to \$300. The cost of books required for the program runs between \$150 and \$215.

Medical Herbalism Certificate

Required materials include: supplies needed for making herbal preparations (teas, lotions, tinctures) for the Fall Herb Show. The cost of the Fall Herb Show can range from \$75 to \$300. The cost of books required for the program runs between \$250 and \$300.

Health Requirement Costs

Acupuncture, Oriental Medicine, and Chinese Herb students are responsible for the costs associated with one-time and ongoing health requirements, including CPR certification, Tuberculosis Skin Test (TST)/TB test, and hepatitis B vaccinations. The Institute's mandatory annual bloodborne pathogens classes are free.

Clinic and Resource Fees for Acupuncture and Oriental Medicine

An additional continuing registration fee is due each month for any student who does not complete the program by the anticipated completion date. Please see the student handbooks for more detailed information on these fees.

Post Graduate Trainee Program Fees for Acupuncture Program

Students who wish to complete additional hours of supervised clinical treatment beyond the degree requirements for the Master of Acupuncture and Master of Oriental Medicine programs may enroll in the Post Graduate Trainee Program. A one-time application fee and a continuing monthly supervision fee apply. Please see the Clinical Student Handbook for details.

Refund Policy

Tai Sophia Institute follows Maryland State refund guidelines and the federal policy for return of Title IV funds. This information is posted on the Tai Sophia website, **www.tai.edu** and also available by request from the business and finance office.

Financial Aid

Types of Financial Aid Available

The William D. Ford Direct Loan Program

Tai Sophia participates in the William D. Ford Direct Loan Program. This program offers loans that are funded by the federal government, guaranteed by guarantors, and reinsured by the federal government. The Federal Direct Stafford and the Federal Direct Graduate PLUS loans are offered through this program to Tai Sophia students attending at least half time and seeking a master's degree or post-baccalaureate.

Federal Direct Stafford Loan

The Federal Direct Stafford Loan is an unsubsidized loan. You can receive up to \$20,500. You will be charged interest from the time the loan is disbursed until it is paid in full. You can choose to pay the interest while you are in school, or choose to have the interest added to the principal of the loan. The interest rate is fixed at 6.8 percent; and a default aversion fee of I percent may be deducted from the loan before it is disbursed. Repayment of the Federal Direct Stafford Loan begins six months after the last date of attendance, or if the student's enrollment status drops less than half-time. Students who have prior loans that are in repayment may be eligible for an in-school deferment. Students should contact their prior lender to verify if they are eligible.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS Loan is a non-need based loan, which, before approval, requires a credit check by the lender to determine that the student does not have an adverse credit history. Students must apply for their annual Stafford Loan maximum eligibility before applying for this loan. The student can receive up to the cost of attendance less other financial aid in the Federal Direct Graduate PLUS loan. The interest rate is fixed at 7.9 percent; however, the federal government may offer interest rate reductions. A guarantee fee of 4 percent may be deducted from the loan before it is disbursed. Interest begins to accumulate on the date of the first disbursement; and repayment begins six months after you graduate or if the student withdraws or drops below part-time enrollment. Lenders may offer deferment and/or forbearance repayment options; students should contact the federal government for details.

Institutional Scholarships & Fellowships

Tai Sophia Institute-sponsored Minority Scholarship

The Tai Sophia Institute-sponsored Minority Scholarship may provide up to 40 percent remission from the tuition cost of a degree program for one year to a new or continuing eligible minority student who demonstrates financial need. The scholarship will be awarded based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period must reapply for future consideration.

Eligibility Requirements

Candidates for the scholarship must be a member of a racial minority meeting the following criteria:

- Be a member of a racial minority and demonstrate financial need.
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application.
- Must meet satisfactory academic progress (SAP) requirements; be in good standing as defined by the Institute's academic policy.

Be enrolled as a degree-seeking student in one of the master's degree, post-master's certificates or post-baccalaureate certificates (at least full-time status in the Acupuncture, Oriental Medicine, Nutrition and Integrative Health, and Therapeutic Herbalism Eligible students who are interested in applying for a scholarship must submit an application to the Chair of the Scholarship Review and Selection Committee by May 31 for programs beginning in September/October, and September 30 for programs beginning in January through August. The application must include an essay (no more than two pages) describing why you believe you are deserving of the scholarship, your unique skills and interests that embody the Institute's values and mission, and two letters of recommendation.

Application Procedure

Eligible students who are interested in applying for the Minority Scholarship must submit an application to the Chair of the Scholarship Review & Selection Committee by May 3 I for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- Your unique skills and interests that embody the Institute's values and mission.

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

Chair of the Scholarship Review & Selection Committee C/O the Financial Aid Office Tai Sophia Institute for the Healing arts 7750 Montpelier Road Laurel, Maryland 20723

The Debora A. Mahan & Charles D. Hock Scholarship

The Debora A. Mahan & Charles D. Hock Scholarship provides up to \$1000 for education-related expenses for one year to new or continuing eligible students who demonstrate financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period must reapply for future consideration.

Eligibility Requirements

Candidates for the Mahan & Hock Scholarship must meet the following criteria:

- Demonstrate financial need.
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application.
- Meet satisfactory academic progress requirements; be in good standing as defined by the Institute's academic policy.
- Be enrolled as a degree-seeking student in one of the master's degree, post-master certificate or post-baccalaureate certificates.

Application Procedure

Eligible students who are interested in applying must submit an application to the Chair of the Scholarship Review and Selection Committee by May 31 for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- 2. Your unique skills and interests that embody the Institute's values and mission.

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

Chair of the Scholarship Review & Selection Committee

C/O the Financial Aid Office

Tai Sophia Institute for the Healing arts

7750 Montpelier Road

Laurel, Maryland 20723

Sherman L. & Lucy Diaz Cohn Scholarship

Sherman L. & Lucy Diaz Cohn Scholarship provides up to \$500 for education-related expenses for one year to a new or continuing eligible student who demonstrates financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period must reapply for future consideration.

Eligibility Requirements

Candidates for the Sherman & Cohn scholarship must meet the following criteria:

- Demonstrate financial need.
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application.
- Meet satisfactory academic progress requirements; be in good standing as defined by the Institute's academic policy.
- Be enrolled as a degree-seeking student in one of the master's degree, post-master's certificates or post-baccalaureate certificates.

Application Procedure

Eligible students who are interested in applying must submit an application to the Chair of the Scholarship Review and Selection Committee by May 31 for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- 2. Your unique skills and interests that embody the Institute's values and mission.

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

Chair of the Scholarship Review & Selection Committee C/O the Financial Aid Office Tai Sophia Institute for the Healing arts 7750 Montpelier Road Laurel, Maryland 20723

Helen M. & Annetta E. Himmelfarb Scholarship

Helen M. & Annetta E. Himmelfarb Scholarship provides up to \$700 for education-related expenses for one year to new or continuing eligible Master of Acupuncture or Master of Oriental Medicine students who demonstrate financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period must reapply for future consideration.

Eligibility Requirements

Candidates for the Himmelfarb scholarship must meet the following criteria:

- · Demonstrate financial need.
- Be enrolled full-time in the Master of Acupuncture or Master of Oriental Medicine program.
- Must have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application.
- Meet satisfactory academic progress requirements, and be in good standing as defined by the Institute's academic policy.
- Be enrolled in either the Master of Acupuncture or Master of Oriental Medicine degree programs.

Application Procedure

Eligible students who are interested in applying must submit an application to the Chair of the Scholarship Review and Selection Committee - by May 31 for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- 2. Your unique skills and interests that embody the Institute's values and mission

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

Chair of the Scholarship Review & Selection Committee C/O the Financial Aid Office
Tai Sophia Institute for the Healing arts
7750 Montpelier Road
Laurel, Maryland 20723

The Jo Ann Barlow Fellowship

The Jo Ann Barlow Fellowship provides partial tuition and/or financial assistance up to one academic year to a new or continuing student enrolled in one of the master's degree, post-master's certificates or post-baccalaureate certificates that will help the Institute develop a relationship with the international community. Fellowship awards will be decided each September and January based on an evaluation of eligible applicants and availability of funds. Continued funding of the fellowship will be evaluated at the end each trimester or academic year.

Eligibility Requirements

Candidates for the Barlow Fellowship must meet the following criteria:

- · Demonstrate financial need.
- Be enrolled as a degree-seeking student in one of the master's programs, post-baccalaureate certificates or post-master's certificates.
- Must have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application.
- Meet satisfactory academic progress requirements, be in good standing as defined by the Institute's academic policy, and pursue work to help the Institute develop a relationship with the international community.

Application Procedure

Eligible students who are interested in applying must submit an application to the chair of the scholarship review and selection committee by May 31 for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- Your unique skills and interests that embody the Institute's values and mission.

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

The Financial Aid Office
Tai Sophia Institute for the Healing arts
7750 Montpelier Road
Laurel, Maryland 20723

The Leslie Montgomery Memorial Endowment

The Leslie Montgomery Memorial Endowment provides partial tuition and/or financial assistance up to one academic year to a new or continuing student enrolled in either the Master of Acupuncture or Master of Oriental Medicine degrees that will help the Institute develop a relationship with the international community. Fellowship awards will be decided based on an evaluation of eligible applicants and availability of funds. Continued funding of the fellowship will be evaluated at the end each trimester or academic year.

Eligibility Requirements

Candidates for the Montgomery Endowment must meet the following criteria:

- Demonstrate financial need.
- Be enrolled as a degree-seeking student in either o the Master's Acupuncture or Masters in Oriental Medicine degree programs.
- Must have a current processed Free Application for Federal Student

Aid (FAFSA) on file with the financial aid office at the time of application.

Meet satisfactory academic progress requirements, be in good standing
as defined by the Institute's academic policy, and pursue work to help
the Institute develop a relationship with the international community.

Application Procedure

Eligible students who are interested in applying must submit an application to the Chair of the Scholarship Review and Selection Committee by May 31 for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- Your unique skills and interests that embody the Institute's values and mission.

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

The Financial Aid Office
Tai Sophia Institute for the Healing arts
7750 Montpelier Road
Laurel, Maryland 20723

The Edith Olson Range Scholarship Fund

The Edith Olson Range Scholarship Fund provides scholarships and discount tuition to nurses and student nurses primarily from the Johns Hopkins University School of Nursing and the Johns Hopkins Medical Institution Network. Fellowship awards will be decided based on an evaluation of eligible applicants and availability of funds. Continued funding of the fellowship will be evaluated at the end each trimester or academic year.

Eligibility Requirements

Candidates for the Range Scholarship Fund must meet the following criteria:

- · Demonstrate financial need.
- Have nursing degree from the Johns Hopkins University School of Nursing and the Johns Hopkins Medical Institutions
- Must have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application.
- Meet satisfactory academic progress requirements, be in good standing
 as defined by the Institute's academic policy, and pursue work to help
 the Institute develop a relationship with the international community.

Application Procedure

Eligible students who are interested in applying must submit an application to the chair of the scholarship review and selection committee by May 31 for programs beginning in September/October, and September 30 for programs beginning in January.

The application must include the following:

An essay (no more than two pages) describing:

- 1. Why you believe you are deserving of the scholarship.
- Your unique skills and interests that embody the Institute's values and mission.

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of the degree programs and payment of the non-refundable, non-transferable confirmation fee. Awardees will be notified in writing prior to the start of the academic program.

Submit application to:

The Financial Aid Office Tai Sophia Institute for the Healing arts 7750 Montpelier Road Laurel, Maryland 20723

Maryland State Scholarships

Maryland State Scholarships are available to Maryland residents who qualify. To apply, students should complete the Free Application for Federal Student Aid (FAFSA) by March I of each year. The Maryland Higher Education Commission will notify recipients.

Outside Scholarships

Outside Scholarships are financial aid funds awarded through agencies outside of Tai Sophia Institute to assist students with their educational expenses. Contact the financial aid office for a list of scholarship websites.

Alternative Loans

Alternative loans are available to students who need additional assistance with their educational expenses, are enrolled in the Chinese Herb or Animal Acupuncture certificates, or do not qualify for Stafford Loan funds. In an alternative loan, a student can receive up to the cost of attendance less other financial aid. A list of possible lenders is available in the financial aid office.

Eligibility Requirements for Financial Aid

To qualify for federal financial aid, you must:

- Be a U.S. citizen or eligible non-citizen.
- Be enrolled at least half-time in an eligible program as a regular student seeking a degree or certificate.
- Have a high school diploma, GED, or equivalent.
- Not be in default on any student loans or owe a refund on any grant under the Title IV federal student aid programs.
- Be registered with Selective Service if you are a male between the ages of 18 and 25.
- Not be ineligible due to a drug conviction.
- Not have borrowed in excess of the annual or aggregate Federal Stafford Loan limits.
- Maintain Satisfactory Academic Progress.

How to Apply for Federal Financial Aid

To apply for financial aid, you will need to complete the FAFSA online at www.fafsa.ed.gov. If you do not have a personal identification number (PIN), go to www.pin.ed.gov to request one.

You will need your federal tax returns, your social security number, bank statements, investment records, and Tai Sophia's school code (G25784) to complete the FAFSA.

Once your FAFSA is processed by the Department of Education, you will receive a Student Aid Report (SAR), which will indicate your expected family contribution (EFC). The EFC is used to determine if you qualify for need-based aid. The way this is determined is by subtracting the EFC from the Cost of Attendance (COA). The COA is an estimate of expenses that includes tuition and fees, books and supplies, transportation, room and board, and personal expenses for your period of enrollment.

Once the financial aid office receives your SAR from the Department of Education, you will receive an award offer in the mail indicating the types and amounts of financial aid for which you qualify. You will need to accept or decline the award offer and submit it, along with additional forms, to the financial aid office.

If you are selected for verification by the Department of Education, or if there is data on the SAR that is incomplete or conflicting, you will be asked to submit documentation required to complete the verification process.

Financial aid funds usually are disbursed at the beginning of each trimester or at the beginning and midpoint of the academic year, depending on the academic program. Financial aid funds in excess of tuition and fees will be mailed by check to the student within 14 days of disbursement if the student is eligible. The student has the right to cancel all or a portion of their loan in writing to the Financial Aid Office within 14 days of notification of the disbursement of their loan. The student should return loan funds not needed directly to the disbursing agent after the 14-day cancellation period.

Return of Title IV Funds Policy

Federal law and regulations require Tai Sophia Institute to calculate a return of Title IV funds for any student who withdraws or does not complete an enrollment period or payment period and who has received financial aid through the federal Title IV program. This calculation is performed using a specific formula required by the U.S. Department of Education.

Title IV programs include Federal Direct Stafford Subsidized, Federal Direct Stafford Unsubsidized Ioans, and Federal Direct Graduate PLUS Ioans. Title IV funds are awarded to a student under the assumption that the student will attend school for the entire enrollment period or payment period for which the aid is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds received. The return of Title IV funds calculation is based on the percentage of the enrollment period or payment period completed and the amount of Title IV aid disbursed.

There are two required calculations; the amount of unearned aid the withdrawn student is responsible for returning and the amount of aid the

school is responsible for returning. The Office of Financial Aid will utilize the web-based software provided by the U.S. Department of Education to calculate the return of Title IV funds. The following paragraphs describe the procedure and basis for the calculations.

The calculation for return of Title IV funds is based upon the official withdrawal date determined by the Registrar's Office. The number of days completed is divided by the total number of days in the enrollment period or payment period to identify the percentage of time the student has completed. This would be the percentage of aid actually earned by the student at the time of withdrawal.

If 60% or more of the enrollment period or payment period is completed, there is no return of the Title IV funds for that period and the student is considered to have earned 100% of the Title IV funds received.

If the percentage is less than 60%, this percentage is multiplied by the total amount of Title IV aid to arrive at the amount of earned aid. The difference between the amount of earned aid and the total amount of Title IV aid is the amount of unearned aid.

The amount of unearned aid the school is responsible for returning is calculated as follows:

The institutional charges (tuition, fees, etc. for the entire enrollment period or payment period) are multiplied by the percentage of unearned aid to determine the amount the school is responsible for returning.

The amount the school is responsible for returning is compared to the total amount of unearned aid; the lesser amount is then returned to the student's loans in the following order: The Federal Direct Stafford Unsubsidized loan, Federal Direct Stafford Subsidized loan, Federal Direct Graduate PLUS loan. This amount is charged to the student's account. Depending on the results of the Tuition Refund Policy, it is possible that the student then must owe the school for the remaining unpaid portion of tuition and fees. An example of this is available from the Office of Financial Aid upon request.

The amount of unearned aid the student is responsible for returning is calculated as follows:

The student is responsible for returning any portion of the unearned aid that is not returned by the school. This is in addition to any refund money from the school that is required to be returned. For any unearned aid that came from Title IV loans, the student is responsible for repaying those funds according to the terms of the promissory note.

A student's failure to return funds they are not eligible to receive will result in the student being ineligible for further financial aid. The school and the U.S. Department of Education may also seek legal action against the student to collect any funds the student is not entitled to retain.

Post-Withdrawal Disbursements:

At the time of withdrawal, if less Title IV aid has been received than the amount earned, the student may be eligible to receive additional funds in a post-withdrawal disbursement. In this case, the Office of Financial Aid will inform the student of this eligibility. The student may then request the disbursement of these additional funds; the student may also decline some or all of the funds to prevent the incurrence of additional debt.

Transfer and Exemption Policy

Veterans Benefits

Students attending Tai Sophia Institute and receiving Veterans Benefits must be aware of the following:

- Students are expected to pursue degree programs or approved postbaccalaureate certificate programs at the Institute.
- Students must make satisfactory academic progress toward degree or program completion.
- Students must report changes in enrollment including drops, adds, withdrawals, changes to audit, and changes to educational objectives to the associate vice president of student affairs/registrar as well as the DVA.
- Students who register for courses and do not attend without officially withdrawing are misusing federal funds.
- Students who repeat a course for which a passing grade was awarded are ineligible for DVA benefits for that course.
- Students who audit a course or register for a non-credit course will be ineligible for DVA benefits.
- Students who wish to receive Veterans Benefits must also notify the Registrar's Office in writing one month prior to the intended start date of every trimester of enrollment.

For further information, please visit the Veterans Benefit website at www. va.gov or call I-888-442-4551.

In some circumstances, students may apply for transfer credits or course exemptions. The number of credits allowed and the Tai Sophia courses eligible for transfer or exemption is determined by faculty and, therefore, varies by program. All applications for transfer credit or course exemption are processed by the Registrar's Office. Reduction in tuition for transfers or exemptions varies by program.

Note: Transfer of credits is based on academic equivalency between courses. Exemption of courses is based on experience, confirmed by examination.

Transfer Credit Policy

Transfer credits may be considered in cases where a student has taken postgraduate coursework and met the same course outcomes at another institution within five years of starting a program at Tai Sophia. Courses older than five years are not eligible for transfer credit (student may apply for course exemption). The academic director determines equivalency. Each transferred course must meet a minimum grade of "B-" or 80 percent. Upon approval, course credits are transferred to your Tai Sophia Institute transcript. To apply for transfer credit:

- Contact the Registrar's Office to obtain a list of courses eligible for transfer credit and to obtain the Transfer Credit form.
- Submit the form with official documentation to the Registrar's Office. Official documentation includes the transcript(s) and a syllabus for each course for review from the previous school(s).

Note: The application and documentation for transfer credit must be submitted at least one trimester prior to the start of the Tai Sophia course(s) being considered.

Exemption Policy

Course exemptions may be considered in cases where a student has prior course work and/or experience in the subject area that meets the outcomes of a particular course. In most cases, students will be required to pass an exemption exam and, if successful, will have an "X" placed on their transcript next to the course. Because no credits will be awarded for an exempted course, students may be required to take additional coursework to meet total program credit requirements. To apply for course exemption:

- Contact the Registrar's Office to obtain a list of courses eligible for Course Exemption and the Course Exemption form.
- Submit the Course Exemption Form with official documentation to the Registrar's Office. Official documentation requirements are listed on the Course Eligibility Form for each program and may include: transcripts for a course older than five years; documentation of licensure; portfolio; written assignment, etc., as determined by program faculty.
- In some cases, an exam or other evaluation will be required. If an exam is required, arrangements for taking the exam can be made through the academic director or designee. The cost of exams is \$75 per credit and should be submitted to the Registrar's Office prior to scheduling the exam.

Note: The application and documentation for course exemption must be submitted at least one trimester prior to the start of the Tai Sophia Institute course(s) being considered.

International Students

If you earned your bachelor's degree or equivalent outside the United States, in addition to all required application documents, you must submit: An official evaluation (in a sealed envelope) from a foreign credential evaluation service confirming that the foreign degree earned is equivalent to a U.S. baccalaureate. Students must order this evaluation independently. Below are two recommended resources (not affiliated with Tai Sophia) for credential evaluation services.

National Association of Credential Evaluation Services Web: www.naces.org

World Education Service
Phone: 212-966-6311 Web: www.wes.org

The Institute is authorized under U.S. law to enroll non-resident alien students. Tai Sophia Institute requires that all applicants who intend to hold F-I student visa status while enrolled in a program submit a financial statement to determine eligibility to receive an I-20 Form. In order to receive the I-20, applicants must be able to support themselves or be able to receive financial support from a sponsor:

When considering study in the United States, applicants should carefully consider how they will support themselves financially. Students should not expect to support themselves through employment, as immigration laws limit employment for international students. Additionally, Tai Sophia Institute is not responsible for changes in students' financial circumstances while enrolled. Applicants must complete and return the I-20 Application Form along with a current bank statement providing evidence of the required funds. Applicants with dependents who will apply for F-2 visas must also provide proof of financial support for their dependents as well.

Individuals already in the United States who are applying for admission must present proof of a valid passport, visa stamp page and I-94 arrival/departure card, and any other document that may involve the student's current visa status.

Maintaining Legal F-1 Status

It is essential that all International Students adhere to the Department of Homeland Security regulations that govern your status. This is your individual responsibility of which you must be aware and for which you are accountable. Please be advised that these policies are enforced and that ignorance of the law is not considered an excuse for non-compliance. Therefore, it is essential that you maintain your legal F-I status. The following is provided solely for informational purposes:

- Ensure that your passport is valid at all times. Contact your embassy regarding extension issues at least six months prior to your passport expiration date (www.embassy.org).
- Students must be registered for a full course load in each trimester to maintain F-1 status.
- Should you move to another address, ensure that the registrar's office is notified in writing within 10 days of the move.
- Should you leave the U.S., make sure the F-I visa in your passport is valid. If this is not the case, you must apply for a new one overseas before attempting to re-enter the U.S. (see Department of State Visa Services). Make an appointment with the associate vice president for student services and registrar to have your I-20 endorsed for travel before departing from the United States.

- F-I students are not permitted to work.
- Should you change your program or need an extension of time to complete the program, you must apply for an extension, one month before your I-20 expires.
- New students with a Form I-20 are required to pay the SEVIS fee, which is non-refundable (subject to change). This is a separate fee paid to the Student and Exchange Visitor Program in the Department of Homeland Security. You can fill in the Form I-901 online at www.fmjfee. com. For more information on the SEVIS I-901 non-refundable fee, please see the website at http://www.ice.gov/graphics/sevis/i901.

In December 2003, the United States Department of Homeland Security (DHS) implemented a new system for recording information on international visitors entering and exiting the U.S. As part of this initiative, the Student and Exchange Visitor Information System (SEVIS) was implemented and administered by the Student and Exchange Visitor Program (SEVP), which is a division of United States Immigration and Customs Enforcement (ICE) and considered the largest investigative division of the Department of Homeland Security. SEVIS is a centralized and automated web-based information system that manages and maintains data for international students and exchange visitors who are studying in the United States and their dependents. We do realize this is an involved process and have provided the SEVIS information and website (http://www.ice.gov) to assist you in learning more about this process.

English Language Requirements

Success in Tai Sophia's graduate degree programs is dependent on a student's ability to communicate in English. This ability not only includes comprehending, reading, and writing English, but specifically the ability to understand the nuances in the language and to speak effectively. This level of proficiency is greater than that which is required for daily living. The requirements stated below are in place to ensure a student's ability to take full advantage of the academic programs and serve the outside community as practitioners.

Students who are non-native English speakers may be required to take the Test of English as a Foreign Language (TOEFL) or the TOEFL Internetbased Test (IBT). Tai Sophia Institute's school code is 8400. Contact TOEFL directly at toefl.org for information about registering for the test. If you have any questions related to fulfilling the language requirement, please speak with an admissions counselor:

Commonly Asked Questions

May I visit the school and sit in on a class?

Yes. Please contact the Office of Graduate Admissions to make arrangements by calling 410-888-9048 ext. 6647 or e-mail admissions@ tai.edu. Open Houses, class visits, and the Redefining Health weekend workshop also provide wonderful opportunities for prospective students to meet faculty and staff and get a sense of the philosophy that is the foundation of our programs.

How important is it that I have a background in a health-related field?

Approximately 30 percent of our students have experience in professional healthcare, while about 70 percent have backgrounds or degrees in a broad range of areas. We find that the learning of each class is enriched by this diversity of backgrounds of people from all occupations.

May I talk with some of the students or graduates who have the same background as I do?

Yes. Please make arrangements through the Office of Graduate Admissions by calling 410-888-9048 ext. 6647 or e-mail admissions@tai. edu.

Am I too old to start something new?

Our students have ranged in age from 22 to 73, with an average age of 40. For most of our students, pursuing one of our degree programs is an important and desired change of career. Many shift from successful and lucrative jobs in order to study a healing modality that has changed and enriched their own lives. For many, this change is an opportunity to pursue a path for which they have a passion.

What if I don't have a bachelor's degree?

You must have a bachelor's degree in any discipline as the minimum requirement for all of the graduate degree programs and all of our graduate certificate programs. If you do not have a bachelor's degree, we recommend that you contact a variety of local and online universities and colleges to investigate bachelor's programs tailored to adult learners.

Is Federal Financial Aid available for the graduate degree programs?

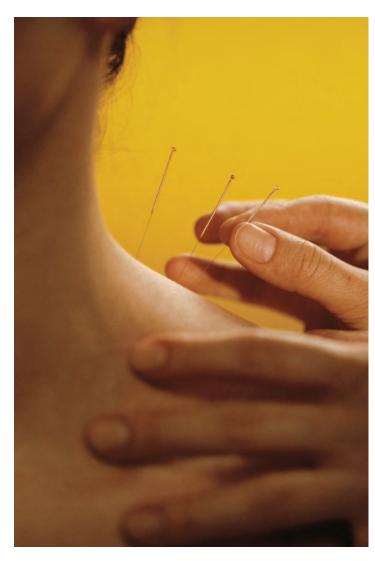
Yes. Please speak directly with our financial aid director for details on financial aid. Contact the Office of Financial Aid at ext. 6628.

Is it possible to work while enrolled in the degree programs?

It is possible to work while enrolled. Please note that the clinical portion of some programs places significant additional time and energy demands on students, and that this may have an impact on the amount of time available for employment.



Master of Acupuncture Program



Learning is discovering that something is possible.

-Fritz Perls

Overview

The acupuncture program is a graduate curriculum leading to a Master of Acupuncture (M.Ac.) degree. It is designed to draw on the Taoist tradition as the basis for treating the whole person. This tradition includes studying the five elements, the twelve officials, and yin/yang.

The program provides a values-driven, transformative, and relationship-centered curriculum that guides students to choose their words and actions intentionally, in order to be a healing presence that supports their patients. The program also provides students with a solid knowledge of the theory and philosophy of traditional acupuncture, the competence to treat their patients skillfully with needles and words, the capacity to become a healing force and an agent of change, and the ability to communicate their competency effectively.

Program Purpose

It is the purpose of the Master of Acupuncture program to firmly establish acupuncture and the underlying principles of Oriental medicine in the U.S. by providing an extensive and sound educational program for students who wish to pursue this rewarding profession. At the same time, the Institute wishes to establish a standard of acupuncture education that will serve as a norm throughout the world. Through meeting these objectives, the Institute ensures that the public will be served with competence and knowledge.

The curriculum is under constant review to ensure the standards of excellence demanded of those completing the program. Students who have completed the program will possess a solid knowledge of the theory and philosophy of traditional acupuncture; be able to treat and to communicate their competence effectively; and have a positive, realistic attitude about the potential of traditional acupuncture.

Program Goals

It is the purpose of the Master of Acupuncture program to teach student practitioners to:

- · Serve the patient at all levels of being.
- Possess knowledge of the history of acupuncture and the theory of different traditions of acupuncture.
- Establish and maintain an acupuncture practice.
- Grow personally and professionally.

Please Note: To view the expanded program goals please visit the website at www.tai.edu

Curriculum: Day Program

Overview

The acupuncture curriculum consists of 9 trimesters, divided into 3 levels over 3 calendar years. Each trimester has a theme that articulates the overarching goals for that trimester. The trimesters flow and build from one to the next, much like a novel unfolds from chapter to chapter. The coursework is sequenced to provide a rich and transformative educational experience.

The trimester themes are as follows:

Trimester I: Awaken the Observer

Trimester 2: Develop the Frame/the Lens: The Contextual View

Trimester 3: Learn Distinctions: Ground Observations in the 4 Inspections: Theory and Assessment: The Field of Discrimination

Trimester 4: Restore Wholeness and Balance: Begin Treatment Application

Trimester 5: Balance Presence and Distinctions in Assessment and Treatment (The Art of Being a Practitioner)

Trimester 6: Root the Clinician

Trimester 7: Refine Clinical Skills and Presence

Trimester 8: Develop Independence in Judgment and Application

Trimester 9: Embody Practice and Transformation in Service to Life

Level I:

The One: The Tao: Health In Wholeness

Level I consists of Trimesters I and 2, and begins with a 7.5 day intensive, SOPHIA®, (School of Philosophy and Healing in Action). This foundational course introduces the experience of Qi and basic laws of nature and lays the groundwork for the entire program. Students become more familiar with language and sensory awareness. They begin to practice Chinese philosophy in everyday life, as a preparation for its specific application in acupuncture.

The intensive is followed by coursework designed to open up the power of observation and sensory awareness.

The content in Level I includes the following major topics:

- Tao, Five Element cycle and the seasons, Yin/Yang, and Qi
- · Building rapport, awareness of how energy moves in self and in others
- Surface Anatomy and Wellness Physiology
- History of Acupuncture from ancient China to the present
- Introduction to classical texts
- Introduction to the twelve officials
- · Learning to use senses: to see, to hear, to feel, to smell, to ask
- · Learning diagnostic skills: color, sound, odor, emotion, pulse taking
- · Learning basic skills of point location and touch
- Ethics

Level II

The Two: Yin/Yang: Health in Balance

Level II consists of Trimesters 3, 4, and 5; and the Level II coursework, in addition to delving deeper into the topics introduced in Level I, focuses on theory, diagnosis, treatment planning, and skills development. Students continue to observe clinical practice throughout Level II, and begin supervised clinical work in Trimester 4. Over the duration of Trimesters 4 through 7, each student spends a minimum of 15 hours per trimester in active, supervised practice at the off-campus Community Clinic Sites.

Near the end of trimester 5, each student will take the Level II Comprehensive Exam (ACP7ex1). Upon passing the exam with a minimum 80% grade, the student may begin the clinical portion of the program.

Level III

The Three: Qi: Health in Movement (Practitioner & Patient in Service To Life)

Level III consists of Trimesters 6, 7, 8, 9, and begins with an off-campus retreat. The retreat serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the Student Teaching Clinic.

Over the course of Level III, each student must generate a minimum of 10 patients, and complete, under supervision, a minimum of 250 treatments. In addition, each student performs at least 180 treatments on patients provided through Community Clinic Sites (begun in Level II).

Each student must pass an oral exam with a panel of senior faculty in order to graduate. The exam occurs during the final stages of clinic work.

'Students may graduate once all coursework, clinical, and other requirements have been fulfilled. Thus, some students may finish the program at the end of Trimester 9. Some students progress at a more moderate pace, however, and continue their clinical work through Trimester 11.

Course of Study: Day Program

Course Descriptions		Trimester 4		2.22
Level I		ACP 614	Theory: Communication Systems of the Body/Mind/Spirit – Channels and Points	2.00
Number Course	Credits	.ı ACP 624	Point Location: Journey of Qi through the Torso	3.00
	Credits	ACP 634	Diagnostic Skills: Traditional Diagnosis	3.00
Trimester I		ACP 635-4	Pulse Development	0.30
ACP 601a History and Classics:	1,2.	ACP 644	Treatment Skills: Basic Treatment Skills	2.00
Acupuncture from China to		ACP 700	History and Classics: Visiting Scholar Intensive	1.00
ACP 601b History and Classics: Chine	se Medicine from 1,7.	⁵ ACP 790a	Supervised Clinical Practice: Community Health	0.50
the Classical Perspective ACP 611 Theory: Principles of Healin	ar and the Laws of Notices 2 E	APP 604	Deepening Your Healing Presence	1.50
ACP 611 Theory: Principles of Healin ACP 631 Diagnostic Skills: Awakening	_	15CL 7.54	Biomedicine: Safe Practices	2.00
ACP 635-1 Pulse Development	0,31	Subtotai		15.30
APP 600 SOPHIA®: Intensive/Skills	3.50	Λ.		
APP 601 Initiating a Healing Presence		ı rimester 5		
A 681 Embodying Qi Gong: Danc		, ACP 623	Point Location: Integrating Meridians	3.00
ISci 640 Clinical Anatomy: Regional		ACP 635-5	Pulse Development	0.30
Subtotal	16.0	A(P 643	Treatment Skills: The Art of Effective	2.00
			Treatment Design	1.50
Trimester 2		ACP 655	Clinical Observation: Small Group Treatment	1.50
ACP 612 Theory: Officials and Substa	ances 2.00	ACP 665	Practice Management: Orientation to Clinical Practice	
ACP 622 Point Location: Distal Point		ACP 790a	Supervised Clinical Practice: Community Health	0.50
Primary Meridians		ISci 736 ISci 755	Nutrition: Science and Practices	2.00 3.00
ACP 632a Diagnostic Skills: Cultivating	the Instrument 2.00	O Subtotal	Biomedicine: Systems Review	13.30
ACP 632b Diagnostic Skills: Rapport In	itensive 1.00	0 Subtotai		13.30
ACP 635-2 Pulse Development	0.30	O ACP6EXI	Comprehensive Exam Level II	
ACP 652 Clinical Observation: From		0 /(0.00.00.00.00.00.00.00.00.00.00.00.00.0	Comprehensive Exam Level II	
ACP 662 Practice Management: Ethic	s for the Health-care 1.00	O Level II	II	
Professional		Trimostor 6		
APP 602 Being the Needle	1.50	V	Theory: Organs of the Body and Patterns of	2.00
ISci 642 Physiology: The Science of)()	Disharmony I	2,00
Subtotal	13.8	ACP 746	Treatment Skills: Pre-Clinic Retreat	1.00
ADDVOL And all Dentine Value	0.0	ACP 766	Practice Management: Building a Successful Practice	1.50
APPVOL Applied Practices- Voluntee	er Project 0.0	ACP 790a	Supervised Clinical Practice: Community Health	0.50
Level II		ACP 790b	Supervised Clinical Practice: Core Groups	1.00
Level II		ACP 790c6	Supervised Clinical Practice: Student Clinic ³	1.00
Trimester 3	2.0	APP 701	Deep Listening Within	1.50
ACP (13b Theory: Five Phases I	2.0	15(10.50	Integrative Science of Acupuncture ⁷	3.00
ACP 613b Theory: Five Element Prese ACP 623 Point Location: Distal Point		15CI /4U	Advanced Clinical Anatomy: Qi Follows Structure	2.00
ACP 623 Point Location: Distal Point Meridians	s of the Leg Fillinary 5.0	Subtotal		13.50
ACP 633 Diagnostic Skills: Diagnostic	Interactions 3.0	Trimester 7	,	
ACP 635-3 Pulse Development	0.3	30 ACP700	History and Classics: Visiting Scholar Intensive	1.00
ACP 653 Clinical Observation: Qi in		ACP 716	Theory: Organs of the Body and Patterns of	2.00
ACP 683 Tai Chi: Roots and Branche	es 1.0	00	Disharmony II	2.00
APP 603 Speech Acts and the Art of		ALP///	Point Location: Advanced Point Location	2.00
ISci 652 Physical Assessment	2.0)0 ACP757	Clinical Observation: Living Traditions	1.00
Subtotal	14.5	ACP767	Practice Management: Maintaining a Successful Practic Community Health	
		ACP 790a	Supervised Clinical Practice: Community Health	0.50
		ACP 790b	Supervised Clinical Practice: Core Groups	1.00
		ACP 790c7	Supervised Clinical Practice: Student Clinic ³	1.25
		ISci615	Mind Body Science ⁷	3.00
		Subtotal		12.75

Trimester 8	}				
ACP 718	Theory: Advanced Modes of Integration	2.00			
ACP 758	Clinical Observation: Integrating Traditions	1.50			
ACP 790b	Supervised Clinical Practice: Core Groups	1.00			
ACP 790c8	Supervised Clinical Practice: Student Clinic ³	3.75			
ISci 750	Pathophysiology: Comparative Perspectives	2.00			
Subtotal		10.25			
Trimester 9					
ACP 000	Theory: Senior Elective ⁴	2.00			
ACP 719	Theory: Chinese Medical Therapy and Asian Bodyw	ork 2.00			
ACP 759	Clinical Observation: Discussion of Case Presentation	on 0.75			
ACP 790b	Supervised Clinical Practice: Core Groups	1.00			
ACP 790c9	Supervised Clinical Practice: Student Clinic ³	3.75			
APP 702	Bring Your Work into the World	1.50			
Subtotal		11.00			
Trimester I	0				
ACP 790b	Supervised Clinical Practice: Core Groups	1.00			
ACP 790d	Supervised Clinical Practice: Student Clinic ³	3.75			
Subtotal		4.75			
Trimester I	I				
ACP 790b	Supervised Clinical Practice: Core Groups	1.00			
ACP 790d	Supervised Clinical Practice: Student Clinic ³	3.25			
Subtotal		4.25			
ACP7EXI	Upon near completion of all course and clinical asp				
	instructions, students sit with a panel of senior facul	,			
	quizzed orally on many aspects of acupuncture and	safety.			
Optional Level III Courses					
ACP 710	Theory: NCCAOM Review Elective ⁵	0.00			
Bioscience Elective Credits ² 6.00					
(student selected trimesters 2-6)					
Total semester credits 135.50					
Total program hours ⁶ 2420.					

¹Credit hour conversion:

15 hours (lecture) = I semester credit;

30 hours (lab) = I semester credit;

60 hours (independent study) = I semester credit.

²SStudents must complete 30 credits of Bioscience. Of these, 24 credits are part of the core program and six are electives.

³Semester credits granted for clinical requirements completed in the ACP 790c series are listed with estimates per trimester based on minimum requirements. Since students complete their clinical work in a partially self-scheduled manner, exact credits per trimester may vary. I 6.75 total semester credits are granted for successful completion of the ACP 790c series.

⁴Students select from several advanced courses to fulfill the Theory: Senior Elective requirement.

⁵5Non-required course.

⁶Does not include hours for Optional Level III Courses.

⁷This core course does not have to be taken in this trimester. The trimester in which the course is taken can be self-selected.

Curriculum: Evening/Weekend Program

Overview

The evening/weekend acupuncture curriculum consists of 12 trimesters, divided into 3 levels over 4 calendar years. Each trimester has a theme that articulates the overarching goals for that trimester. The trimesters flow and build from one to the next, much like a novel unfolds from chapter to chapter. The coursework is sequenced to provide a rich and transformative educational experience.

The trimester themes are as follows:

Trimesters I & 2: Awaken the Observer

Trimester 3: Develop the Frame/the Lens: The Contextual View

Trimester 4: Learn Distinctions: Ground Observations in the 4 Inspections: Theory and Assessment: the Field of Discrimination

Trimester 5 & 6: Restore Wholeness and Balance: Begin Treatment Application

Trimester 7: Balance Presence and Distinctions in Assessment and Treatment (The Art of Being a Practitioner)

Trimester 8: Root the Clinician

Trimester 9: Refine Clinical Skills and Presence

Trimester 10: Develop Independence in Judgment and Application

Trimester II & I2: Embody Practice and Transformation in Service to Life

Level I:

The One: The Tao: Health In Wholeness

Level I consists of Trimesters I, 2, and 3. It introduces the experience of Qi and basic laws of nature and lays the philosophical groundwork for the entire program. Students become more familiar with language and sensory awareness. They begin to practice Chinese philosophy in everyday life, as a preparation for its specific application in acupuncture.

The content in Level I includes the following major topics:

- · Tao, Five Element cycle and the seasons, Yin/Yang, and Qi
- Building rapport, awareness of how energy moves in self and in others
- Surface Anatomy and Wellness Physiology
- History of Acupuncture from ancient China to the present
- Introduction to classical texts
- Introduction to the twelve officials
- Learning to use senses: to see, to hear, to feel, to smell, to ask
- Learning diagnostic skills: color, sound, odor, emotion, pulse taking
- Learning basic skills of point location and touch

Level II

The Two: Yin/Yang: Health in Balance

Level II consists of Trimesters 4, 5, 6, and 7. In addition to delving deeper into the topics introduced in Level I, it focuses on theory, diagnosis, treatment planning, skills development, and ethics.

Students continue to observe clinical practice throughout Level II, and also begin supervised clinical work in Trimester 5. Over the duration of Trimesters 5, 6, and 7, each student spends a minimum number of hours per trimester in active, supervised practice at the off-campus Community Clinic Sites (15, 30, and 15 hours per trimester respectively).

Near the end of trimester 7, each student will take the Level II Comprehensive Exam (ACP7ex1), upon passing the exam with a minimum 80% grade; the student may begin the clinical portion of the program.

Level III

The Three: Qi: Health in Movement (Practitioner & Patient in Service To Life)

Level III consists of Trimesters 8, 9, 10, 11, and 121, and includes an off-campus retreat near the beginning of Trimester 8. The retreat serves as a bridge between the academic work of Level II and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the Faculty-Supervised Student Clinic.

Over the course of Level III, each student must generate a minimum number of patients and complete, under supervision, a minimum of 250 treatments. In addition, each student performs at least 180 treatments on patients provided through Community Clinic Sites (begun in Level II). Each student must pass an oral exam with a panel of senior faculty in order to graduate. The exam occurs during the final stages of clinic work.

Students may graduate once all coursework, clinical, and other requirements have been fulfilled. Some students may progress at a more moderate pace, and continue their clinical work beyond Trimester 12.

Course of Study: Evening/Weekend Program

Course Des	scriptions		Trimester 5		
	·		ACP 614	Theory: Communication Systems of the	2.00
Level I				Body/Mind/Spirit— Channels and Points	
Number		Credits ¹	ACP 624a	Point Location: Journey of Qi through the Torso (see ACP 624)	2.00
Trimester I			ACP 635-4	Pulse Development	0.30
ACP 611	Theory: Principles of Healing and the Laws of Na		ACP 644a	Treatment Skills: Basic Treatment Skills	1.00
ACP 631	Diagnostic Skills: Awakening the Observer	1.75	ACP 790a	Supervised Clinical Practice: Community Health	0.50
APP 600a	SOPHIA®: Intensive/Skills	3.50	ISci 652	Physical Assessment	2.00
APP 601	Initiating a Healing Presence	1.25	ISci 754	Biomedicine: Safe Practices	2.00
ISci 642	Physiology: The Science of Wellness	2.00	Subtotal		9.80
Subtotal		11.00			
- .			Trimester 6		
Trimester 2			ACP 624b	Point Location: Journey of Qi through the Torso	2.00
ACP 601a	History and Classics:	1.25		(see ACP 624)	
A CD (12	Acupuncture from China to America	2.00	ACP 634	Diagnostic Skills: Traditional Diagnosis	3.00
ACP 612	Theory: Officials and Substances	2.00	ACP 635-5	Pulse Development	0.30
ACP 632a	Diagnostic Skills: Cultivating the Instrument	2.00	ACP 644b	Treatment Skills: Basic Treatment Skills	1.00
ACP 635-1	Pulse Development	0.30	ACP 653	Clinical Observation: Qi in Motion	0.75
APP 602	Being the Needle	1.50	ACP 700	History and Classics: Visiting Scholar Intensive	1.00
ISci 640	Clinical Anatomy: Regional and Surface Anatomy		ACP 790a	Supervised Clinical Practice: Community Health	1.00
Subtotal		10.05	ISci 615	Mind Body Science ⁷	3.00
APPVOL	Applied Practices-Volunteer Project	0.00	Subtotal		12.05
			Trimester 7	•	
Trimester 3			ACP 613b	Five Element Project	1.00
ACP 601b	History and Classics:	1.75			
		1,/3	ACP 625a	Point Location: Integrating Meridians (see ACP 625)	2.00
	Chinese Medicine from the Classical Perspective		ACP 625a ACP 645	Point Location: Integrating Meridians (see ACP 625) Treatment Skills: The Art of Effective Treatment Desi	2.00 gn 2.00
ACP 622	Point Location:	3.00	ACP 645	Treatment Skills: The Art of Effective Treatment Designation	
	Point Location: Distal Points of the Arm Primary Meridians	3.00	ACP 645 ACP 655	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment	gn 2.00 1.50
ACP 632b	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive	3.00	ACP 645 ACP 655 ACP 665	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice	gn 2.00 1.50
ACP 632b ACP 635-2	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development	3.00 1.00 0.30	ACP 645 ACP 655	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment	gn 2.00 1.50 1.00
ACP 632b ACP 635-2 ACP 652	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena	3.00 1.00 0.30 1.00	ACP 645 ACP 655 ACP 665 ACP 790a	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice	gn 2.00 1.50 1.00 0.50
ACP 632b ACP 635-2 ACP 652 ACP 681	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature	3.00 1.00 0.30 1.00 0.75	ACP 645 ACP 655 ACP 665 ACP 790a	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health	gn 2.00 1.50 1.00 0.50
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena	3.00 1.00 0.30 1.00 0.75 1.50	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice	gn 2.00 1.50 1.00 0.50
ACP 632b ACP 635-2 ACP 652 ACP 681	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature	3.00 1.00 0.30 1.00 0.75	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II	gn 2.00 1.50 1.00 0.50
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry	3.00 1.00 0.30 1.00 0.75 1.50	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II	gn 2.00 1.50 1.00 0.50
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry	3.00 1.00 0.30 1.00 0.75 1.50	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II	gn 2.00 1.50 1.00 0.50
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry	3.00 1.00 0.30 1.00 0.75 1.50 9.30	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II	gn 2.00 1.50 1.00 0.50 8.00
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry	3.00 1.00 0.30 1.00 0.75 1.50 9.30	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II	gn 2.00 1.50 1.00 0.50 8.00
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location:	3.00 1.00 0.30 1.00 0.75 1.50 9.30	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice	gn 2.00 1.50 1.00 0.50 8.00 1.00 1.00
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians	3.00 1.00 0.30 1.00 0.75 1.50 9.30	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions	gn 2.00 1.50 1.00 0.50 8.00 1.00 1.00
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians Diagnostic Skills: Diagnostic Interactions	3.00 1.00 0.30 1.00 0.75 1.50 9.30 2.00 3.00	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b ACP 790c	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice	gn 2.00 1.50 1.00 0.50 8.00 1.00 1.00 1.50
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians Diagnostic Skills: Diagnostic Interactions Pulse Development	3.00 1.00 0.30 1.00 0.75 1.50 9.30 2.00 3.00 0.30	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice Supervised Clinical Practice: Core Groups	gn 2.00 1.50 1.00 0.50 8.00 1.00 1.00 1.50 1.20
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians Diagnostic Skills: Diagnostic Interactions Pulse Development Practice Management:	3.00 1.00 0.30 1.00 0.75 1.50 9.30 2.00 3.00	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b ACP 790c	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinic ³	I.00 I.00 0.50 8.00 I.00 I.00 I.00 I.50 I.20 I.00
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623 ACP 635-3 ACP 662	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians Diagnostic Skills: Diagnostic Interactions Pulse Development Practice Management: Ethics for the Health-care Professional	3.00 1.00 0.30 1.00 0.75 1.50 9.30 2.00 3.00 0.30 1.00	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b ACP 790c APP 701	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinic ³ Deep Listening Within	I.00 I.00 0.50 8.00 I.00 I.00 I.00 I.20 I.00 I.50
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623 ACP 633 ACP 635-3 ACP 662 ACP 700	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians Diagnostic Skills: Diagnostic Interactions Pulse Development Practice Management: Ethics for the Health-care Professional History and Classics: Visiting Scholar Intensive	3.00 1.00 0.30 1.00 0.75 1.50 9.30 2.00 3.00 0.30 1.00 1.00	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b ACP 790c APP 70 I ISci 736	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinic ³ Deep Listening Within Nutrition: Science and Practices	I.00 I.00 0.50 8.00 I.00 I.00 I.00 I.50 I.50 2.00
ACP 632b ACP 635-2 ACP 652 ACP 681 APP 603 Subtotal Level I Trimester 4 ACP 613 ACP 623 ACP 635-3 ACP 662	Point Location: Distal Points of the Arm Primary Meridians Diagnostic Skills: Rapport Intensive Pulse Development Clinical Observation: From Story to Phenomena Embodying Qi Gong: Dance with Nature Speech Acts and the Art of Skillful Inquiry Theory: Five Phases I Point Location: Distal Points of the Leg Primary Meridians Diagnostic Skills: Diagnostic Interactions Pulse Development Practice Management: Ethics for the Health-care Professional	3.00 1.00 0.30 1.00 0.75 1.50 9.30 2.00 3.00 0.30 1.00	ACP 645 ACP 655 ACP 665 ACP 790a Subtotal ACP6EX I Level II Trimester 8 ACP 683 ACP 746 ACP 757 ACP 766 ACP 790b ACP 790c APP 70 I ISci 736 ISci 740	Treatment Skills: The Art of Effective Treatment Desi Clinical Observation: Small Group Treatment Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Tai Chi: Roots and Branches Treatment Skills: Pre-Clinic Retreat Clinical Observation: Living Traditions Practice Management: Building a Successful Practice Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinic ³ Deep Listening Within Nutrition: Science and Practices	1.00 1.00 0.50 8.00 1.00 1.00 1.00 1.50 1.50 2.00 2.00

Trimester 9				
ACP 615	Theory: Organs of the Body and Patterns of Disharmony I	2.00		
ACP 727	Point Location: Advanced Point Location	2.00		
ACP 758	Clinical Observation: Integrating Traditions	1.50		
ACP 790b	Supervised Clinical Practice: Core Groups	1.20		
ACP 790c	Supervised Clinical Practice: Student Clinic3	1.75		
ISci 755	Biomedicine: Systems Review	3.00		
Subtotal	,	11.45		
Trimester I	0			
ACP 716	Theory: Organs of the Body and Patterns of Disharmony II	2.00		
ACP 767	Practice Management: Maintaining a Successful Practic	ce 1.00		
ACP 790b	Supervised Clinical Practice: Core Groups	1.20		
ACP 790c	Supervised Clinical Practice: Student Clinic ³	4.00		
ISci 750	Pathophysiology: Comparative Perspectives	2.00		
Isci 636	Integrative Science of Acupuncture ⁷	3.00		
Subtotal		13.20		
Trimester I	I			
ACP 718	Theory: Advanced Modes of Integration	2.00		
ACP 719	Theory: Chinese Medical Therapy and Asian Bodywo	rk 2.00		
ACP 790b	Supervised Clinical Practice: Core Groups	1.20		
ACP 790c	Supervised Clinical Practice: Student Clinic ³	5.00		
ISci 000	BioScience Elective ²	3.00		
Subtotal		13.20		
Trimester I	2			
ACP 000	Theory: Senior Elective4	2.00		
ACP 759	Clinical Observation: Discussion of Case Presentation			
ACP 790b	Supervised Clinical Practice: Core Groups	1.20		
ACP 790c	Supervised Clinical Practice: Student Clinic ³	5.00		
APP 702	Bring Your Work into the World	1.50		
ISci 000	BioScience Elective ²	3.00		
Subtotal		13.45		
Optional Level III Courses				
ACP 710	Theory: NCCAOM Review Elective ⁵	0.00		
Total semester credits 135.50				
Total progra	am hours ⁶	2420.50		

¹Credit hour conversion:

15 hours (lecture) = I semester credit;

30 hours (lab) = I semester credit;

60 hours (independent study) = I semester credit.

²Students must complete 6 credits of BioScience Elective coursework. Opportunities to weave BioScience Electives into required coursework exist in trimesters 2-12 to allow students ample time to complete the

required 6 credits.

³Semester credits granted for clinical requirements completed in the ACP 790c series are listed with estimates per trimester based on minimum requirements. Since students complete their clinical work in a partially self-scheduled manner, exact credits per trimester may vary. 16.75 total semester credits are granted for successful completion of the ACP 790c series.

⁴Students select from several advanced courses to fulfill the Theory: Senior Elective requirement.

⁵5Non-required course.

⁶Does not include hours for Optional Level III Courses.

⁷This core course does not have to be taken in this trimester. The trimester in which the course is taken can be self-selected.

Administration (Day and Evening)

Director of Acupuncture and Oriental Medicine Programs Jeffrey Millison, M.Ac.

Associate Director of Acupuncture and Oriental Medicine Programs Rhonda Sapp Armero, M.Ac.

Program Manager: Evening/Weekend

Janet Padgett, Ph.D., M.Ac.

Division Chairs

Theory Division- Jane Grissmer, M.Ac. (UK), Dipl.Ac. (NCCAOM) Clinical Foundations Division- Stacey MacFarlane M.Ac., Dipl.Ac. (NCCAOM)

Touching Energy and Structure Division-Janet Padgett, Ph.D., M.Ac. (interim)

Clinical Practices- David M. Blaiwas, M.A., M.Ac., Dipl.Ac. (NCCAOM)

Faculty

Faculty Biographies

Jane Grissmer, M.Ac. (UK), Dipl.Ac. (NCCAOM)

Professor

David M. Blaiwas, M.A., M.Ac., Dipl.Ac. (NCCAOM

Associate Professor

Heidi Most, M.Ac., Dipl.Ac. (NCCAOM)

Associate Professor

Celeste Homan, M.Ac.

Assistant Professor

Jeffrey Millison, M.Ac.

Director of Acupuncture and Oriental Medicine Programs

Adjunct Faculty

Barbara Abrams, M.Ac.

Tom Balles, M.Ac., Dipl.Ac. (NCCAOM)

Edna Brandt' M.Ac., Dipl. Ac. (NCCAOM)

Barbara Catlin, M.Ac.

Dianne M. Connelly, Ph.D., M.Ac. (UK), Dipl. Ac. (NCCAOM)

Cheryl DePetro, M.Ac.

Heather Dorst, M.Ac., Dipl. Ac. (NCCAOM).

Robert M. Duggan, M.A., M.Ac. (UK), Dipl.Ac. (NCCAOM)

Star Ferguson, M.Ac.

Michelle Gellis, M.Ac.

Hope Finn Gilbert, M.Ac., Dipl. Ac. (NCCAOM)

Tyme M. Gigliotti, M.Ac.

Cynthia Jabs, M.Ac.

Noreen Javornick, M.Ac.

Craig Kerr, M.Ac.

Elisabeth Kipphut, M.Ac.

Karen Larson, M.Ac

Tatyana Maltseva, M.D. (Ukraine), M.Ac.

Patty Owen-Buckley, M.Ac., Dipl. Ac. (NCCAOM)

Greg Padrick, L.Ac.

David Paton, M.Ac.

Michael Phillips, M.Ac., Dipl. Ac. (NCCAOM)

Kirsten Pullin, J.D., M.Ac.

Evan Rabinowitz, M.Ac., Dipl. Ac. (NCCAOM)

Barbara Schuyler, M.S.W. M.Ac.

Lynn Schwartz, M.Ac., Dipl. Ac. (NCCAOM)

Linda Simons, M.Ac.

Deborah Stromberg, M.Ac., Dipl. Ac. (NCCAOM)

Distinguished Lecturers

Dianne M. Connelly, Ph.D., M.Ac. (UK), Dipl. Ac. (NCCAOM)

Robert M. Duggan, M.A., M.Ac. (UK), Dipl.Ac. (NCCAOM)

Heiner Fruehauf, Ph.D.

Elisabeth Rochat de la Vallée, M.A.(France), M.A.(France), D.E.A.(France)

Jeffrey C. Yuen, Dipl. C.H.(NCCAOM)

Niki Bilton, M.Ac. (UK), MBAcC (UK), L.Ac. (MD)

Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form**
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.
- ** Applicants to Graduate Certificate Programs in Chinese Herbs, Animal Acupuncture, and Women's Holistic Health are not required to submit an essay.

During the application review process, an interview may be required. International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Health Requirements

☐ Current, documented tuberculosis skin test (PPD).
☐ A completed "Hepatitis B Vaccination Form for Students" declining vaccination, stating prior vaccination, or indicating plan to receive vaccination. The form and a Hepatitis B Information Packet will be provided to students prior to the start of the program.

Beginning January 2013, students who newly enroll in programs will no longer be required to submit documentation for health requirements as part of the pre-enrollment process. Students will be advised regarding the due dates for submission after enrolling. Students accepted to programs beginning before January 2013 must submit all required documentation as requested by the Office of Admissions, as part of the pre-enrollment process.

Program Format

Day Program

The acupuncture curriculum consists of nine trimesters, divided into three levels over three years. For students beginning the program in January, core classes are scheduled from 9:00 a.m. to 5:00 p.m. on Mondays and Tuesdays, and for students beginning in the September class, core classes are scheduled from 9:00 a.m. to 5:00 p.m. on Thursdays and Fridays. These days remain consistent throughout the first five trimesters.

As a student begins trimester six (Level III), the core class days are consolidated into one, full class day per week through trimester nine. For students beginning in January, the core class day is Monday and for students who begin the program in September, the core class day is Thursday. Also at this point in the program, students are assigned to "core groups," which typically consist of 12 to 17 students and multiple faculty supervisors. Core groups are held Monday through Friday, and may fall on days other than the days core classes are scheduled.

Additionally, students are required to complete six credits of elective coursework, which is self-scheduled outside of their core class day, as well as supplemental clinical work in the Community Clinic sites. Students also are required to attend occasional intensive classes, which take place several times each year. The term "intensive" is used to designate special times when the student's attendance is required in addition to the regularly scheduled core class days. Most intensive classes range from two to three days in length, and generally focus on one topic in depth.

The program averages 36 to 44 months for completion, depending on the pace each student sets when building a practice during the clinical portion of the program. The maximum amount of time allowed to complete the program is 60 months.

Evening/Weekend Program

The evening/weekend acupuncture curriculum consists of twelve trimesters, divided into three levels over four years. Classes are scheduled weekly from 6:00 p.m. to 9:00 p.m. (occasionally as late as 9:30 p.m.) on Tuesdays and Thursdays, and from 9:00 a.m. to 6:00 p.m. on four to five weekends per trimester. These days remain consistent throughout the twelve trimesters.

In trimesters five through seven, students complete supplemental clinical work in the Community Clinic sites outside of their core class days. As students prepare to begin clinic in trimester eight (Level III), they will attend an off-campus retreat, typically held as a long weekend, Friday-Monday. The retreat serves as a bridge between the academic work of Level II and the clinical experience of Level III. At this time, they are also assigned to "core groups," which typically consist of 12 to 17 students and multiple faculty supervisors. Core groups will fall on days other than the days core classes are scheduled.

Students are required to complete six credits of elective bioscience coursework, some of which may need to be self-scheduled outside of their core class days (for example, Monday evenings).

The program requires 48 months for completion, and may be extended, depending on the pace each student sets when building a practice during the clinical portion of the program. The maximum amount of time allowed to complete the program is 60 months.

Additional Information

Laws and Licensure

Licensure and Acupuncture

Completion of the Master of Acupuncture program does not automatically qualify graduates to begin practicing independently. Each state, including Maryland, has specific licensure or registration procedures that must be met. There may be a waiting period between the completion of the program and the legal recognition allowing you to begin practice. Until a graduate receives official notification of legal recognition to begin practice, she or he may continue to practice only under faculty supervision. Students who wish to continue to practice in Maryland after graduating, but prior to being licensed, must enroll in Tai Sophia's Trainee Program.

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to www.nccaom.org.

Graduates wishing to practice in Maryland may be licensed by applying to the Maryland Board of Acupuncture.

The Institute is approved by the Maryland Higher Education Commission to award a Master of Acupuncture degree, and the program conforms to Maryland laws and regulations regarding the practice of acupuncture.

General

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state. The Institute cannot provide assurance that completion of the program will qualify a graduate to be registered or accepted under a state law other than Maryland. However, the Institute's Master of Acupuncture program is designed to provide basic, solid competence in traditional acupuncture.

Maryland Acupuncture Licenses

For requirements for licensure in Maryland, contact the Maryland Board of Acupuncture:
Board of Acupuncture
4201 Patterson Avenue, Room 311
Baltimore, MD 21215
410-764-4766
800-530-2481
http://dhmh.state.md.us/bacc

State of California

The California Acupuncture Board (formerly the California Acupuncture Examining Committee) approved the Tai Sophia Institute (formerly the Traditional Acupuncture Institute) by unanimous vote on August 27, 1983. The Institute was the first U.S. school outside of California to be approved by the Board. Graduates of Tai Sophia Institute who complete the course of study required by the California Acupuncture Board may sit for the California Acupuncture Licensing Examination.

As of January 1, 2005, the California Acupuncture Licensing Examination requires students to complete a total of 3,000 hours (2,050 theoretical hours and 950 clinical hours) in the following areas:

Basic Sciences	350
Oriental Medicine Principles, Theories and Treatment	
(includes 450 hours in herbs)	1255
Clinical Medicine, Patient Assessment and Diagnosis	240
Case Management	90
Practice Management	45
Public Health	40
Professional Development	30
Clinical Practice	950

In order to gain eligibility, Tai Sophia students wishing to take the California Acupuncture Licensing Examination must meet specific requirements beyond those necessary for the Institute's Master of Acupuncture program. The following must be completed separately at Tai Sophia and/or at other accredited institutions at an additional cost to the student:

The department of Integrated Health Sciences at Tai Sophia Institute is committed to providing all the sciences needed for California within the 28 core science classes in the program. In addition, Tai Sophia offers additional electives to meet any state licensure that is not specifically covered in the core curriculum. Tai Sophia is constantly reviewing California requirements and adjusting course offerings as needed.

- Required Elective Course: Students who wish to take the California Acupuncture Licensing Examination are required to take the elective course ACP 710 Theory: NCCAOM Review Elective.
- CPR: Students who wish to take the California Acupuncture Licensing Examination must complete a minimum of eight (8) hours in first aid and adult/child cardiopulmonary resuscitation (CPR) from the American Red Cross, American Heart Association, or other organization with an equivalent course approved by the CA board. Completion of this CA requirement also fulfills the requirement for one year's CPR certification during Tai Sophia's M.Ac. program.
- Graduate Certificate Program in Chinese Herbs. Students who wish to take the California Acupuncture Licensing Examination must complete coursework in Chinese herbs. Contact the Office of Graduate Admissions for information on Tai Sophia's Graduate Certificate in Chinese Herbs.

If any of the above coursework is to be completed at an institution other than Tai Sophia Institute, the Director of the Master of Acupuncture program must approve it. Appropriate documentation must also be submitted to the Office of the Registrar before such coursework can be included in the student's academic file and official transcript.

Further information on California requirements is available by contacting the Associate Director of Acupuncture and Oriental Medicine Programs, Rhonda Sapp Armero X6680, as well as on the California Acupuncture Board's website, www.acupuncture.ca.gov. Students planning to become licensed in California should speak to an admissions counselor to discuss their plan of study to meet these requirements.

Requirements of Other States

For eligibility to apply for licensure, other states may stipulate additional requirements, such as completion of a course in Chinese herbs or clinical hours beyond what is required by ACAOM. For information about licensure procedures in specific states, please contact the medical or acupuncture regulating agency in each state.

Acupuncture Resources

The Council of Colleges of Acupuncture and Oriental Medicine (CCAOM), formerly the National Council of Acupuncture Schools and Colleges (NCASC), was established in 1982. The primary mission of the Council is to advance acupuncture and Oriental medicine by promoting educational excellence within the field. In furtherance of this mission, the Council supports the development and improvement of educational programs in acupuncture and Oriental medicine, and develops recommended curricula for degree, diploma, and other educational programs. It supports and fosters academic freedom and a diversity of educational approaches within the field. As well, it encourages scientific research, innovative teaching methodology, and faculty development, and provides a forum for discussion of issues relevant to member colleges. The Council also serves as an information resource for member colleges, other colleges and organizations, regulatory agencies, and the public. It encourages ethical business practices among member colleges and works with accreditation, certification, licensing and regulatory agencies to develop appropriate educational standards and requirements. It also promotes increased public access to high quality health care provided by well-trained practitioners of acupuncture and Oriental medicine. CCAOM can be reached at 600 Wyndhurst Ave., Suite 112, Baltimore, MD 21210; 410-464-6040. The web address is www.ccaom.org.

The Board of the CCAOM established the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) in 1982. ACAOM, working under existing guidelines for similar agencies at a national level, acts as an independent body to evaluate schools and colleges of acupuncture and Oriental medicine for the purpose of establishing and maintaining high standards and ethical business practices. The Commission is recognized as a specialized accrediting agency by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. ACAOM can be reached at 14502 Greenview Drive, Suite 300B, Laurel, MD 20708; 301-313-0855. The web address is www.acaom. org.

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other diplomats, or are appointed if a vacancy arises mid-year. Additionally, the Board includes two public members, who serve to ensure NCCAOM's commitment to the public. Over 16,000 diplomates are currently certified through NCCAOM, which is a member of the National Organization for Competency Assurance, and which is accredited by the National Commission for Certifying Agencies (NCCA). NCCAOM can be reached at 76 S. Laura Street Suite 1290, Jacksonville, FL 32202; 904-598-1005; info@nccaom.org. The web address is www. nccaom.org.

The American Association of Acupuncture and Oriental Medicine (AAAOM) is a national membership organization dedicated to promoting excellence and integrity in the professional practice of acupuncture and Oriental medicine, in order to enhance public health and well-being. The AAAOM is committed to high ethical and educational standards and to ensuring the safety of the public. As part of its purpose, the AAAOM seeks to advance the professional field of acupuncture and Oriental medicine and to educate and serve as a resource to legislators, regulators, and the general public regarding the nature and scope of the practice of acupuncture and Oriental medicine. The AAAOM can be reached at 9650 Rockville Pike, Bethesda, MD 20814, 866-455-7999. The web address is www.aaaomonline.org.

Revised 9/14/12

Master of Oriental Medicine Program



The treatments themselves do not 'cure'... they simply restore the body's self-healing ability.

—Leon Chaitow, N.D., D.O.

Overview

Tai Sophia Institute's Master of Oriental Medicine, offers a comprehensive curriculum combining rigorous classroom teaching with a rich clinical experience. The program provides a values-driven, transformative, and relationship-centered curriculum that guides students to design their speaking with intention and consider their actions in order to be a healing presence that supports their patients. The program provides students with a solid knowledge of the theory and philosophy of traditional acupuncture, integrating Five Element constitutional diagnosis into a deep understanding of Classical Chinese Medical perspectives. The program traces the history of treatment protocol in Chinese Herbal Medicine from the classic to contemporary usage, and includes a comprehensive didactic component, as well as an expanded clinical rotation, providing students with the competence to treat their patients skillfully and the ability to communicate their competencies effectively. The Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM) accredits the program.

Program Purpose

The mission of the Master of Oriental Medicine program is: to draw upon ancient wisdom, the gifts of nature, and science to educate and develop highly skillful and compassionate practitioners who offer acupuncture as a catalyst for healing and wellness, as well as increased self-awareness and personal transformation. This mission serves the evolution of acupuncture and Oriental medicine and its integration into the wider field of health care by advancing new paradigms of healing and wellness.

Tai Sophia Institute's Master of Oriental Medicine program is unique in its integration of Five-Element constitutional perspectives, classical Chinese Medicine, Eight Principle diagnosis, and Zang-Fu differentiation.

Program Goals

It is the purpose of the Master of Oriental Medicine degree to teach student practitioners to:

- · Serve the patient at all levels of being.
- Be able to treat and educate effectively.
- Be able to practice safely.
- Possess knowledge of the history of Acupuncture and Oriental Medicine and the theory of different traditions of Acupuncture and Oriental Medicine.
- Be able to establish and maintain a practice
- Be able to grow personally and professionally.

Please Note: To view the expanded program goals please visit the website at www.tai.edu

Tai Sophia Institute www.tai.edu Master of Oriental Medicine 3:13

Curriculum: Day Program

Overview

The Oriental medicine curriculum consists of 10 trimesters, divided into 3 levels over three and a half calendar years. Each trimester has a theme that articulates the overarching goals for that trimester. The trimesters flow and build from one to the next, much like a novel unfolds from chapter to chapter. The coursework is sequenced to provide a rich and transformative educational experience.

The trimester themes are as follows:

Trimester I: Awaken the Observer

Trimester 2: Develop the Frame/the Lens: The Contextual View

Trimester 3: Learn Distinctions: Ground Observations in the 4 Inspections: Theory and Assessment: the Field of Discrimination

Trimester 4: Restore Wholeness and Balance: Begin Treatment Application

Trimester 5: Balance Presence and Distinctions in Assessment and

Treatment (The Art of Being a Practitioner)

Trimester 6: Root the Clinician

Trimester 7: Refine Clinical Skills and Presence

Trimester 8: Develop Independence in Judgment and Application Trimester 9: Embody Practice and Transformation in Service to Life Trimester 10: Embody Practice and Transformation in Service to Life

Level I:

The One: The Tao: Health In Wholeness

Level I consists of Trimesters I and 2, and begins with a 7.5 day intensive, SOPHIA®, (School of Philosophy and Healing In Action). This foundational coursework introduces the experience of Qi and basic laws of nature and lays the groundwork for the entire program. Students become more familiar with language and sensory awareness. They begin to practice Chinese philosophy in everyday life as a preparation for its specific application in acupuncture.

The intensive is followed by coursework designed to open up the power of observation and sensory awareness.

The content in Level I includes the following major topics:

- Tao, Five Element cycle and the seasons, Yin/Yang, and Qi
- Building rapport, awareness of how energy moves in self and in others
- Surface Anatomy and Wellness Physiology
- History of Acupuncture from ancient China to the present
- Introduction to classical texts
- Introduction to the twelve officials
- Learning to use senses: to see, to hear, to feel, to smell, to ask
- · Learning diagnostic skills: color, sound, odor, emotion, pulse taking
- Learning basic skills of point location and touch
- Ethics

Level II

The Two: Yin/Yang: Health in Balance

Level II consists of Trimesters 3, 4, and 5; and the Level II coursework, in addition to delving deeper into the topics introduced in Level I, focuses on theory, diagnosis, treatment planning, and skills development. Chinese Herbal component begins in Level II.

Students continue to observe clinical practice throughout Level II, and begin supervised clinical work in Trimester 4. Over the duration of Trimesters 4 through 7, each student spends a minimum of 15 hours per trimester in active, supervised practice at the off-campus Community Clinic Sites.

Near the end of trimester 5, each student will take the Level II Comprehensive Exam (MOM7exI). Upon passing the exam with a minimum 80% grade, the student may begin the clinical portion of the program.

Level III

The Three: Qi: Health in Movement (Practitioner & Patient in Service To Life)

Level III consists of Trimesters 6, 7, 8, 9, 10¹, and begins with an off-campus retreat. The retreat serves as a bridge between the academic work of Level II and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the Faculty-Supervised Student Clinic.

Over the course of Level III, each student must generate a minimum number of patients, and complete a total of 725 clinical hours – 665 of those hours include directly delivering treatments as a primary practitioner, or assisting other student practitioners in treatment delivery with faculty supervision at Tai Sophia's student clinic.

In addition to this residency-style rotation, students deliver 60 hours of treatments at external Community Clinic sites.

Students may graduate once all coursework, clinical, and other requirements have been fulfilled. Thus, some students may finish the program at the end of Trimester 10. Some students progress at a more moderate pace, however, and continue their clinical work through Trimester 12.

In addition, each student must pass an oral exam with a panel of senior faculty in order to graduate. The exam occurs during the final stages of Level III clinical work.

Tai Sophia Institute www.tai.edu Master of Oriental Medicine 3:14

Course of Study: Day Program

Course Descriptions				Trimester 4	Chinese Medical Physiology	4.00
				MOM624		3.00
Level I					Point Location: Journey of Qi through the Torso	
Number	Course Title	Cred	its ^I	MOM634	Diagnostic Skills: Traditional Diagnosis	3.00
Trimester I	MOM601a	History and Class	ics:		Pulse Development	0.30
1.25				MOM644	Treatment Skills: Basic Treatment Skills	2.00
	Acupuncture from China to Americ	a		MOM700	History and Classics: Visiting Scholar Intensive	1.00
MOM601b	History and Classics:		1.75	MOM790a	Supervised Clinical Practice: Community Health	0.50
	Chinese Medicine from the Classica	l Perspective		APP604	Deepening Your Healing Presence	1.50
MOM611	Theory: Principles of Healing and th	e Laws of Nature	2.50	ISci754	BioMedicine: Safe Practices	2.00
MOM631	Diagnostic Skills: Awakening the Ob		1.75	Subtotal		17.30
MOM 635-1	Pulse Development		0.30			
MOM 681	Embodying Qi Gong: Dance with N	ature	0.75	Trimester 5		
APP600	SOPHIA® School of Philosophy and		3.50	MOM625	Point Location: Integrating Meridians	3.00
7 1 000	Action Intensive	a 1 10am 18 11 1	3.00	MOM 635-5	Pulse Development	0.30
APP601	Initiating a Healing Presence		1.25	MOM645	Treatment Skills:	2.00
ISci640	Clinical Anatomy: Regional and Surf	ace Anatomy	3.00		The Art of Effective Treatment Design	
Subtotal	Cliffical / triatorriy. Regional and 3dir	acc / tratorry	16.05	MOM655	Clinical Observation: Small Group Treatment	1.50
Subtotai			10.05	MOM655H	Clinical Observation:	0.25
Trimester 2				MOM665	Practice Management: Orientation to Clinical Practice	1.00
MOM612	Theory: Officials and Substances		2.00	MOM675a	History of Chinese Herbal Medicine	0.25
MOM622	Point Location:		3.00	MOM675bH	H Chinese Herbal Medicine Theory I	4.00
1 101 1022	Distal Points of the Arm Primary Me	aridians	5.00	MOM790a	Supervised Clinical Practice: Community Health	0.50
MOM632a	Diagnostic Skills: Cultivating the Inst		2.00	ISci736	Nutrition: Sciences and Practices	2.00
MOM632b	Diagnostic Skills: Rapport Intensive	differit	1.00	ISci752a	Western Pharmacology I	2.00
	2 Pulse Development		0.30	ISci755	Biomedicine: Systems Review	3.00
MOM652	•	Phonomona	1.00	Subtotal	,	19.80
MOM662	Clinical Observation: From Story to	Frienomena	1.00			
11011662	Practice Management: Ethics for the Healthcare Profession		1.00	ACP6EXI A	CP Comprehensive Exam Level II	
APP602		dl	1.50		'	
ISci642	Being the Needle		2.00	Level II	II.	
	Physiology: The Science of Wellness		13.80	Trimester 6		
Subtotal			13.60		Diagnostic Skills	1.00
A DD\ (Q1	A selfed Desertions		0.00	MOM746	Treatment Skills: Pre-Clinic Retreat	1.00
APPVOL	Applied Practices		0.00		Clinical Thought Process	1.00
					Clinical Observation: Herbal Practice	0.50
Level I				MOM766	Practice Management: Building a Successful Practice	1.50
Trimester 3					Five Element Theory & Integration	3.00
MOM 613	Theory: Five Phases I		2.00	MOM790a	Supervised Clinical Practice: Community Health	0.50
	Theory: Five Element Project/Intens	ive	1.00	MOM790b	Supervised Clinical Practice: Core Groups	1.00
MOM623	Point Location:		3.00		Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinic	1.00
	Distal Points of the Leg Primary Me	ridians			Western Pharmacology I	
MOM633	Diagnostic Skills: Diagnostic Interact	ions	3.00	HRB644a	Ο,	2.00
MOM 635-3	3 Pulse Development		0.30	APP701	Deep Listening Within	1.50*
MOM653	Clinical Observation: Qi in Motion		0.75	ISc636	The Integrative Science of Acupuncture ⁷	3.00^{7}
MOM683	Tai Chi: Roots and Branches		1.00	ISci740	Advanced Clinical Anatomy: Qi Follows Structure	2.00
APP603	Speech Acts and the Art of Skillful I	nquiry	1.50	Subtotal		19.00
ISci652	Physical Assessment		2.00			
Subtotal			14.55			

Trimester 7			Total semester credits	176.50
MOM700	History and Classics: Visiting Scholar Intensive	1.00	Total program hours ⁶	3140.50
MOM727	Point Location: Advanced Point Location	2.00	rotal program nours	3140.30
MOM757	Clinical Observation: Living Traditions	1.00	Credit hour conversion:	
	Clinical Observation: Herbal Practice	0.75	15 hours (lecture) = I semester credit;	
MOM767	Practice Management: Maintaining a Successful Practice		30 hours (lab) = I semester credit;	
	Five Element Theory & Integration	5.25	60 hours (independent study) = I semester credit.	
MOM790a	Supervised Clinical Practice: Community Health	0.50	² Students must complete 34 credits of Bioscience. Of	these, twenty-eight
MOM790b	Supervised Clinical Practice: Core Groups	1.00	credits are part of the core program and six are elective	
MOM790c7	Supervised Clinical Practice: Student Clinic	1.25	· · · · · · · · · · · · · · · · · · ·	
HRB644b	Western Pharmacology II	2.00	³ Semester credits granted for clinical requirements cor MOM 790c series are listed with estimates per trimest	
Isci615	Body Mind Science ⁷	3.00^{7}	minimum requirements. Since students complete their	
Subtotal	•	18.75	partially self-scheduled manner, exact credits per trime	
			total semester credits are granted for successful comp	
Trimester 8	}		790c series.	
ISci750	Pathophysiology: Comparative Approaches	2.00		
MOM718	Theory: Advanced Modes of Integration	2.00	⁴ Students select from several advanced courses to fulfi	ill the Theory: Senior
MOM758	Clinical Observation: Integrating Traditions	1.50	Elective requirement.	
MOM778a	Chinese Herbal Medicine Theory II:	4.50	⁵ Non-required course.	
	Specialties of Chinese Medicine		⁶ Does not include hours for Optional Level III Courses	5.
	Clinical Discussion: Case Studies	0.25	⁷ This core course does not have to be taken in this tri	mester. The
	Pharmacy Practicum	0.50	trimester in which the course is taken can be self-select	cted.
	Supervised Clinical Practice: Core Groups	1.00		
MOM790c	Supervised Clinical Practice: Student Clinic	3.75		
MOM790e	Clinical Internship	2.00		
Subtotal		17.50		
Trimester 9				
MOM000	Theory: Senior Elective	2.00		
MOM719	Theory: Chinese Medical Therapy and Asian Bodywork	< 2.00		
MOM759	Clinical Observation: Discussion of Case Presentation	0.75		
MOM779aH	H Chinese Herbal Medicine Theory II:	4.50		
	H Pharmacy Practicum	0.50		
MOM790b	Supervised Clinical Practice: Core Groups	1.00		
MOM790c9	Supervised Clinical Practice: Student Clinic	3.75		
MOM790eH	H Clinical Internship	2.00		
APP702	Bring Your Work into the World	1.50		
Subtotal		18.00		
Trimester I	0			
	H Chinese Herbal Medicine Theory II	4.50		
	H Pharmacy Practicum	0.50		
	H Clinical Internship	2.00		
	Supervised Clinical Practice: Core Groups	1.00		
	Supervised Clinical Practice: Student Clinic	3.75		
Subtotal	Tag at 1,000 Chinesis i access occident Chine	11.75		
Trimester I				
MOM790b	Supervised Clinical Practice: Core Groups	1.00		
MOM790c	Supervised Clinical Practice: Student Clinic	3.25		
Subtotal		4.25		
MOMZIO	Theony NCCAOM Rayious Floring	0.00		
MOM710	Theory: NCCAOM Review Elective	0.00		

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6.00

ISci000

BioScience Elective²

Curriculum: Evening/Weekend Program

Overview

The evening/weekend Oriental medicine curriculum consists of 15 trimesters, divided into 3 levels over five calendar years. Each trimester has a theme that articulates the overarching goals for that trimester. The trimesters flow and build from one to the next, much like a novel unfolds from chapter to chapter. The coursework is sequenced to provide a rich and transformative educational experience.

The trimester themes are as follows:

Trimesters I & 2: Awaken the Observer

Trimester 3: Develop the Frame/the Lens: The Contextual View

Trimester 4: Learn Distinctions: Ground Observations in the 4 Inspections: Theory and Assessment: the Field of Discrimination

Trimester 5 & 6: Restore Wholeness and Balance: Begin Treatment Application

Trimester 7: Balance Presence and Distinctions in Assessment and Treatment (The Art of Being a Practitioner)

Trimester 8: Root the Clinician

Trimester 9: Refine Clinical Skills and Presence

Trimester 10: Develop Independence in Judgment and Application, Begin Chinese herbal medicine studies

Trimester II - 15: Embody Practice and Transformation in Service to Life

Please note: the Chinese herbal medicine portion of the Master of Oriental Medicine may be begun in either the seventh or tenth trimesters. Additionally, the Acupuncture and Chinese Herbal Medicine Programs may be taken sequentially to fulfill the requirements for the Master of Oriental Medicine.

Level I:

The One: The Tao: Health In Wholeness

Level I consists of Trimesters I, 2, and 3. It introduces the experience of Qi and basic laws of nature and lays the philosophical groundwork for the entire program. Students become more familiar with language and sensory awareness. They begin to practice Chinese philosophy in everyday life as a preparation for its specific application in acupuncture.

The content in Level I includes the following major topics:

- · Tao, Five Element cycle and the seasons, Yin/Yang, and Qi
- Building rapport, awareness of how energy moves in ourselves and in others
- Surface Anatomy and Wellness Physiology
- History of Acupuncture from ancient China to the present
- Introduction to classical texts
- Introduction to the twelve officials
- · Learning to use senses: to see, to hear, to feel, to smell, to ask
- · Learning diagnostic skills: color, sound, odor, emotion, pulse taking
- · Learning basic skills of point location and touch

Level II

The Two: Yin/Yang: Health in Balance

Level II consists of Trimesters 4, 5, 6, and 7. In addition to delving deeper into the topics introduced in Level I, it focuses on theory, diagnosis, treatment planning, skills development, and ethics. Chinese Herbal component begins in Level II.

Students continue to observe clinical practice throughout Level II, and also begin supervised clinical work in Trimester 5. Over the duration of Trimesters 5 through 7, each student spends a minimum number of hours per trimester in active, supervised practice at the off-campus Community Clinic Sites (15, 30, and 15 hours respectively).

Near the end of trimester 5, each student will take the Level II Comprehensive Exam (ACP7ex1). Upon passing the exam with a minimum 80% grade, the student may begin the clinical portion of the program.

Level III

The Three: Qi: Health in Movement (Practitioner & Patient in Service to Life)

Level III consists of Trimesters 8 through 15¹, and includes an off-campus retreat near the beginning of Trimester 8. The retreat serves as a bridge between the academic work of Level II and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the Faculty-Supervised Student Clinic.

Over the course of Level III, each student must generate a minimum number of patients and complete a total of 725 clinical hours – 665 of those hours include directly delivering treatments as a primary practitioner, or assisting other student practitioners in treatment delivery with faculty supervision at Tai Sophia's student clinic.

In addition to this residency-style rotation, students deliver 60 hours of treatments at external Community Clinic sites.

Each student must pass an oral exam with a panel of senior faculty in order to graduate. The exam occurs during the final stages of clinic work.

'Students may graduate once all coursework, clinical, and other requirements have been fulfilled. Some students may progress at a more moderate pace, and continue their clinical work beyond Trimester 15.

Course of Study: Evening/Weekend Program

Course Descriptions Trimester					2.00
			ISci652	Physical Assessment	2.00
Level I			ISci754	BioMedicine: Safe Practices	2.00
Number	Course Title C	redits ¹	MOM614	Theory: Communication Systems of the	2.00
Trimester I				Body/Mind/Spirit Channels and Points	2.00
APP600a	SOPHIA®(School of Philosophy and Healing in Action	on) 3.50	MOM624a	Point Location: Journey of Qi through the Torso	2.00
APP601	Initiating a Healing Presence	1.25		Pulse Development	0.30
ISci642	Physiology: The Science of Wellness	2.00	MOM644a	Treatment Skills: Basic Treatment Skills	1.00
MOM611	Theory: Principles of Healing and the Laws of Nature	2.50	MOM790a	Supervised Clinical Practice: Community Health	0.50
MOM631	Diagnostic Skills: Awakening the Observer	1.75	Subtotal		9.80
Subtotal		11.00			
			Trimester 6		
Trimester 2			ISci 615	Mind Body Science ⁷	3.00
APP602	Being the Needle	1.50	MOM624b	Point Location: Journey of Qi through the Torso	2.00
ISci640	Clinical Anatomy: Regional and Surface Anatomy	3.00	MOM634	Diagnostic Skills: Traditional Diagnosis	3.00
MOM601a	History and Classics:	1.25		Pulse Development	0.30
	Acupuncture from China to America		MOM644b	Treatment Skills: Basic Treatment Skills	1.00
MOM612	Theory: Officials and Substances	2.00	MOM653	Clinical Observation: Qi in Motion	0.75
MOM632a	Diagnostic Skills: Cultivating the Instrument	2.00	MOM700	History and Classics: Visiting Scholar Intensive	1.00
MOM635-1	Pulse Development	0.30	MOM790a	Supervised Clinical Practice: Community Health	1.00
Subtotal	'	10.05	Subtotal		12.05
APPVOL A	oplied Practices-Volunteer Project	0.00	Trimester 7		
			MOM613b	Theory: Five Element Project	1.00
Trimester 3			MOM625a	Point Location: Integrating Meridians	2.00
APP603	Speech Acts and the Art of Skillful Inquiry	1.50	MOM645	Treatment Skills: The Art of Effective Treatment Designation	_
MOM601b	History and Classics:	1.75	MOM655	Clinical Observation: Small Group Treatment	1.50
	Chinese Medicine from the Classical Perspective		MOM665	Practice Management: Orientation to Clinical Practice	1.00
MOM622	Point Location:	3.00	MOM790a	Supervised Clinical Practice: Community Health	0.50
	Distal Points of the Arm Primary Meridians		Subtotal		8.00
MOM632b	Diagnostic Skills: Rapport Intensive	1.00			
	Pulse Development	0.30	ACP6EX1 C	Comprehensive Exam Level II	
MOM652	Clinical Observation: From Story to Phenomena	1.00			
MOM681	Embodying Qi Gong: Dance with Nature	0.75	Level II	I	
Subtotal		9.30	Trimester 8		
			APP701	Deep Listening Within	1.50
Level II	1		HRB644a	Western Pharmacology I	2.00
Trimester 4			Isci736	Nutrition: Science and Practices	2.00
APP604	Deepening Your Healing Presence	1.50	ISci740	Advanced Clinical Anatomy: Qi Follows Structure	2.00
MOM613	Theory: Five Phases I	2.00	MOM683	Tai Chi: Roots and Branches	1.00
MOM623	Point Location:	3.00	MOM746	Treatment Skills: Pre-Clinic Retreat	1.00
1 101 1023	Distal Points of the Leg Primary Meridians	5.00	MOM757	Clinical Observation: Living Traditions	1.00
MOM633		2.00	MOM766	Practice Management: Building a Successful Practice	1.50
	Diagnostic Skills: Diagnostic Interactions	3.00 0.30	MOM790b	Supervised Clinical Practice: Core Groups	1.20
MOM662	Pulse Development	1.00		Supervised Clinical Practice: Student Clinic3	1.00
11011002	Practice Management:	1.00	Subtotal		14.20
MOM700	Ethics for the Healthcare Professional	1.00			
MOM700	History and Classics: Visiting Scholar Intensive	1.00			
Subtotal		11.80			

H884-W Mezzern Pharmacology 1	Trimester 9		Trimester 14	
MOM779 Moment M	HRB644b Western Pharmacology II	2.00	MOM779aH Chinese Herbal Medicine Theory II	4.50
MOMP790 Supervised Clinical Practices Core Groups 1,00 MOMP790 Supervised Clinical Practices Student Clinic 1,00 MOMP70H Clinicase Medical Physiology 4,00 MOMP70H Clinicase Herball Medicine Theory 4,50 MOMP70H Clinicase Herball Medicine Theory 4,50 MOMP70H Clinicase Herball Medicine Theory 2,00 MOMP70H Clinicase Management: Maintaining a Successful Practice 1,00 MOMP70H Clinicase Management: Maintaining a Successful Practice 1,00 MOMP70H Clinicase Management: Maintaining a Successful Practice 1,00 MOMP70H Clinicase Medicine Theory 1,00 MOMP70H Clinicase Herball Medicine 2,00 MOMP70H Clinicase Herball Medicine Theory 1,00 MOMP70H MOMP70	Sci755 Biomedicine: Systems Review	3.00		0.50
MOM/790	MOM727 Point Location: Advanced Point Location	2.00	MOM790eH Clinical Internship	2.00
MOM614H Clinical Practice Student Clinical 1,75 MOM614H Clinicase Medical Physology 15,45 MOM7706H Plannacy Practicum 0,50 Subcoal Trimester** MOM7706H Plannacy Practicum 0,50 15,636 The Integrative Science of Acupuncture* 3,00 15,6750 Pathophysiology: Comparative Approaches 2,00 MOM790b Supervised Clinical Practice: Groe Groups 1,00 MOM9790b Supervised Clinical Practice: Groe Groups 1,00 MOM9790b Supervised Clinical Practice: Groe Groups 1,00 MOM9790b Supervised Clinical Practice: Groe Groups 1,00 MOM9750b Flishers Herbal Medicine Theory I 4,00 MOM6758H Flishory of Chrinises Herbal Medicine Theory I 4,00 Subcrise Elective 3,00 MOM1718 Theory: Alcanced Mices of Integration 2,00 MOM1719 Theory: Chrinises Herbal Medicine Theory I 4,00 MOM1719 Theory: Chrinises Herbal Medicine Theory I 4,00 MOM1719 Theory: Chrinises Herbal Medicine Theory I 5,00 MOM1719 Theory: Chrinises Herbal Medicine Theory I 5,00 Incini	MOM758 Clinical Observation: Integrating Traditions	1.50	Subtotal	
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Sci-636			MOM770bH Pharmacy Practicum	0.50
Name	Trimester 10 ⁸		MOM790eH Clinical Internship	2.00
MOM7676	· · · · · · · · · · · · · · · · · · ·	3.00	Subtotal	7.00
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Administration (Day and Evening)

Director of Acupuncture and Oriental Medicine Programs Jeffrey Millison, M.Ac.

Associate Director of Acupuncture and Oriental Medicine Programs Rhonda Sapp Armero, M.Ac.

Program Manager: Evening/Weekend

Janet Padgett, Ph.D., M.Ac.

Program Manager: Chinese Herb

Evan Rabinowitz, M.Ac., Dipl.Ac. (NCCAOM)

Division Chairs

Theory Division- Jane Grissmer, M.Ac. (UK), Dipl.Ac. (NCCAOM Clinical Foundations Division- Stacey MacFarlane, M.Ac., Dipl.Ac. (NCCAOM)

Touching Energy and Structure Division-Janet Padgett, Ph.D., M.Ac. (interim)

Clinical Practices Division- David M. Blaiwas, M.A., M.Ac., Dipl.Ac. (NCCAOM)

Faculty

Faculty Biographies

Jane Grissmer, M.Ac. (UK), Dipl.Ac. (NCCAOM)

Professor

David M. Blaiwas, M.A., M.Ac., Dipl.Ac. (NCCAOM

Associate Professor

Heidi Most, M.Ac., Dipl.Ac. (NCCAOM)

Associate Professor

Celeste Homan, M.Ac.

Assistant Professor

Jeffrey Millison, M.Ac.

Director of Acupuncture and Oriental Medicine Programs

Adjunct Faculty

Barbara Abrams, M.Ac.

Thomas Balles, L.Ac. (U.K.), M.Ac., Dipl.Ac.(NCCAOM)

Susan Berman, M.Ac., Dipl.Ac. (NCCAOM)

Edna Brandt, M.Ac., Dipl.Ac. (NCCAOM)

Mary Beth Burke, M.Ac.

Barbara Catlin, M.Ac.

Ann Cecil-Sterman, M.S., L.Ac.

Jie Chen, M.S., O.M.D., L.Ac.

Cheryl DePetro, M.Ac.

Heather Dorst, M.Ac., Dipl.Ac. (NCCAOM).

Susan Duggan, M.Ac., Dipl.Ac. (NCCAOM)

Star Ferguson, M.Ac.

Hope Finn Gilbert, M.Ac., Dipl.Ac. (NCCAOM)

Cara Frank, Dipl. Ac., Dipl.CH, R.Ac.

Distinguished Lecturers

Niki Bilton, M.Ac (UK), MBAcC (UK), L.Ac. (MD)

Dianne M. Connelly, Ph.D., M.Ac. (UK), Dipl.Ac. (NCCAOM)

Stephen Cowan, M.D., FAAP

Robert M. Duggan, M.A., M.Ac. (UK), Dipl.Ac. (NCCAOM)

Thea Elijah, M.Ac., Dipl.Ac (NCCAOM)

Andrew Ellis, L.Ac.

Heiner Fruehauf, Ph.D.

Anne Jeffres, D.A.O.M., M.S.

Elisabeth Rochat de la Vallée, M.A.(France), M.A.(France), D.E.A.(France)

Jeffrey C. Yuen, Dipl.CH(NCCAOM)

Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- · An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form**
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.
- ** Applicants to Graduate Certificate Programs in Chinese Herbs, Animal Acupuncture and Women's Holistic Health are not required to submit an essay.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Health Requirements

☐ Current, documented tuberculosis skin test (PPD).

☐ A completed "Hepatitis B Vaccination Form for Students" declining vaccination, stating prior vaccination, or indicating plan to receive vaccination. The form and a Hepatitis B Information Packet will be provided to students prior to the start of the program.

Beginning January 2013, students who newly enroll in programs will no longer be required to submit documentation for health requirements as part of the pre-enrollment process. Students will be advised regarding the due dates for submission after enrolling. Students accepted to programs beginning before January 2013 must submit all required documentation as requested by the Office of Admissions, as part of the pre-enrollment process.

Program Format

Day Program

The curriculum consists of ten trimesters, divided into three levels over 40 months. For students beginning in the January 2012 class, (what about those beginning in September classes) core classes are scheduled from 9:00 a.m. to 5:00 p.m. on Mondays and Tuesdays. These days remain consistent throughout the first five trimesters (Levels I & II). Starting in the third trimester, students begin monthly weekend classes that continue through the remainder of the program. Additionally, students are required to complete twelve credits of elective coursework, which is self-scheduled outside of their core class days, as well as supplemental clinical work in the Community Clinic sites.

As a student begins trimester six (Level III), the core class days are consolidated into one full class day weekly through trimester nine. For students beginning in January, the core class day is Monday and for students who begin the program in September, the core class day is Thursday. Also at this point in the program, students are assigned to "core groups," which typically consist of 12 to 17 students and multiple faculty supervisors. Core groups are held Monday through Saturday, and may fall on days other than the days core classes are scheduled.

Students also are required to attend occasional intensive classes, which take place several times each year. The term "intensive" is used to designate special times when the student's attendance is required in addition to the regularly scheduled core class days. Most intensive classes range from two to three days in length, and generally focus on one topic in depth.

The program averages 40 to 48 months for completion, depending on the pace each student sets when building a practice during the clinical portion of the program.

Evening/Weekend Program

The evening/weekend curriculum consists of fifteen trimesters, divided into three levels over four years. Classes are scheduled weekly from 6:00 p.m. to 9:00 p.m. (occasionally as late as 9:30 p.m.) on Tuesdays and Thursdays, and from 9:00 a.m. to 6:00 p.m. on four to five weekends per trimester. These days remain consistent throughout the twelve trimesters. In trimesters five through seven, students complete supplemental clinical work in the Community Clinic sites outside of their core class days.

As students prepare to begin clinic in trimester eight (Level III), they will attend an off-campus retreat, typically held as a long weekend, Friday-Monday. The retreat serves as a bridge between the academic work of Level II and the clinical experience of Level III. At this time, they are also assigned to "core groups," which typically consist of 12 to 17 students and multiple faculty supervisors. Core groups will fall on days other than the days core classes are scheduled.

In trimester nine, students prepare for the start of Chinese herbal medicine classes in trimester ten. Trimesters ten through twelve include clinical observation and trimesters thirteen through fifteen include the herbal pharmacy practicum and clinical internship. Please note that the Chinese herbal medicine portion of the Master of Oriental Medicine may be begun in either the seventh or tenth trimesters. These courses are held on additional weekends.

Students are required to complete six credits of elective bioscience coursework, some of which may need to be self-scheduled outside of their core class days (for example, Monday evenings).

The program requires 60 months for completion. The maximum amount of time allowed to complete the program is 60 months, beyond which, a formal extension is required. Additionally, the Acupuncture and Chinese Herbal Medicine Programs may be taken sequentially to fulfill the requirements for the Master of Oriental Medicine.

Additional Information

Laws and Licensure

Licensure and Acupuncture

Completion of the Master of Oriental Medicine program does not automatically qualify graduates to begin practicing independently. Each state, including Maryland, has specific licensure or registration procedures that must be met. There may be a waiting period between the completion of the program and the legal recognition allowing you to begin practice. Until a graduate receives official notification of legal recognition to begin practice, she or he may continue to practice only under faculty supervision. Students who wish to continue to practice in Maryland after graduating, but prior to being licensed, must enroll in Tai Sophia's Trainee Program. Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to www.nccaom.org.

Graduates wishing to practice in Maryland may be licensed by applying to the Maryland Board of Acupuncture.

The Institute is approved by the Maryland Higher Education Commission to award a Master of Acupuncture degree, and the program conforms to Maryland laws and regulations regarding the practice of acupuncture.

General

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state. The Institute cannot provide assurance that completion of the program will qualify a graduate to be registered or accepted under a state law other than Maryland. However, the Institute's Master of Oriental Medicine program is designed to provide basic, solid competence in traditional acupuncture and Chinese Herbs.

Maryland Acupuncture Licenses

For requirements for licensure in Maryland, contact the Maryland Board of Acupuncture:
Board of Acupuncture
4201 Patterson Avenue, Room 311
Baltimore, MD 21215
410-764-4766
800-530-2481
http://dhmh.state.md.us/bacc

State of California

The California Acupuncture Board (formerly the California Acupuncture Examining Committee) approved the Tai Sophia Institute (formerly the Traditional Acupuncture Institute) by unanimous vote on August 27, 1983. The Institute was the first U.S. school outside of California to be approved by the Board. Graduates of Tai Sophia who complete the course of study required by the California Acupuncture Board may sit for the California Acupuncture Licensing Examination.

As of January 1, 2005, the California Acupuncture Licensing Examination requires students to complete a total of 3,000 hours (2,050 theoretical hours and 950 clinical hours) in the following areas:

Basic Sciences	350
Oriental Medicine Principles, Theories and Treatment	
(includes 450 hours in herbs)	1255
Clinical Medicine, Patient Assessment and Diagnosis	240
Case Management	90
Practice Management	45
Public Health	40
Professional Development	30
Clinical Practice	950

In order to gain eligibility, Tai Sophia students wishing to take the California Acupuncture Licensing Examination must meet specific requirements beyond those necessary for the Institute's Master of Oriental Medicine program. The following must be completed separately at Tai Sophia Institute and/or at other accredited institutions at an additional cost to the student:

- Basic Sciences (Integrative Health Sciences). In order to ensure that all requirements are met, Tai Sophia's Department of Integrative Health Sciences is committed to providing all the sciences needed for California within the 28 core science classes in the program. In addition, Tai Sophia offers additional electives to specifically meet any state licensure that is not specifically covered in the core. Tai Sophia is constantly reviewing California requirements and adjusting course offerings as needed.
- CPR. Students who wish to take the California Acupuncture Licensing Examination must complete a minimum of eight (8) hours in first-aid and adult/child cardiopulmonary resuscitation (CPR) from the American Red Cross, American Heart Association, or other organization with an equivalent course approved by the CA board. Completion of this CA requirement also fulfills the requirement for one year's CPR certification during Tai Sophia's M.Ac. program.

If any of the above coursework is to be completed at an institution other than Tai Sophia Institute, the Director of the Master of Acupuncture and Oriental Medicine programs must approve it. Appropriate documentation must also be submitted to the Office of the Registrar before such coursework can be included in the student's academic file and official transcript.

Further information on California requirements is available, by contacting the Associate Director of Acupuncture and Oriental Medicine Programs, Rhonda Sapp Armero x6680, as well as on the California Acupuncture Board's website, www.acupuncture.ca.gov. Students planning to become licensed in California should speak to an admissions counselor to discuss their plan of study to meet these requirements.

Requirements of Other States

For eligibility to apply for licensure, other states may stipulate additional requirements, such as completion of a course in Chinese herbs or clinical hours beyond what is required by ACAOM. For information about licensure procedures in specific states, please contact the medical or acupuncture regulating agency in each state.

Acupuncture and Oriental Medicine Resources

The Council of Colleges of Acupuncture and Oriental Medicine (CCAOM), formerly the National Council of Acupuncture Schools and Colleges (NCASC), was established in 1982. The primary mission of the Council is to advance acupuncture and Oriental medicine by promoting educational excellence within the field. In furtherance of this mission, the Council supports the development and improvement of educational programs in acupuncture and Oriental medicine, and develops recommended curricula for degree, diploma, and other educational programs. It supports and fosters academic freedom and a diversity of educational approaches within the field. As well, it encourages scientific research, innovative teaching methodology, and faculty development, and provides a forum for discussion of issues relevant to member colleges. The Council also serves as an information resource for member colleges, other colleges and organizations, regulatory agencies, and the public. It encourages ethical business practices among member colleges and works with accreditation, certification, licensing and regulatory agencies to develop appropriate educational standards and requirements. It also promotes increased public access to high quality health care provided by well-trained practitioners of acupuncture and Oriental medicine. CCAOM can be reached at 600 Wyndhurst Ave., Suite 112, Baltimore, MD 21210; 410-464-6040. The web address is www.ccaom.org.

The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) was established in 1982 by the Board of the CCAOM. ACAOM, working under existing guidelines for similar agencies at a national level, acts as an independent body to evaluate schools and colleges of acupuncture and Oriental medicine for the purpose of establishing and maintaining high standards and ethical business practices. The Commission is recognized as a specialized accrediting agency by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. ACAOM can be reached at 14502 Greenview Drive, Suite 300B, Laurel, MD 20708; 301-313-0855. The web address is www.acaom.org.

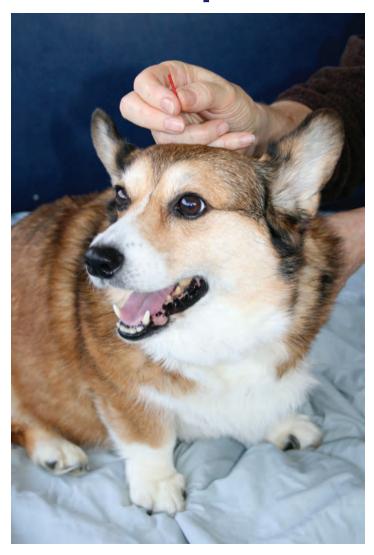
National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other diplomats, or are appointed if a vacancy arises mid-year, Additionally, the Board includes two public members, who serve to ensure NCCAOM's commitment to the public. Over 16,000 diplomates are currently certified through NCCAOM, which is a member of the National Organization for Competency Assurance, and which is accredited by the National Commission for Certifying Agencies (NCCA). NCCAOM can be reached at 76 S. Laura Street Suite 1290, Jacksonville, FL 32202; 904-598-1005; info@nccaom.org. The web address is www. nccaom.org.

The American Association of Acupuncture and Oriental Medicine (AAAOM) is a national membership organization dedicated to promoting excellence and integrity in the professional practice of acupuncture and Oriental medicine, in order to enhance public health and well-being. The AAAOM is committed to high ethical and educational standards and to ensuring the safety of the public. As part of its purpose, the AAAOM seeks to advance the professional field of acupuncture and Oriental medicine and to educate and serve as a resource to legislators, regulators, and the general public regarding the nature and scope of the practice of acupuncture and Oriental medicine. The AAAOM can be reached at 9650 Rockville Pike, Bethesda, MD 20814, 866-455-7999. The web address is www.aaaomonline.org.

Tai Sophia Institute www.tai.edu Master of Oriental Medicine 3 : 24

Revised 9/17/12

Post-Master's Certificate in **Animal Acupuncture**



Until one has loved an animal, a part of one's soul remains unawakened

— Anatole France

Overview

Tai Sophia Institute offers the only Post-Master's Certificate in Animal Acupuncture for licensed acupuncturists in the United States. This unique 12-credit program enables graduates to offer animal-patients a powerful, complementary modality for health and healing using acupuncture, and meets the requirements to be a certified Animal Acupuncturist in the state of Maryland.

The curriculum features small animal and equine veterinary portions that include anatomy, physiology, handling and restraint, veterinary emergencies, and small animal diseases. In addition to rigorous classroom teaching, the program offers a rich clinical opportunity for the students to gain handson experience through treating animal-patients with acupuncture.

Program Purpose

The purpose of the Post-Masters Certificate in Animal Acupuncture program is to teach licensed acupuncturists how to safely and effectively treat animals within the guidelines set by the State of Maryland. This program meets the requirements to apply for Maryland Animal Acupuncture Certification.

Program Goals

It is the goal of the PMC in Animal Acupuncture to teach student practitioners to:

- Formulate safe and effective acupuncture treatments for animal patients.
- Acquire applicable clinical skills (diagnosis, formula planning, treatment delivery, and patient management) through supervised discussion and treatment.
- Progress from requiring close, clinical supervision to treating patients independently.

Course Descriptions

Number	Course Name	Credits
ISci 617	Small Animal Veterinary Medicine	3.00
ISci 618	Equine Veterinary Medicine	2.00
AACP 711a	Animal Acupuncture	3.50
AACP 711b	Animal Acupuncture	3.50
Total Credits	12.00	

Faculty

Faculty Biographies

Administration

Director of Acupuncture and Oriental Medicine Programs Jeffrey Millison, M.Ac.

Associate Director of Acupuncture and Oriental Medicine Programs Rhonda Sapp Armero, M.Ac.

Program Manager: Animal Acupuncture

Noreen Javornik, M.S., M.Ac., L.Ac.

Adjunct Faculty

Mary Brandenburg, M.Ac., L.Ac. Randi Sobel, M.A., M.Ac., L.Ac.

Program Format

The program is offered in two- and three-day weekend sessions over an 8-month period. Classes are scheduled from 8:30 a.m. to 5:30 p.m. on Saturday and Sunday, or Friday–Sunday.

Admission Requirements

Applicants for admission to Tai Sophia's Animal Acupuncture program must meet the following requirements with appropriate documentation:

- Currently licensed acupuncturist in the state in which he/she practices, and must have completed training from an institution accredited by the Accreditation Commission for Acupuncture and Oriental Medicine;
 OR
- Currently licensed veterinarian in the state in which he/she practices, and must have completed training with an organization such as the International Veterinary Acupuncture Society (IVAS) or The Chi Institute, and is currently using acupuncture in his/her scope of practice.

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- · An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Graduate Certificate in Chinese Herbs



The treatments themselves do not 'cure' the condition, they simply restore the body's self-healing ability.

—I eon Chaitow

Overview

Tai Sophia Institute is pleased to announce its newly redesigned 24-month Graduate Certificate in Chinese Herbs. The program integrates Five-Element constitutional diagnosis into a deep understanding of Classical Chinese Medical perspectives. The curriculum traces the history of ideas in Chinese Herbal Medicine from the classics to contemporary use, and includes a comprehensive didactic component, as well as an expanded clinical rotation.

Program Purpose

The purpose of the Post-Baccalaureate certificate in Chinese Herbs at the Tai Sophia Institute is to train well-educated and effective clinicians. The course presents a unique integration of Five Element constitutional dynamics, Classical Chinese Medicine, Eight-Principle diagnosis, and Zang-Fu pattern discrimination. Students who have completed the program will possess a broad knowledge of the theory and philosophy of Chinese Herbal medicine, its rich history, and contemporary applications. Graduates will be eligible to sit for the Chinese Herbology certification exam offered by the NCCAOM and practice confidently, safely, and with compassion.

Program Goals

- Attain a working knowledge of the Chinese herbal material medica and the most commonly used formulas.
- Apply a theoretical framework to analyze medicinal substances (herbal, mineral, animal product).
- Analyze any medical condition and provide a differential diagnosis using theoretical frameworks presented in the program.
- Demonstrate knowledge of various specialties of Chinese medicine, theories, and contributions.
- Demonstrate broad-based knowledge of the history of Chinese Medicine
- Gain an understanding of Chinese dietary theory.
- Obtain the clinical skills and training (diagnosis, formula planning, treatment delivery, and patient management) necessary to become a practicing Chinese herbalist.

Tai Sophia Institute www.tai.edu Graduate Certificate in Chinese Herbs 3:25

YEAR ONE

I EAR ONE		racticy biographies
Number Course Title	Credits ¹	
Trimester I		Director of Acupuncture and Oriental Medicine Programs
CHP 610 History of Chinese Herbal Medicine	0.25	Jeffrey Millison, M.Ac.
CHP 621A Chinese Herbal Medicine Theory I	4.00	
•	0.25	Associate Director of Acupuncture and Oriental Medicine Programs
		Rhonda Sapp Armero, M.Ac.
Subtotal	4.50	Milorida Sapp Armero, M.Ac.
Trimester 2		Program Manager: Chinese Herb
CHP 621B Five Element Theory and Integration	3.00	Evan Rabinowitz, M.Ac., Dipl.Ac. (NCCAOM)
CHP 641B Clinical Observation II	0.50	
CHP731A Clinical Thought Process	1.00	Adjunct Faculty
CHp741A Diagnostic Skills	1.00	Ann Cecil-Sterman, M.S., L.Ac.
		Lucía G. Perillán, M.Ac., Dipl.Ac.
Subtotal	5.50	·
		Ta-Ya Lee, DNP, MPH, MBA, MAc, LAc, Dip.OM.
Trimester 3		
CHP621C Five Element Theory & Integration	5.25	Distinguished Lecturers
CHP 640C Clinical Observation III	0.75	Thea Elijah, M.Ac., Dipl.Ac (NCCAOM)
Subtotal	6.00	Andrew Ellis, L.Ac.
		Heiner Fruehauf, Ph.D.
YEAR TWO		Jeffrey C.Yuen, Dipl.CH(NCCAOM)
Trimester 4		
CHP 711A Chinese Herbal Medicine Theory II	3.50	
CHP721A Clinical Internship	2.00	
CHP731B Clinical Thought Process	0.50	
CHP760 Clinical Orientation	0.50	
CHP 770A Pharmacy Practicum	0.50	
Subtotal	7.00	
Trimester 5 CHP 711B Chinese Herbal Medicine Theory II	4.50	
,	2.00	
CHP721B Clinical Internship		
CHP 770B Pharmacy Practicum	0.50	
Subtotal	7.00	
Trimester 6		
CHP 711C Chinese Herbal Medicine Theory II	4.50	
CHP721C Clinical Internship	2.00	
CHP 770C Pharmacy Practicum	0.50	
Subtotal	7.00	
Judiotai	7.00	
TOTAL CREDITS	37.00	

Faculty

Faculty Biographies

Tai Sophia Institute www.tai.edu Graduate Certificate in Chinese Herbs 3:26

Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate

* If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Health Requirements

☐ Current, documented tuberculosis skin test (PPD).

☐ A completed "Hepatitis B Vaccination Form for Students" declining vaccination, stating prior vaccination, or indicating plan to receive vaccination. The form and a Hepatitis B Information Packet will be provided to students prior to the start of the program.

Beginning January 2013, students who newly enroll in programs will no longer be required to submit documentation for health requirements as part of the pre-enrollment process. Students will be advised regarding the due dates for submission after enrolling. Students accepted to programs beginning before January 2013 must submit all required documentation as requested by the Office of Admissions, as part of the pre-enrollment process.

Program Format

Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

Post-Master's Certificate in Women's Holistic Health



"The day came when the wish to remain tight in a bud was more painful than the risk it took to blossom."

—Anaïs Nin

Overview

Tai Sophia Institute's Post-Master's Certificate in Women's Holistic Health is the first post-master's degree program for licensed acupuncturists in the country to focus on the specific health and wellness needs of women throughout their life cycles. This original and innovative program is designed to support licensed acupuncturists in their work with female patients in a practice setting. A holistic, integrative approach provides students with an in-depth understanding of the theory, research, and clinical techniques related to puberty, fertility, pregnancy, childbirth, postpartum, menopause, and reproductive oncology. Drawing on the background of our faculty, the program blends Eastern and Western medicine with proven traditional practices and modern science to create a "wisdom through the ages" learning experience. The program's clinical observation component ensures the ability to apply immediate, comprehensive, relevant knowledge into clinical practice. The program also provides the knowledge and terminology to collaborate with a diverse network of health care providers.

This 12-credit post-master's certificate program consists of six courses delivered over nine months and is offered in a weekend format to accommodate working acupuncture practitioners.

Program Purpose

It is the purpose of the Post-Master's Certificate in Women's Holistic Health to teach students to:

- Demonstrate understanding of the wellness practices that support good health for women.
- Gain in-depth knowledge of the physiology, pathophysiology, and inherent nature of women through the stages of life.
- Apply Eastern and Western medical theory to women's reproductive and life cycles, including, puberty, sexuality, fertility, pregnancy, menopause, and aging.
- Understand the physiological and emotional dimensions unique to a woman's well-being.
- Assess current research pertaining to women's health.
- Apply holistic and integrative approaches in the care of women with breast, cervical, ovarian, and uterine cancer.
- Gain the knowledge needed to collaborate with a diverse network of health-care providers, including medical doctors and their staff.

Program Goals

Students will learn:

- The current wellness and prevention models that support good health
- The physiology and pathophysiology of women through the stages of
- The Chinese Medical theory pertaining to the life cycles of women, including sexuality, fertility, pregnancy, and menopause. The distinct physiological and emotional dimensions unique to a woman's well being.
- To assess current research pertaining to women's health.
- The Chinese medical approaches in the treatment of women with breast/ovarian/cervical cancer.
- How to work in an integrative, clinical setting with Western medical and other allied healthcare providers.

Course Descriptions

Number	Course Name	Credits
ISci 641	Foundations of Women's Health and Wellness	00.1
WACP 710	The Anatomy and Physiology of Women from	3.00
	a Western and Eastern Medical Perspective	
WACP 711	The Application of Chinese Medicine Theory I:	3.00
	General Principles of Treating Women in the Clinic	
WACP 712	The Application of Chinese Medicine Theory II:	3.00
	Fertility and Childbirth	
WACP 713	The Application of Chinese Medicine Theory III:	1.00
	Perimenopause and Menopause	
WACP 714	The Application of Chinese Medicine Theory IV:	1.00
	Reproductive Oncology	
Total Credit	s	12.00

Faculty

Faculty Biographies

Administration

Director of Acupuncture and Oriental Medicine Programs Jeffrey Millison, M.Ac.

Associate Director of Acupuncture and Oriental Medicine Programs Rhonda Sapp Armero, M.Ac.

Program Manager: Women's Holistic Health

Linda Simons, M.Ac., L.Ac., R.N.

Faculty

Jane Grissmer, M.Ac. (UK), Dipl.Ac. (NCCAOM) **Professor**

Adjunct Faculty

Robin Johnsen, R.N., L.Ac., Dipl. Comp. Kaiya Larson, M.Ac., L.Ac. Evan Rabinowitz, M.Ac., Dipl. Ac. (NCCAOM) Rose Truby-Scharff, M.Ac., L.Ac.

Distinguished Lecturers

Dianne Connelly, Ph.D., M.Ac.(UK), Dipl.Ac. (NCCAOM) Donna Keefe, M.Ac., L.Ac., Dipl.Ac. Randine Lewis, M.S.O.M., Ph.D., L.Ac. Joseph E. Osheroff, M.D.

Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- · An application form.
- An application fee (Please see the section titled Application and Admission Procedures).
- A resume.
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution.
- Official transcript of highest degree earned beyond a baccalaureate.

* If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Program Format

The Post-Master's Certificate in Women's Holistic Health is delivered in a format to accommodate working practitioners. The 12-credit program is designed to be completed in nine months of concentrated weekend study. Classes are grouped in two- and three-day weekends. The two-day weekends are scheduled on Saturdays and Sundays and class hours are from 8:30 a.m. to 4:00 p.m. on both days. The three-day weekends include Fridays, 1:00 p.m. to 6:00 p.m., Saturdays, 8:30 a.m. to 5:30 p.m., and Sundays, 8:30 a.m. to 4:30 p.m.



Master of Science in Nutrition and Integrative Health



The doctor of the future will no longer treat the human frame with drugs, but rather will cure and prevent disease with nutrition.

-Thomas Edison

Overview

The Master of Science in Nutrition and Integrative Health at the Tai Sophia Institute offers students a distinctive program that emphasizes the vital and interrelated physiological, environmental, socio-cultural, and spiritual roles of food in our lives. Developed from the Institute's mission and vision to integrate nature-based knowledge and traditional systems with transformational learning and contemporary scientific knowledge, the curriculum offers a broader evidence-base for nutrition education than science, tradition, or empiricism alone. As one of the only integrative, Master's degree programs in Nutrition in the country, our faculty and scholars are the leading, national authorities in this field of study. The program encourages students to question assumptions in the field of nutrition and to learn through critical thinking and personal transformation. Students apply nutrition theory through cooking labs, practice coaching sessions, case studies, and clinical and biochemical assessment. The comprehensive and multifaceted program ensures that graduates are prepared for a variety of careers in the diverse field of nutrition such as practicing nutritionists, consultants, coaches, educators, researchers, and writers.

This flexible program is designed to accommodate working professionals and can be completed in as few as two years, or as many as five years.

Program Purpose

It is the purpose of the Masters of Science in Nutrition and Integrative Health at the Tai Sophia Institute to offer a uniquely comprehensive and integrative approach to the study of applied nutrition. Students will gain a solid biochemical and physiological understanding of the complex role of nutrition in human health, coupled with an understanding of traditional and nature-based perspectives on food and health. Students will build skills and competencies in interpreting nutrition research, health behavior change, culinary techniques, and mindfulness practices. Graduates of the program will revolutionize nutrition practice in the United States, providing a new perspective and voice to public policy, nutrition education, private nutrition practice, and the practice of nutrition in organizational settings.

Program Goals

Graduates will

- Demonstrate the knowledge and competencies necessary for a variety of food and nutrition careers
- Demonstrate the skills and understanding needed to empower clients toward better health and well-being
- Demonstrate an integrated knowledge of nutrition that includes the biochemical, environmental, historical, and cultural perspectives, as well as the role of personal transformation in healing
- Be able to assess a patient's nutritional status and effectively treat individuals using nutrition.
- Apply nutrition theory to whole foods preparation, client education, and cooking demonstrations

Course Desc	riptions		Trimester 6	The control of a District	2.00
T			NUTR 632 NUTR 672	Therapeutic Diets II Nourishment	2.00 2.00
	f study outlined below illustrates how the program ca		ISci 703B	Applied Research Skills	1.50
	I in two years of concentrated study. This program cal		NUTR 654D	Clinic	1.50
modified from	n this format and completed in up to five years of stu	idy.	NOTE 634D	OR	1.30
LEVEL C	ONE		NUTR 691D	Practicum	1.50
Trimester I				OR	
Number	Course Title	Credits	NUTR 692D	Thesis	1.50
ISci 521	Fundamentals of Chemistry	3.00	NUTR 686	Cooking with Whole Foods Lab VI	0.50
ISci 632	Foundations of Health and Wellness	3.00	Subtotal		7.50
NUTR 614	Human Nutrition I: Macronutrients	2.00	Elective Credi	its:	4.00
	(September 2012)		Total Credits:		50.00
ISci 646A	OR Health and Mallness Physiology I (January 2012)	2.00			
NUTR 681	Health and Wellness Physiology I (January 2013)	0.50	*Credit hour o	conversion	
Subtotal	Cooking with Whole Foods Lab I	8.50	15 hours (lect	ure) – I semester credit	
Subtotal		6.50	,	& clinic) – I semester credit	
Trimester 2			`	cticum) – I semester credit	
ISci 626	Nutritional Biochemistry	3.00	VI	,	
ISci 646A	Health and Wellness Physiology I (September 201)		Comente	Salastian of Flactive Cours	
1361 0 107 (OR	2) 2.00	Sample S Number	Selection of Elective Cours Course Title	es Credits
NUTR 614	Human Nutrition I: Macronutrients (January 2013)	2.00	NUTR 634	Diabetes Education	1.00
COA 601A	Practitioner Skills I (Becoming a Healing Presence)		NUTR 661	Practice Management	1.00
NUTR 601	Redefining Nutrition	1.00	NUTR 662	Energetics of Food	1.00
NUTR 682	Cooking with Whole Foods Lab II	0.50	NUTR 663	Sports Nutrition	1.00
Subtotal		8.50	NUTR 664	Food Systems and Policy	2.00
			NUTR 665	Dynamics of Food & Healing	1.00
Trimester 3			NUTR 671	Food and Culture	1.00
NUTR 612	Human Nutrition II: Micronutrients	3.00			1.00, 2.00, 3.00
ISci 646B	Health and Wellness Physiology II	2.00	HRB 530	Fundamentals of Herbalism	3.00
NUTR 684	Cooking with Whole Foods Lab IV	0.50	COA 610	Fundamentals of Health & Wellness Coachi	
Subtotal		5.50	ISci 601	Language & History of Medicine	3.00
			ISci 655	Holistic Medicine	3.00
Trimester 4			ISci 730	Integrative Approaches for Care of the	0.50
NUTR 622	Advanced Nutritional Biochemistry, Pathophysiolo	gy 3.00		Whole Person	
	and Assessment		ISci 743	Neuroscience	3.00
NUTR 641	Life Cycle Nutrition	3.00			
NUTR 652	Practitioner Skills II	2.00	Non-academic	c Program Requirements:	
NUTR 683	Cooking with Whole Foods Lab III	0.50		the Serv-Safe $^{\mbox{\scriptsize TM}}$ Manager Course from the N	
Subtotal		8.50		Association either online or at the Tai Sophia	
LEVEL 1	rwo			in three (3) nutrition-counseling sessions with	
Trimester 5	****			oproved nutrition practitioner as a patient by t	ne end of the
	Thorapoutic Diete I	2.00	fifth trimes	ster.	
NUTR 631	Therapeutic Diets I	2.00			

2.00

1.50

1.50

1.50

1.50

0.50

7.50

Practitioner Skills III

Cooking with Whole Foods Lab V

Applied Statistics

Clinic OR

OR

Practicum

NUTR 653

NUTR 654C

NUTR 691C

NUTR 692C

NUTR 685

Subtotal

ISci 703A

Faculty

Faculty Biographies

Administration

Rebecca Snow, M.S., LDN, CNS, RH Academic Director

Academic Director

Susan Testa, M.S., RD

Manager of Experiential Programming

Faculty

Bevin Clare, M.S., LDN, CNS, RH (AHG)

Associate Professor

Kimberly Duncan, Ph.D.

Associate Academic Director, Isci

Bryan Walsh, ND **Instructor**

James Snow, RH (AHG)

Acting Academic Director, ISci

Rebecca Snow, M.S., LDN, CNS, RH

Academic Director

Adjunct Faculty

Tom Balles, L.Ac.(UK), M.Ac., Dipl.Ac. (NCCAOM)

Karen Buchsbaum, Ph.D. (Candidate)

lody Cutler, M.Ac.

Camille Freeman, M.S., LDN, CNS, RH (AHG)

Daemon Jones, ND

Adjunct Faculty (Cooking Lab)

Monica Corrado, M.A., CNC

Eleonora Gafton, M.S. (Candidate), Cooking Lab Coordinator

Jill Gusman

Myra Kornfeld

Distinguished Lecturers

Annemarie Colbin, Ph.D.

Jerry Cott, Ph.D.

Luigi DeLuca, Ph.D.

Sally Fallon, M.A.

Pam Compart, M.D.

Michael Greger, M.D.

Gerard Mullin, M.D.

Paul Pitchford, M.S.

Nora Pouillon

Kathie Madonna Swift, M.S., RD, LDN

Admission Requirements

Degree Requirements

Prospective students must meet the following admission requirements:

- Hold a bachelor's degree, with a minimum 2.5 GPA, from an accredited educational institution and submit an official transcript
- Submit an official transcript of highest degree earned beyond a bachelor's degree

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- · An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- · Official transcript of highest degree earned beyond a baccalaureate

*If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students should refer to the instructions outlined in the "International Students" section of the catalog for additional information.

Advanced Standing

Graduates of the Chef's Training Program at the Natural Gourmet Institute and graduates of the Center for Mind-Body Medicine's Food as Medicine program may be eligible for advanced standing in our Master of Science in Nutrition and Integrative Health program. In addition, those who have taken organic or biologic chemistry in the last seven years may be exempt from ISci 521 (Fundamentals of Chemistry) in Trimester I. Candidates for advanced standing should indicate this in their application essay for the Office of Graduate Admissions.

Program Format

The Master of Science in Nutrition and Integrative Health is delivered in a format to accommodate working professionals. The 50-credit degree is designed to be completed in two years of concentrated study. This schedule includes 12-15 weekend intensives per year (4-5 per trimester) and 1-2 weeklong intensives per year. Weekend intensives are scheduled Friday from 4:00 p.m. to 8:00 p.m., and Saturday and Sunday from 8:30 a.m. to 5:30 p.m. Weeklong intensives are Monday through Friday from 8:30 a.m. to 5:30 p.m. Local students can opt to take select courses on weeknights instead of during the weekend intensives.

The program can be modified to a less-intensive schedule and can be completed in up to five years. Each trimester, a schedule of courses is published for registration and students can tailor their courses to accommodate their personal and professional goals.

In addition to required courses, students are required to take a minimum of four elective credits. Varieties of elective courses are offered to meet students' specific interests. The four-elective credits may be met at any time during the course of the program. The clinic/practicum and elective credits will be scheduled in addition to students' core program schedule.

In the two-year format, the curriculum is divided into six trimesters and two levels.

Level I

For those completing the program in 2 years, Level I consists four trimesters. During Level I, students gain a solid theoretical framework for understanding human health, the role of nutrition in human health and the role of the nutrition practitioner in helping individuals and groups achieve greater health and reverse disease.

Level 2

Level II is where students apply theory in clinic, a community-based practicum, or thesis. In order to engage in this applied practice or research, students will need to have completed 28 credits of coursework. Students can opt to practice in the Student Teaching Clinic at the Institute, complete a thesis paper, or engage in a student-initiated, community-based practicum off-site. Choice of clinic, thesis, or practicum will depend on a student's professional goals. The Student Teaching Clinic will have a schedule option for those traveling from out of state. At the end of the program, students will take a comprehensive exam to measure their preparedness for professional practice.

Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

Additional Information

State Licensure

Licensing requirements for nutritionists vary by state. To learn the most upto-date laws and regulations, please refer to your state's board of dietetic practice. Nutritionists with a master's degree or higher in the field and/ or the Certified Nutrition Specialist credential through the Certification Board for Nutritional Specialists (CBNS) are qualified to acquire licensure in 17 states, including many of the states in the Mid-Atlantic region and surrounding states (MD,VA, DC, PA, DE, NY, NC, CT, and MA). Ten states do not license nutritionists (including NJ and NH).*

Certification Board for Nutritional Specialists

Graduates of the Master of Science in Nutrition and Integrative Health are qualified to attain the Certified Nutritional Specialist (CNS) credential through the Certification Board for Nutrition Specialists. In order to acquire the CNS credential, graduates will need to pass a certifying examination and document 1000 hours of supervised nutrition practice experience. Students will accrue up to 300 hours of applicable clinical experience during the Master Science in Nutrition and Integrative Health program.

*This information was updated August 2012 and may not reflect changes made by the legislature. For a comprehensive and current understanding of their requirements, please refer to the specific laws and rules of each state via their board of dietetic practice.

Master of Science in Therapeutic Herbalism



Come forth into the light of things, let nature be your teacher.

—William Wordsworth

Overview

The Master of Science in Therapeutic Herbalism program at the Tai Sophia Institute offers students a comprehensive study of medicinal herbs and health. Graduates are empowered with the critical thinking skills and health information literacy needed to be effective researchers, writers, educators and consultants. The market for herbal supplements has grown tremendously, approaching \$60 billion. In lockstep with that expansion, regulatory compliance has become more complex. Small, medium, and large companies are now hiring employees capable of implementing Good Manufacturing Practices (GMP) specifications and compliance.

Tai Sophia Institute offers the first master's degree in herbal therapeutics curriculum that integrates modern scientific knowledge with traditional wisdom. Combining research with foundational theory, the program offers an in-depth pre-clinical education, covering the principles of health and wellness; herb identification and harvesting; herbal pharmacy; herbal pharmacology and phytochemistry; integrative human physiology; material medica; and herbal therapeutics. The research training prepares students to join the herbal industry by helping them acquire skills in production, formulation, GMP compliance, communication, and education. Graduates are also fully equipped to enter formal, clinical training in the Post-Master's Certificate in Clinical Herbalism. The 36-credit Master of Science in Therapeutic Herbalism program can be completed in nineteen months of concentrated weekend intensive study.

Program Goals

- Be able to advise and educate effectively to create a comprehensive wellness plan incorporating herbal, dietary and lifestyle recommendations integrating self-awareness and lessons of nature.
- Possess knowledge of traditional herbal systems as well as an
 understanding of the principles and practices of modern Western
 herbalism. Have a foundational understanding of biomedicine,
 pharmacology, materia medica, herbal preparations, history, clinical
 assessment, safety, and plant identification and wild crafting.
- Have the skills to understand, design, and perform GMP compliance measurements.
- Demonstrate the ability to critically analyze herbal research and contribute to the current body of herbal literature.
- Know how to integrate knowledge of raw materials, formulation, and herbal pharmacy for product development purposes.
- Know how to effectively educate individuals and groups about herbs.
- Be able to demonstrate basic skills in herb identification, harvesting, and preparation.
- Be able to address potential safety concerns including herb-drug interactions.
- Be able to grow personally and professionally and to participate actively in the field of herbalism through writing, research, public speaking, and/or professional affiliation.

4:6

Tai Sophia Institute www.tai.edu Master of Science in Therapuetic Herbalism

Course Descriptions

YEAR ONE

Trimester I (Sp	oring)	
Number	Course Title	Credits
ISci 632	Foundations of Health and Wellness	3.00
OR		
ISci 632a	Foundations of Health and Wellness	1.50
AND		
ISci 611	Introduction to Science Writing	1.50
HRB 530	Fundamentals of Herbal Medicine	3.00
Subtotal		6.00
Trimester 2 (Su	ummer)	
HRB 604	Frequently Used Herbs:	3.00
	Understanding for the Health Care Professional	
OR		
HRB 618	Herbs for Home Use: Living in Harmony	3.00
	With the Seasons	
HRB 622	Herbal Pharmacy:	3.00
	Evaluating and Manufacturing Quality Herbal Pro-	ducts

YEAR TWO

Trimester 3 (Fall)

Subtotal

	/	
ISci 647a	Physiology I: Healthy Function	3.00
HRB 634c1	Field Trip/ Nature Intensive	1.00
HRB 654b	Herbal Pharmacology and Phytochemistry	3.00
HRB 660A	Research Experiments	1.00
Subtotal		8.00

Trimester 4 (Spring)

ISci 647b	Physiology II: Movement Away from Health	3.00
HRB 620a	Herbal Therapeutics I	3.00
HRB 605a	Materia Medica II	3.00
HRB 660B	Research Experiments	1.00
Subtotal		10.00

Trimester 5 (Summer)

Total Program Credits

Subtotal		6.00
HRB 670	Research Publication	2.00
HRB 620b	Herbal Therapeutics II	3.00
HRB 634c	Field Trip/Nature Intensive	1.00

Faculty

Faculty Biographies

Administration

Michael Tims, Ph.D.

Academic Director

Faculty

Bevin Clare, M.S., C.N.S., RH (AHG)
Associate Professor

Michael Tims, Ph.D. **Academic Director**

James Snow, RH (AHG)
Acting Academic Director, ISci

Adjunct Faculty

Mae Wright, M.S.

36.00

Jillian Borchard M.S., RH (AHG) Sara Eisenberg, M.S. Andrew Pengelly, Ph.D., RH (AHG), FNHAA

Distinguished Lecturers

Joseph Betz, Ph.D. Jerry Cott, Ph.D. James A. (Jim) Duke, Ph.D. Simon Mills, M.A., FNIMH, MCPP Gerard Mullin, MD

Paul Strauss, Land Steward, UPS

Admission Requirements

Degree Requirements

Applicants must have a bachelor's degree from a regionally accredited institution. In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution*
- Official transcript of highest degree earned beyond a baccalaureate

* If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Program Format

The Master of Science in Therapeutic Herbalism is delivered in a format to accommodate working professionals or those traveling from a distance. The 36-credit degree is designed to be completed in 19 months of concentrated weekend study (approximately one weekend each month plus a few additional weekends).

Please contact the Office of Graduate Admissions for a formal schedule of class meetings

Post-Masters Certificate in Nutrition and Integrative Health



Food is our common ground, a universal experience.

—James Beard

Overview

This 15 credit Post-Master's Certificate in Nutrition and Integrative Health offers health professionals and those with advanced science training an opportunity to learn core competencies in the field of integrative nutrition. The program will be offered in executive weekend format for working professionals and can be completed in 11-15 months. Students will integrate a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole person health and wellness care. Students take 4 elective credits and can opt to specialize in a variety of areas including sports nutrition, mindful eating, whole food preparation, diabetes education, or eastern nutrition philosophy. Graduates are eligible for board certification in the field of nutrition and can advance their career in health care with specialized training in integrative nutrition.

Program Purpose

The Post-Master's Certificate in Nutrition and Integrative Health program will provide health professionals with skills and knowledge in the field of nutrition to address patient health concerns and educate patients with whole foods, nutrition supplementation, and other specialized tools and techniques. The program has been designed within the context of Tai Sophia's mission and vision, giving students a contextualized understanding of nutritional science and biochemistry, through exploration of traditional dietary practices and a critical evaluation of current paradigms of nutrition, food, and health. The program provides health professionals the opportunity to specialize in a variety of nutrition-related specialties, including sports nutrition, diabetes education, whole food cooking and preparation, mindful eating, and eastern nutrition philosophy

Program Goals

Students who complete this program will:

- Integrate knowledge of human nutrition into current clinical practice, research, or public policy.
- Become eligible for various national credentialing boards and/or associations in nutrition.
- Demonstrate an integrated knowledge of nutrition that incorporates biochemical, physiological, environmental, and traditional perspectives.
- Demonstrate an understanding of the function of macro, micro, and accessory nutrients in human health and disease
- Be able to effectively use nutritional and biochemical assessment to customize nutritional strategies and support health and influence disease in individual patients.

Course Descriptions

Required Courses (11 Credits)

Number	Course Name	Credits
ISci 726	Nutritional Biochemistry for the Health Professio	nal 3.00
	(Prerequisite: ISci 521, ISci 646A/B, or equivalent)	
NUTR 711	Advanced Human Nutrition: Macronutrients	3.00
	and Micronutrients	
	(Prerequisite: ISci 646A/B or equivalent)	
NUTR 601	Redefining Nutrition	1.00
NUTR 731	Integrative Client Care:	4.00
	Nutrition Assessment, Applied Biochemistry and	
	Treatment Planning	
	(Prerequisite: NUTR 711, ISci 726)	
Total Required	Credits	11.00

Elective Courses (choose 4 Credits)

Number	Course Title	Credits
NUTR 634	Diabetes Education: An Integrative Approach	1.00
	(Prerequisite: NUTR 711)	
NUTR 642	Life Cycle Nutrition for the Health Professional	2.00
	(Prerequisite: NUTR 711)	
NUTR 662	Energetics of Food	1.00
NUTR 663	Sports Nutrition	1.00
NUTR 664	Food Systems and Policies	2.00
NUTR 665	Dynamics of Food and Healing	1.00
NUTR 671	Food and Culture	1.00
NUTR 672	Nourishment	2.00
NUTR 675	Chinese Nutritional Therapy	2.00
NUTR 681	Whole Foods Cooking Lab 1	0.50
NUTR 682	Whole Foods Cooking Lab II	0.50
	(Prerequisite: NUTR 681)	
NUTR 683	Whole Foods Cooking Lab III	0.50
	(Prerequisite: NUTR 682)	
NUTR 684	Whole Foods Cooking Lab IV	0.50
	(Prerequisite: NUTR 682)	
NUTR 722	Advanced Laboratory Assessment	2.00
	(Prerequisite: NUTR 731)	

Faculty

Faculty Biographies

Academic Director

Rebecca Snow, M.S., CNS, LDN, RH(AHG)

Faculty

Bevin Clare, M.S., CNS, LDN, RH(AHG) Bryan Walsh, ND

Adjunct Faculty

Karen Buchsbaum, M.S.

Camille Freeman, M.S., CNS, LDN, RH(AHG)

Adjunct Faculty (Cooking Lab)

Monica Corrado, M.A., CNC Eleonora Gafton, Cooking Lab Coordinator Jill Gusman

Myra Kornfeld

Distinguished Lecturers

Annemarie Colbin, Ph.D. Paul Pitchford, M.S. Gerry Mullin, M.D. Pam Compart, M.D. Robert Hedaya, M.D.

Program Format

The Post Master's Certificate in Nutrition and Integrative Health is delivered in an executive weekend format to accommodate working professionals. The 15-credit program can be completed in 11-15 months. The core curriculum (11 credits of required coursework) can be completed in 11 months, approximately one weekend a month. Weekend class times are 8:30 a.m. – 4:00 p.m. on Saturdays and Sundays. In addition to core courses, students are required to take a minimum of four elective credits. The available electives are scheduled on weekends, evenings, and/or at times during the week.

Admission Requirements

Degree Requirements

Prospective students must meet the following admission requirements:

- Have earned a minimum of a master's degree from an accredited educational institution and demonstrate completion of the following prerequisite requirements:
 - o 3 semester credits Organic/Biological Chemistry
 - o 4 semester credits Physiology and/or Pathophysiology

OR

- Have completed degree requirements and licensure requirements to practice in one of the following fields:
 - o Medicine
 - o Nurse Practitioner
 - o Dentistry
 - o Nursing
 - o Occupational Therapy o Pharmacy
- o Chiropractic Medicine
- o Physician Assistant
- o Osteopathic Medicine
- o Physical Therapy

AND

- Submit an official transcript of highest degree* earned
- Submit copies of all licenses and certifications in the field of health care

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- Official transcript to verify completion of a master's degree from an accredited educational institution
- Official transcript of highest degree earned beyond a master's

*If the degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process and interview may be required.

International Students should refer to the instructions outlined in the "International Students" section of the catalog for additional information.

4:17

Graduate Certificate in Herbal Studies



You are already the precious mixture that will make you well. Use it.

--Rumi

Overview

This 12-credit Graduate Certificate in Herbal Studies provides the herbal enthusiast with a foundational knowledge of herbal sciences, as well as an understanding of wellness-based models of health care. An emphasis on practical skills ensures that students are familiar with the identification of local plants and have the ability to make medicinal food and herbal preparations. Combining modern, scientific knowledge with traditional wisdom, the coursework uses the cycles of nature to guide the integration of herbs into daily life. This program empowers the student with the knowledge and skills to support self-care through the safe and effective incorporation of herbs into daily life, using body care products, food preparations, and other herbal supplements. Six credits in Herbal Studies can be applied to the Master of Science in Nutrition and Integrative Health and all 12 credits may be applied to the Master of Science in Therapeutic Herbalism

The program is offered in an executive format on weekends and evenings to accommodate the needs of working professionals.

Program Goals

- Identify the principles of a wellness-based model of health care and apply these principles in a variety of personal and professional settings.
- Identify and harvest local herbs in the field, recognize raw materials, and manufacture herbal and food preparations.
- Describe the safe and appropriate use of a limited number of herbs as dietary supplements within the framework of a wellness-based model of health care.
- Identify how life is intertwined with the surrounding environment, articulate the implications of the changing seasons, and be able to safely and effectively utilize herbs to support self-care throughout the year.
- Incorporate herbs into food preparation as a way to provide daily wellness support.

Tai Sophia Institute www.tai.edu Graduate Certificate in Herbal Studies 4:9

Course Descriptions

Number ISci 632	Course Name Foundations of Health and Wellness	Credits 3.00
OR ISci 632a	Foundations of Health and Wellness	1.50
AND ISci 611	Introduction to Science Writing	1.50
HRB 530 HRB 622	Fundamentals of Herbal Medicine Herbal Pharmacy: Evaluating and	3.00 3.00
HRB 618	Manufacturing Quality Herbal Products Herbs for Home Use:	3.00
Living in Harmony with the Seasons Total Program Credits		12.00

Faculty

Faculty Biographies

Administration

Michael Tims, Ph.D.

Academic Director, Herbal Programs

Faculty

Bevin Clare, M.S., C.N.S., RH (AHG)
Associate Professor

Michael Tims, Ph.D.

Academic Director, Herbal Programs

Adjunct Faculty

Jillian Borchard M.S., RH(AHG) Sara Eisenberg, M.S. Andrew Pengelly, Ph.D., RH (AHG), FNHAA Mae Wright, M.S.

Distinguished Lecturers

Joseph Betz, Ph.D. James A. (Jim) Duke, Ph.D. Simon Mills, M.A., FNIMH, MCPP

Admission Requirements

Applicants for admission to the Herbal Studies Graduate Certificate program must submit:

- An application form
 - An application fee (Please see the section titled Application and Admission Procedures)
- .50 A resume
 - An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelor's)
 degree from an accredited educational institution
 - Official transcript of highest degree earned beyond a baccalaureate*

*If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Program Format

The Graduate Certificate in Herbal Studies is an eight-month program. All classes are held on Saturdays and Sundays from 8:30 a.m. to 5:30 p.m. with the exception of the opening course, which is held Friday-Sunday over two consecutive weekends. Class hours on Friday are 4:00 p.m. to 8:00 p.m.

Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

4:10

Graduate Certificate in Medical Herbalism



If you are not ready to alter your way of life, you cannot be healed.

—Hippocrates

Overview

The 12-credit Graduate Certificate in Medical Herbalism program provides licensed or certified health care professionals, pharmacists, and researchers with a foundational knowledge of herbal medicine. Students learn about the most popular herbs and herbal supplements in the U.S. market and likely interactions with conventional pharmaceuticals. Modern scientific understanding is discussed within the framework of traditional herbal wisdom to provide a truly integrated and realistic perspective on the use of herbs in a variety of health care models. Students learn how to identify and create quality herbal products through hands-on wild plant identification, harvesting, and making medicinal food and herbal preparations. Combining theory with practical applications, the program empowers health-care professionals with the necessary tools to engage patients in an informed discussion of herbal supplements, understand the implications of proposed treatments, and determine the safety and efficacy of herbal options. Six credits in Medical Herbalism can be applied to the Master of Science in Nutrition and Integrative Health and the entire 12 credits may be applied to the Master of Science in Therapeutic Herbalism.

The program is offered in an executive format on weekends and evenings to accommodate the needs of working professionals.

Program Goals

- Help patients understand and differentiate between the application of herbs in a wellness-based and disease-based model of health care.
- Contextualize isolated herbal research or traditional uses within a broader body of knowledge, allowing for a balanced assessment of clinical relevance and safety concerns.
- Describe the safe and appropriate use of a limited number of herbs as dietary supplements within the framework of modern health care.
- Identify and harvest local herbs in the field, recognize raw materials, and manufacture herbal and food preparations.

Tai Sophia Institute www.tai.edu Graduate Certificate in Medical Herbalism 4:II

Course Descriptions

Foundations of Health and Wellness	3.00
Foundations of Health and Wellness	1.50
Introduction to Science Writing	1.50
Fundamentals of Herbal Medicine	3.00
Herbal Pharmacy:	3.00
Evaluating and Manufacturing Quality Herbal Produc	ts
Frequently Used Herbs: Understanding for the	3.00
Health Professional	
	Foundations of Health and Wellness Introduction to Science Writing Fundamentals of Herbal Medicine Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Product Frequently Used Herbs: Understanding for the

Faculty

Total Program Credits 12.00

Faculty Biographies

Administration

Michael Tims, Ph.D.

Academic Director, Herbal Programs

Faculty

Bevin Clare, M.S., C.N.S., RH (AHG)

Associate Professor

Michael Tims, Ph.D.

Academic Director, Herbal Programs

Adjunct Faculty

Jillian Borchard M.S., RH(AHG) Sara Eisenberg, M.S. Andrew Pengelly, Ph.D., RH (AHG), FNHAA Mae Wright, M.S.

Distinguished Lecturers

Joseph Betz, Ph.D. James A. (Jim) Duke, Ph.D. Simon Mills, M.A., FNIMH, MCPP

Admission Requirements

Required application materials include the following:

- Professional licensure in an allied health field such as medicine, osteopathy, chiropractic medicine, pharmacology, naturopathy, nursing, physical therapy, health education, exercise physiology, psychotherapy, nutrition, acupuncture, and other appropriately related health fields.
 Other applicants with a bachelor's degree or higher with related licensure and/or certification will be considered on an individual basis.
- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form**
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution.
- Official transcript of highest degree earned beyond a baccalaureate.*

*If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process and interview may be required for some programs.

International Students please refer to the instructions outlined in the *International Students* section of the catalog for additional information.

Program Format

The Graduate Certificate in Medical Herbalism is an eight-month program. All classes are held on Saturdays and Sundays from 8:30 a.m. to 5:30 p.m. with the exception of the opening course, which is held Friday-Sunday over two consecutive weekends. Class hours on Friday are 4:00 p.m. to 8:00 p.m.

Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

Post-Master's Certificate in Clinical Herbalism



Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves.

—Chief Seattle

Overview

The Post-Master's Certificate in Clinical Herbalism provides graduates of the Master of Science in Therapeutic Herbalism program and other qualified applicants with the skills and knowledge to build a safe and effective clinical practice in herbalism. The curriculum educates students to apply a bio-psycho-social model of care to meet health and wellness goals. Students see clients in the Tai Sophia Institute teaching clinic, learn to conduct a comprehensive assessment and work cooperatively with clients to develop goals and an individualized health plan. The main emphasis of the program is on developing real world, clinical competence. Topics such as ethics, business, and legal issues in clinical herbalism are explored in order to facilitate the transition from student to practitioner:

Program Goals

- Acquire a comprehensive knowledge of therapeutic principles as they
 apply to supporting individual health and wellness and the necessary
 tools and techniques to cultivate and build rapport in a clinical
 encounter.
- Develop business skills for building and maintaining an herbal practice.
- Be able to:
 - ° Conduct a comprehensive individualized assessment.
 - ° Develop and adjust individualized health-related goals and plans with a client.
 - Use language and observational tools and techniques to help clients become more self-aware and motivated to make behavioral changes.
 - ° Recognize limitations and acquire help when needed.
 - Present case studies to peers and provide a clear clinical rationale.

Tai Sophia Institute www.tai.edu Post-Master's Certificate in Clinical Herbalism 4:13

Course Descriptions

Trimester I (Fall)

(Year 3 if continued from M.S. in Therapeutic Herbalism)

Number	Course Title	Credits
APP 750c	Cultivating a Healing Presence	2.00
HRB 735c	Clinical Skills	4.00
Subtotal		6.00
Trimester 2 (Sp	oring)	
HRB 720a	Faculty Supervised Clinic	1.50
HRB 753b	Applied Therapeutics: Case Studies	2.00
HRB 766	Practice Management	1.50
Subtotal		5.00
Trimester 3 (Su	ımmer)	
HRB 720d	Faculty Supervised Clinic	3.00
HRB 721	Faculty Supervised Core Group	0.50
HRB 713b	Clinical Roundtable	1.50

Admission Requirements

Applicants for admission to the Herbal Studies Graduate Certificate program must submit:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume

5.00

16.00

- An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate*

*If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Faculty

Total Program Credits

Subtotal

Faculty Biographies

Administration

Michael Tims, Ph.D.

Academic Director, Herbal Programs

Bevin Clare, M.S., C.N.S., RH (AHG)

Associate Professor, Program Director, Post-Master Certificate in Clinical Herbalism

Faculty

Bevin Clare, M.S., C.N.S., RH (AHG)

Associate Professor

Michael Tims, Ph.D.

Academic Director, Herbal Programs

Adjunct Faculty

Jillian Borchard M.S., RH(AHG) Dart Clancy M.S. Sara Eisenberg, M.

Alex King, M.S.

Program Format

The Master of Science in Therapeutic Herbalism, beginning in the Fall of 2013, is delivered in a format to accommodate working professionals or those traveling from a distance. The 16-credit Clinical Herbalism program can be completed in 12 months of concentrated weekend intensives.

Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

4:14



Master of Arts in Health and Wellness Coaching



Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.

-World Health Organization, 1948

Overview

The Master of Arts in Health and Wellness Coaching at Tai Sophia Institute is the first and only master's degree program in one of the top careers of the decade. In this 30-credit program students gain the skills and expertise to build a rewarding coaching practice by helping clients clarify health goals, implement and sustain life-changing behaviors, and manage progress and accountability. In addition to obtaining behavior changing coaching skills, students enhance the scope of their skills by broadening their view of the field of wellness and gaining expertise in nutrition, medicinal herbs, and herbal studies.

Taught by leaders in the fields of health, wellness, and coaching, the curriculum includes evidence-based models such as Motivational Interviewing, Prochaska's Change Model, Positive Psychology, Immunity to Change Theory and the emerging field of brain science. While engaged in the study of theoretical models, students also gain the practical skills of building a coaching practice through a faculty-supervised practicum and can prepare to become International Coach Federation (ICF) certified coaches.

The 30-credit master degree is offered in an executive, weekend and evening format to accommodate working professionals.

Program Goals

To train world-class health and wellness coaches to do the following:

- Apply health and wellness coaching skills in a variety of practice settings including hospitals, clinics, health educational facilities, private practice, corporations, and schools.
- Understand the power of the mind/body connection and the innate wisdom of the body.
- Build and sustain positive and trusting coaching relationships with clients
- Develop keen sensory skills so that coaches can observe symptoms as they may arise in their own bodies and to teach clients to do the same.
- Reconnect with the cycles of nature and understand the role that these cycles play in healing and health.
- Develop a comprehensive set of health-generating practices based in both ancient wisdom traditions and contemporary wellness education.
- Demonstrate a commitment to carrying out professional responsibilities and an adherence to the core competencies and ethical principles of the profession.
- Develop a set of competencies in a concentration in an applied area of wellness: Herbal Studies, Medical Herbalism, and Nutrition.

Course of Study

Course Descriptions

Core Requirements

Coaching Curriculum (15 Credits)

Number	Course Name	Credits
ISci 632	Foundations of Health and Wellness	3.00
COA 601	Becoming a Healing Presence	3.00
COA 610	Fundamentals of Health and Wellness Coaching	3.00
COA 611	Principles and Practices of Health and	3.00
	Wellness Coaching	
COA 620	Applied Healing Strategies	3.00
Total Core Cur	riculum Credits	15.00

Area of Concentration

Students must choose an area of concentration from one of the following: curricula.

If applicable, dependent upon their chosen area of concentration, student's will choose from the currently offered Bioscience and/or nutrition elective courses to complete the remainder of their required credits for program completion.

Herbal Studies (9 Core Credits + 6 Integrative Science Credits)

Number	Course Title	Credits
HRB 530	Fundamentals of Herbal Medicine	3.00
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing	3.00
	Quality Herbal Products	
HRB 618	Herbs for Home Use: Living in Harmony with	3.00
	the Seasons	
ISci 647	Physiology I	3.00
ISci 630	Wellness Practices	3.00
Total Herbal St	udies Credits	15.00

Medical Herbalism (9 Core Credits + 6 Integrative Science Credits)

Number	Course Title	Credits
HRB 530	Fundamentals of Herbal Medicine	3.00
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing	3.00
	Quality Herbal Products	
HRB 604	Frequently Used Herbs: Understanding for the	3.00
	Health Professional	
ISci 647	Physiology 1: Health Function	3.00
ISci 630	Wellness Practices	3.00
Total Medical H	Herbalism Credits	15.00

Ayurvedic Wellness Practices (12 Core Credits + 3 Elective Integrative Science Credits)

Number	Course Title C	Credits
Ayur 630	Foundations of Ayurvedic Theory & Philosophy	3.00
Ayur 63 I	Ayurveda and the Mind and Mind-Body Wellness	3.00
Ayur 633	Ayurvedic Nutrition and Herbs	3.00
Ayur 635	Ayurvedic Lifestyle Skills and Self-Care	3.00
Elective Course		3.00
Total Ayurvedic Wellness Credits		15.00
Total MA in Health and Wellness Coaching Credits		30.00

Faculty

Faculty Biographies

Administration

Walker, Cheryl, M.L., M.C.C. Academic Director

Faculty

Walker, Cheryl, M.L., M.C.C. Academic Director

Adjunct Faculty

Janet Baldwin Anderson, Ph.D., ACC Tom Balles, M.Ac., L.Ac.(UK), Dipl.Ac.(NCCAOM) Katherine Johnson, Ed.D., M.A.T., PCC Darlene Trandel, PhD, RN, MSN, FNP, CCP

Please see the program sections for the Graduate Certificates in Herbal Studies, Medical Herbalism, and Ayurvedic Wellness Practices for a complete listing of faculty for these programs.

Admission Requirements

Degree Requirements

Prospective students must meet the following admission requirements: Required application materials include the following:**

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution.*
- Official transcript of highest degree earned beyond a baccalaureate.

*If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

**Dependent upon the area of concentration a student chooses, other admission requirements may be applicable.

During the application review process an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Program Format

The Master of Arts in Health and Wellness Coaching is designed to accommodate working professionals. All core curriculum classes are held on Saturdays and Sundays from 8:30 a.m. to 5:30 p.m. or 9:00 a.m. to 6:00 p.m., with the exception of the opening course, which is held Friday to Sunday over two consecutive weekends. Class hours on Fridays are 3:30 p.m. to 8:00 p.m. Areas of concentration courses are also held on weekends or in weeklong Intensive formats. Once a student chooses an area of concentration, s/he can contact the Office of Graduate Admissions for a formal schedule of class meetings for that course of study.

Master of Arts in Transformative Leadership and Social Change



We must be the change we wish to see in the world.

—Mahatma Gandhi

* Please note that the Transformative Leadership and Social Change program is currently being developed as a continuing education program and is no longer offered as a degree program.

Overview

Tai Sophia's Masters of Arts in Transformative Leadership and Social Change is a groundbreaking program that prepares leaders to meet the unique demands of today's highly-diverse, global community. It is designed to provide the next generation of creative, inspiring leaders and agents of change with the requisite skills to infuse their organizations and their own lives with a greater sense of drive and purpose. Our MA in Transformative Leadership and Social Change is unlike any other leadership program. It will change the way you think. It will change your sense of being. It will change your way of doing your work.

Through a unique intellectual and philosophical framework, the curriculum weaves together evidenced-based leadership practices; the emerging field of transformative language arts (the intentional use of language to create positive change); and traditional wisdom practices. Our graduates are groomed to be innovative leaders, skilled to meet the challenges of an increasingly more complex and ever changing world. Organizations of today need leaders skilled in broad complex thinking, relationship building, and ethical decision-making to create a social impact.

This program is offered in an executive, weekend and evening format to accommodate working professionals. Individuals from all types of backgrounds – including business, education, social justice, wellness and healthcare, law, government/public administration, engineering, consulting, social services, and others – find this program to be life changing and empowering.

Program Goals

- Affect others' actions, commitment, effectiveness, productivity, and leadership skills positively.
- Develop a personal style of leadership grounded in ethics, philosophy, service, individual passions, individual talents and unification.
- Engage in personal transformation through daily practices and through interaction with a community of committed learners.
- Broaden one's perspective and the ability to generate positive actions and outcomes.
- Mobilize one's self and others toward social and ethical responsibility.
- Create and sustain positive coalitions and communities.
- Approach complex issues and embrace paradox with clarity, vision, and commitment to personal and professional goals.
- Develop the ability to convert breakdowns into breakthroughs.

Curriculum

Core Courses

The theme for the first half of the program is commitment in oneness to one another and nature. The theme for the second half of the program is stillness and service, allowing students to deepen into the wisdom traditions and learn more effective ways to be in service to the human family and beyond.

Individualized Application Phase

In this phase, students work with faculty advisors who assist with the design and completion of two-four Independent Studies and a Project of Excellence. This phase of the program typically begins after the core coursework has been completed; however, this work may be started earlier with the permission of the program director.

Transformative Practice Groups (TPG)

Students are assigned to a learning group consisting of other students from their class as well as from previous and later classes. Facilitated by faculty, these groups give students the opportunity to explore, teach, and coach one another about what the group is learning in their required core courses and how to apply their learning in their professional and personal lives. Work in a TPG is a substantive and integral part of the core coursework portion of the Transformative Leadership program. TPGs meet at Tai Sophia on the Friday evenings of each class weekend and either in person or via electronic means once in between class weekends. In each core course, students are assigned weekly practices and are required to maintain daily logbooks to document their experiences with these practices. Discussing the application of these practices is a major focus of the work done in the TPGs.

Consolidation Weekends & Intensives

Students begin the program with a five-day SOPHIA® intensive in January. Three Consolidation Weekends, which provide the opportunity for review and integration of the work conducted during previous weeks, including coaching and mentoring, are also scheduled during the program: the first occurs in September of the first year of core coursework following TLSC 616; the second in March of the second year of core coursework following TLSC 630; and the third — a four-day intensive at the conclusion of the core courses and moving into independent work — in October of the second year following TLSC 650. The Consolidation Weekends are a unique feature of our program. These sessions are co-designed by students and faculty to ensure that learning is cumulative and effective.

Demonstration/Documentation of Learning

Demonstration/documentation of learning is important for the integrity of the program and for learning to be assessed. For the Master of Arts in Transformative Leadership and Social Change, this includes:

- (a) maintaining daily practice logs
- (b) attendance and course participation
- (c) written assignments based on the readings
- (d) peer coaching
- (e) self-assessments completed three times during the course of the first two years
- (f) other assignments related to specific course and program goals and outcomes

Course of Study

Course Descriptions

Core Requirements

(to develop a Larger World and Deeper Work)

Number	Course Name	Credits
APP 600	School of Philosophy and Healing	
	in Action® (SOPHIA®)	4.00
TLSC 610	Revisioning a Sense of Calling and Commitment	3.00
	in All the Ways We Lead	
TLSC 615	Practicing Leadership	3.00
TLSC 616	Mobilizing Energy for Change:	1.00
	Engaging Teams and Systems	
	Consolidation Weekend I	1.50
TLSC 620	Recovering Oneness with Nature:	3.00
	Opening to Interconnection	
TLSC 630	New Science; New Thinking	3.00
	Consolidation Weekend II	1.50
TLSC 640	Practicing Stillness through the	3.00
	Timeless Wisdom Traditions	
TLSC 650	Practicing Service: Leading through Serving	3.00
	Consolidation Weekend III	2.00

Individualized Application Phase

(to offer a Focused, Grateful Gift)

Two to four Independent Studies (relevant to the learner's deepening and his or her Project of Excellence and dependent upon his or her design of their Individualized Application Phase*)

Number	Course Name	Credits
TLSC 661	Independent Study I	1.50 - 3.00
TLSC 662	Independent Study II	1.50 - 3.00
TLSC 663	Independent Study III	1.50 - 3.00
TLSC 664	Independent Study IV	1.50 - 3.00

Project of Excellence Phase

TLSC 690	Project of Excellence	3.00
TOTAL REC	DUIRED CREDITS	37.00

Please Note: Semester credit for Transformative Practice Groups that are part of core coursework is subsumed within the 28-semester credits of core coursework noted above.

Students will be able to complete the program in three years. The core courses (28 Semester Credits) are offered the first two years. This leaves the independent studies and the Project of Excellence to be completed in the third year.

Faculty

Faculty Biographies

Administration

Cheryl Walker M.L., MCC Academic Director

Faculty

Cheryl Walker M.L., MCC
Academic Director

Adjunct Faculty

Anne Huyler Baker, M.A.
Tom Balles, L.Ac. (U.K.), M.Ac., Dipl.Ac. (NCCAOM)
Bob Devlin, M.A.
Susan Duggan, M.Ac.
Allyson Jones, M.Ac., L.Ac.

Distinguished Lecturers

Dianne M. Connelly, Ph.D., M.Ac. (UK), Dipl.Ac. (NCCAOM) Robert M. Duggan, M.A., M.Ac. (UK), Dipl.Ac. (NCCAOM) Helen Mitchell, Ph.D. John G. Sullivan, J.C.D., Ph.D.

Program Format

The Transformative Leadership and Social Change program weekends are held Friday evenings 6:00-9:00 p.m. and Saturdays and Sundays 9:00 a.m. to 5:00 p.m.

The core courses are taken in sequential order over the first two years of the program, followed by an individual application phase consisting of two to four independent studies and the Project of Excellence. The program averages 36 months for completion, depending on the pace you set when completing the individualized application phase. The maximum amount of time allowed to complete the program is 60 months.

5:7



Master of Science in Health Education and integrative Health



If you give a man a fish you feed him for a day. If you teach a man to fish you feed him for a lifetime.

-Anonymous

Overview

Increasingly, Health education is viewed as an essential strategy in reducing health care costs and enhancing personal and community wellbeing. Health education specialists foster healthy lifestyles through educating individuals and communities about behaviors that enhance health and prevent disease. The job market for health education specialists is expanding rapidly and includes employment designing, delivering, and evaluating programs for businesses, government, educational institutions, health associations, hospitals, and other non-profit organizations.

Tai Sophia Institute's unique Master of Science in Health Education and Integrative Health graduates health education specialists that are experts in evidence-based health behavior change, as well as complementary and integrative medicine. The integrative health component of the degree allows students to develop, implement, and assess health and wellness education programs that incorporate the wisdom and practices of traditional medical systems from around the world.

Program Purpose

The mission of the MS in Health Education and Integrative Health is to prepare students for employment as innovative health education specialists by teaching them health education theory and practice, as well as the scientific basis of complementary and integrative medicine.

Program Goals

In the MS in Health Education and Integrative Health program students develop:

- An evidence-based understanding of health and wellness practices that integrates traditional, complementary and conventional medicine, as well as self-care practices.
- · The skills to assess population health assets and needs.
- The skills to effectively educate communities to initiate and maintain behavioral changes that support health and wellness.
- The skills to succeed professionally as health education specialists, to contribute to the overall field of health education and to take the certification exam for this field (CHES exam).

Course of Study

Course Descr	<u>riptions</u>		Trimester 5		
			IHEd 612A	Health Education Specialist Development I	1.50
The course of study outlined below illustrates how the 40-credit program can be completed in two years. The dividing of courses across multiple		ISci 656A	Integrative Approaches to Prevention of Common Diseases I	1.00	
trimesters (e.g	g. ISci 654 A, B, C and D) is an intentional part of th gn.This design allows for learning across multiple, pa	ne	IHEd 622B	Assessing Needs and Planning Health Educational Program II	1.00
	eflects the integrative focus of the program as a wh		IHEd 623B	Heath Educations Program Evaluation II	1.00
courses and re	enects the integrative locus of the program as a wi	iole.	IHEd 616	Governmental Policy and Health Education	2.00
Trimester I			II ILG 010	Advocacy	2.00
Number	Course Title	Credits	IHEd 612C	Health Education Specialist Development	1.00
ISci 632a	Foundations of Health and Wellness	1.50	11 120 0120	- Internship	1.00
ISci 654A	Integrative Physiology and the Environment I	1.00	Subtotal	internation	7.50
ISci 661	Introduction to Neurobehavioral science	1.00	Subtota.		7.50
IHEd 621A	Communication Strategies in Health Education	1.00	Trimester 6		
IHEd 611A	Information Literacy in Integrative Medicine I	1.00	IHEd 612B	Health Education Specialist Development II	1.50
20 0 , .	and Health Education	.,,,,	ISci 656B	Integrative Approaches to Prevention of	1.00
IHEd 620A	Foundations of Health Behavior and	1.00		Common Diseases II	.,,,,
	Health Education I		IHEd 618	Health Education Administration and Management	2.00
Subtotal		6.50	IHEd 628	Graduate Seminar in Behavior Modification	2.00
			Subtotal		6.50
Trimester 2					
ISci 630A	Health Promotion: Integrative Health and Wellness Practices I	1.50	Total Semeste	r Credits	40.00
ISci 654B	Integrative Physiology and the Environment II	1.00			
IHEd 622A	Assessing Needs and Planning Health	1.00			
	Educational Program I		Facul	lty	
IHEd 623A	Heath Educations Program Evaluation I	1.00			
IHEd 611B	Information Literacy in Integrative Medicine and Health Education II	1.00	Faculty Biogra	phies	
IHEd 620B	Foundations of Health Behavior and	1.00	Adminis	tration	
	Health Education II			1.A., RH (AHG)	
Subtotal		6.50	Acting Program		
Trimester 3		1.50			
ISci 630B	Health Promotion: Integrative Health and Wellness Practices II	1.50			
ISci 654C	Integrative Physiology and the Environment III	1.00			
IHEd 624	Qualitative Data Collection and Research Writin	_			
IHEd 621B	Communication Strategies in Health Education	2.00			
Subtotal		6.50			
Trimester 4					
ISci 630C	Health Promotion: Integrative Health and	1.50			
1361 0300	Wellness Practices III	1,50			
ISci 654D	Integrative Physiology and the Environment IV	1.00			
IHEd 627	Quantitative Data Collection and Analysis	2.00			
IHEd 614	Securing Funding in Health Education:				
	Grants, Contracts and Corporate Agreements	2.00			
Subtotal	.,	6.50			

Admission Requirements

Degree Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.*

In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelors) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Program Format

The Master of Science in Health Education and Integrative Health is a 24-month program. All classes are held on weekends: Fridays from 5:00 p.m. to 8:30 p.m., Saturdays from 8:30 a.m. to 4:30 p.m. and Sundays from 8:30 a.m. to 4:30 p.m. Several intensive weekends will end at 5:30 p.m. Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

Additional Information

Certified Health Education Specialist

The Master of Science in Health Education and Integrative Health curriculum prepares students for the Certified Health Education Specialist (CHES) exam. The program is aligned with the Seven Areas of Responsibility of Health Educators listed below:

Area I: Assess Needs, Assets and Capacity for Health Education

Area II: Plan Health Education

Area III: Implement Health Education

Area IV: Conduct Evaluation and Research Related to Health Education

Area V: Administer and Manage Health Education

Area VI: Serve as a Health Education Resource Person

Area VII: Communicate and Advocate for Health and Health Education

Students must take the CHES exam prior to graduating.

Graduate Certificate in Health and Wellness Coaching



What lies behind us and what lies before us are tiny matters, compared to what lies within us.

—Ralph Waldo Emerson

Overview

Tai Sophia Institute's Graduate Certificate in Health and Wellness Coaching program is at the forefront of a growing field in the health care industry. This ground-breaking program, is designed to prepare educators, life coaches, fitness instructors, employee assistance specialists, human resource specialists, health-care professionals, and others with a strong interest in health and wellness to practice in a multitude of settings including health education facilities, gyms, spas, corporations, schools, physicians' offices and private practice.

The curriculum focuses on three primary goals. The first goal is the development of a wider view of the field of health and wellness in contrast to our current disease-focused model. The second is to teach coaches to listen to the wisdom of their own bodies and to teach their clients to do the same. The third is to develop both proficiency and excellence in the skills necessary to help clients adopt attitudes and lifestyle changes most conducive to optimal health and other issues that affect health.

This 15-credit graduate certificate program consists of five courses delivered over 11 weekends to accommodate working professionals.

Program Goals

- Use language, listening, and composure as a means to inspire and motivate clients to make health-generating changes.
- Design and implement personalized health and wellness plans with clients
- Inspire accountability in clients to adhere to goals.
- Use the art of evocative and powerful questioning as a means to develop client self-awareness and effective action.
- Demonstrate proficiency in active, reflective, and empathetic listening skills.
- Develop a comprehensive set of health-generating practices based on the rhythms of nature, life skills, and language.
- Use the science of behavior change to motivate others toward healthgenerating behaviors.
- Carry out professional responsibilities and an adherence to ethical principles of the profession.
- Apply health and wellness coaching skills in a workplace setting.

Course of Study

Course Descriptions

Number	Course Name	Credits
ISci 632	Foundations of Health and Wellness	3.00
COA 601	Becoming a Healing Presence	3.00
COA 610	Fundamentals of Health and Wellness Coaching	3.00
COA 611	Principles and Practices of Health and	3.00
	Wellness Coaching	
COA 620	Applied Healing Strategies	3.00
TOTAL REQUIRED CREDITS		15.00

Program Format

The Graduate Certificate in Health and Wellness Coaching begins in January. All classes are held on Saturdays and Sundays from 8:30 a.m. to 5:30 p.m. with the exception of the opening course, which is held Friday-Sunday over two consecutive weekends. Class hours on Fridays are 3:30 p.m. to 8:00 p.m. Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

Faculty

Faculty Biographies

Administration

Cheryl Walker M.L., MCC Academic Director

Faculty

Cheryl Walker M.L., MCC Academic Director

Adjunct Faculty

Janet Baldwin Anderson, Ph.D., ACC Tom Balles, M.Ac., L.Ac.(UK), Dipl.Ac.(NCCAOM) Katherine Johnson, Ed.D., M.A.T., PCC Darlene Trandel, PhD, RN, MSN, FNP, CCP

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admission Procedures)
- A resume
- An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelor's) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process an interview may be required.

International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Graduate Certificate in Ayurvedic Wellness Practices



Ayurveda, as the mother of healing, is the means of the healthy and the refuge of the sick.

— Charaka Samhita

Overview

Ayurveda, an ancient healing system from India, aims to integrate and balance the body, mind, and spirit. Tai Sophia Institute's Post-Baccalaureate Certificate in Ayurvedic Wellness Practices provides a broad foundation in Ayurvedic theory and tradition, integrating understanding from contemporary science and traditional medicine to arrive at practical solutions for the modern American lifestyle.

This unique 12-credit graduate certificate program provides comprehensive education and hands-on training in traditional Ayurvedic principles; Ayurvedic food science, with an emphasis on regular cooking practice; the use of healing herbs and spices; traditional oil, steam, and bodywork treatments; and yoga, breathing, and meditation, among other practices.

Program Purpose

The mission of the Ayurvedic Wellness Practices program is to prepare students for professional expansion in health related fields or enrollment in advanced degree programs by educating them in the foundational principles and practices of Ayurveda.

Program Goals

In the Post-Baccalaureate Certificate in Ayurvedic Wellness Practices program, students will:

- Understand the basics of Ayurvedic physiology and develop foundational skills in assessing constitutional propensities.
- Understand Ayurvedic principles of the mind and apply them to maintaining balance and health.
- Apply critical thinking skills to understand and articulate the place of Ayurveda in the current United States health care setting.
- Apply Ayurvedic theories to food selection, food preparation, and use of traditional herbs/spices as a means of supporting health and wellness.
- Experience growth in daily routine practices and demonstrate skill in adapting programs to the unique requirements of the modern American lifestyle.
- Apply information and health literacy skills relevant to the field of Ayurveda.

Course of Study

Course Descriptions

Number	Course Title	Credits
Ayur 630	Foundations of Ayurvedic Theory & Philosophy	3.00
Ayur 631	Ayurveda and the Mind and Mind-Body Wellness	3.00
Ayur 633	Ayurvedic Nutrition and Herbs	3.00
Ayur 635	Ayurvedic Lifestyle Skills and Self-Care	3.00
Total Semester	Credits	12.00

Faculty

Faculty Biographies

Administration

Kimberly Duncan, Ph.D. Acting Program Director



Admission Requirements

To be considered for admission to all graduate academic programs, including master's degree and graduate certificate programs, applicants must have a bachelor's degree from a regionally accredited institution.*

In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Required application materials include the following:

- An application form
- An application fee (Please see the section titled Application and Admissions Procedures)
- A resume
- An essay following the guidelines outlined in the application form
- Official transcript to verify completion of a baccalaureate (bachelors) degree from an accredited educational institution
- Official transcript of highest degree earned beyond a baccalaureate
- * If the bachelor's degree was not completed at a college or university accredited by an accreditation body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested.

During the application review process, an interview may be required.

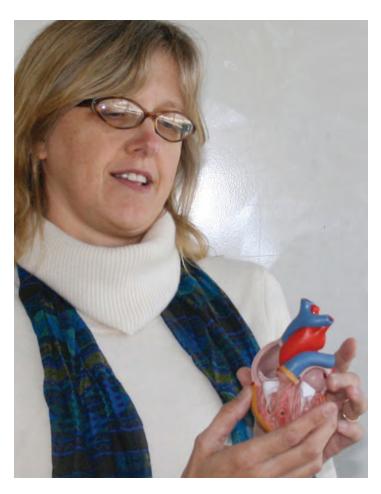
International Students please refer to the instructions outlined in the International Students section of the catalog for additional information.

Program Format

The Graduate Certificate in Ayurvedic Wellness Practices is a 10-month program. All classes are held on weekends: Saturdays from 9:00 a.m. to 6:00 p.m. and Sundays from 8:30 a.m. to 5:30 p.m. Please contact the Office of Graduate Admissions for a formal schedule of class meetings.

6:6

The Integrative Sciences Department



Equipped with his five senses, man explores the universe around him and calls the adventure science.

-Edwin Powell Hubble

Department Overview

In addition to housing the MS in Health Education and Integrative Health and the Post-Baccalaureate Certificate in Ayurvedic Wellness Practices program, the Integrative Health Sciences (ISci) Department also provides courses for many of Tai Sophia Institute's other programs. Below is a sampling of ISci courses delivered to each program. For program specific requirements, please refer to that program's section in the Academic Catalog.

Department Purpose

In its role as a service unit to other programs, the mission of the Integrative Health Sciences Department is to provide health science courses that align with the mission and help achieve the goals of the Institute's broader programs.

Department Goals

Students in ISci courses develop:

- The skills to understand, evaluate, and communicate the scientific basis of the health care practices in their chosen field.
- The knowledge and understanding to articulate the mechanisms of the inter-relationship between psychological, social, spiritual and biological processes.
- The still to apply this complex inter-relationship in approaches to care of the 'whole' person.

Course of Study

Course Descriptions

Master of Acupuncture and Master of Oriental Medicine Bioscience Courses

Curriculum may include:

Number	Course Title	Credits
ISci 610	Health and Information Literacy	3.00
ISci 615	Mind Body Science	3.00
ISci 620	Life Sciences	3.00
ISci 632	Foundations of Health and Wellness	1.50 -3.00
ISci 636	Integrative Science of Acupuncture	3.00
ISci 640	Clinical Anatomy: Regional and Surface Anatom	ny 3.00
ISci 642	Physiology: The Science of Wellness	2.00
ISci 652	Physical Assessment	2.00
ISci 655	Holistic Medicine	3.00
ISci 690	Independent Study*	0.50-1.00
ISci 695	Acupuncture Bioscience Research Day*	1.00
ISci 730	Patient Assessment:	0.50
	Integrative Approaches for Care of the Whole F	erson*
ISci 736	Nutrition: Science and Practices	2.00
ISci 740	Advanced Clinical Anatomy: Qi Follows Structu	ire 2.00
ISci 750	Pathophysiology: Comparative Perspectives	2.00
ISci 754	Biomedicine: Safe Practices	2.00
ISci 755	Biomedicine: Systems Review	3.00

^{*}May be taken more than once

$\label{eq:Master of Science} \mbox{ Master of Science in Nutrition and Integrative Health Bioscience } \\ \mbox{ Courses}$

Curriculum may include:

ISci 521	Foundational Chemistry for Health Sciences	3.00
ISci 610	Health and Information Literacy	3.00
ISci 615	Mind Body Science	3.00
ISci 620	Life Sciences	3.00
ISci 632	Foundations of Health and Wellness	1.50 -3.00
ISci 626	Nutritional Biochemistry	3.00
ISci 646A	Health and Wellness Physiology I	2.00
ISci 646B	Health and Wellness Physiology II	2.00
ISci 655	Holistic Medicine	3.00
ISci 703A	Applied Statistics	1.50
ISci 703B	Applied Research Skills	1.50
ISci 730	Patient Assessment:	0.50
	Integrative Approaches for Care of the Whole	e Person

Master of Science in Therapeutic Herbalism Bioscience Courses

Curriculum may include:

ISci 611	Introduction to Science Writing	1.50
ISci 632a	Foundations of Health and Wellness	1.50
ISci647A	Physiology I: Healthy Function	3.00
ISci647B	Physiology II: Movement Away from Health	3.00

Post-Master's Certificate in Nutrition and Integrative Health Bioscience Courses

Curriculum may include:

carricarani maj		
ISci 726	Nutritional Biochemistry for the	3.00
	Health Professional	

Post-Master's Certificate in Animal Acupuncture Bioscience Courses

Curriculum may include:

ISci 617	Small Animal Veterinary Medicine	3.00
ISci 618	Equine Veterinary Medicine	2.00

Certificate Program Bioscience Courses

Curriculum may include:

	,	
ISci 632	Foundations of Health and Wellness	1.50-3.00

6:8

Faculty

Faculty Biographies

Administration

James Snow, M.A., RH (AHG)
Interim Academic Director

Kimberly Duncan, Ph.D. **Associate Academic Director**

Faculty

James Snow, M.A., RH (AHG)
Interim Academic Director

Kimberly Duncan, Ph.D. **Associate Academic Director**

Heming Zhu, M.D. (China), Ph.D., CMD, M.Ac. **Professor**

Heidi Most, M.Ac., Dipl. Ac. (NCCAOM) **Associate Professor**

Adjunct Faculty

Camille Freeman, M.S., LDN, CNS, RH (AHG) Pema Choepel Mallu, DVM, CVA, M.Ac., L.Ac. Janet Padgett, Ph.D., M.Ac. Laritta Paolini, M.D. (Russia), MBA, M.Ac. Marianne Rothschild, M.D. Michael Tims, Ph.D. Tim Weed, DVM, M.Ac., L.Ac.



Course Descriptions

ANIMAL ACUPUNCTURE

Animal Acupuncture

3.50 Semester Credits

This course provides the student with acupuncture theories and principles as applied to animals. The student receives instruction and opportunities to practice point location on small animals. In addition, students begin to treat their own animal patients with faculty supervision and observe treatment of other animals provided as a demonstration in class. Students begin to practice equine point location and treat horses at a local barn and horse rescue.

AACP 711b

Animal Acupuncture

3.50 Credits

As a continuation and deepening of the learning in AACP 711a, this course continues to provide the student with acupuncture theories and principles as applied to animals. The student receives further instruction and opportunities to practice point location on small animals. In addition, students continue to treat their own animal patients with faculty supervision and observe treatment of other animals provided as a demonstration in class. Students continue to practice equine point location and treat horses at a local barn and horse rescue.

ACUPUNCTURE

Courses for September 2010 class through current student tracks

ACP 000

Theory: Senior Elective

2.00 Semester Credits

This required elective allows each student to explore more deeply an area of acupuncture that is of particular interest.

History and Classics: Acupuncture from China to America 1.25 Semester Credits

Students learn the ancestral as well as contemporary roots, historical and cultural influences, in the development of acupuncture.

ACP 601h

History and Classics: Chinese Medicine from the Classical Perspective 1.75 Semester Credits

This course provides an introduction to the worldview of the ancient Chinese through the study of Chinese characters and classical texts.

ACP 611

Theory: Principles of Healing and the Laws of Nature 2.50 Semester Credits

This course provides an orientation and foundation in the principles of healing, the laws of nature, and the medicine of the Wu Hsing or the Five Seasons

ACP 612

Theory: Officials and Substances

2.00 Semester Credits

This course provides an in-depth study of the physiology of the Twelve Officials and their manifestation on all levels of the body, mind, and spirit.

ACP 613

Theory: Five Phases I

2.00 Semester Credits

Students learn fundamental treatment theory within the tradition of the Five Phases, including point functions, names, and spirits, and begin learning techniques that govern movement, healing, and transformation of Qi within a patient,

ACP613b

Theory: Five Element Project

1.00 Semester Credit

Students create study projects and present them to the class with the purpose of demonstrating their embodied understanding of the five elements.

ACP 614

Theory: Five Phases II 2.00 Semester Credits

Students advance in their learning of treatment theory within the tradition of the Five Phases and begin to think like an acupuncturist—organizing observable phenomena into a coherent and workable framework and exploring the beginning of treatment planning.

ACP 615

Theory: Organs of the Body and Patterns of Disharmony I 2.00 Semester Credits

Students study the Eight Principles in Chinese Medicine, an introduction to Zang Fu theory, and Patterns of Disharmony.

ACP 622

Point Location: Distal Points of the Arm Primary Meridians 3.00 Semester Credits

This both didactic and hands-on course is the first of six that develop the student's ability to find the acupuncture points that are used during a treatment. Students will deepen their sensory awareness of both energy and structure as they practice locating anatomical landmarks and points.

ACP 623

Point Location: Distal Points of the Leg Primary Meridians 3.00 Semester Credits

In this both didactic and experiential course, students expand their knowledge and skills of locating acupuncture points and deepen their understanding of respectful touch principles, including techniques to move and position the body with care and respect.

ACP 624

Point Location: Journey of Qi through the Torso 3.00 Semester Credits

Students progress in their point location skill development while learning to locate a selection of points on the back, chest, and abdomen. Students also learn the art of draping, and strengthen their integration of respectful touch principles through self-reflection and feedback activities.

ACP 625

Point Location: Integrating Meridians 3.00 Semester Credits

Students continue to refine their point location skills; increase their confidence, consistency, and accuracy without reference material; and demonstrate their readiness for point location in a clinical setting. Through creative activity, they deepen their embodiment of the flow of the superficial pathways from entry to exit throughout the body.

ACP 631

Diagnostic Skills: Awakening the Observer 1.75 Semester Credits

Students develop the skills needed to engage their senses, use their body as an instrument of perception, and experience the movements of Qi through practical exercises and observation of nature.

ACP 632a

Diagnostic Skills: Cultivating the Instrument

2.00 Semester Credits

Students are introduced to the diagnostic tools of the pulse, color, sound, odor, and emotion as movements of Qi.

ACP 632b

Diagnostic Skills: Rapport Intensive

1.00 Semester Credits

In this two-day intensive, students experience and develop an embodied definition of rapport by establishing and sustaining rapport with others in a variety of classroom situations.

ACP 633

Diagnostic Skills: Diagnostic Interactions

3.00 Semester Credits

This class provides the opportunity to further develop awareness of the movements of Qi and the ability to gain rapport. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude.

ACP 634

Diagnostic Skills: Traditional Diagnosis

3.00 Semester Credits

This course continues the opportunity for students to develop diagnostic skills as well as teaches them how to conduct a Traditional Diagnosis through practical exercises.

ACP635-1

Pulse Development

0.30 Semester Credits

Pulse development trimester I

ACP635-2

Pulse Development

0.30 Semester Credits

Pulse development trimester 2

ACP635-3

Pulse Development

0.30 Semester Credits

Pulse development trimester 3

ACP635-4

Pulse Development

0.30 Semester Credits

Pulse development trimester 4

ACP635-5

Pulse Development

0.30 Semester Credits

Pulse development trimester 5

ACP 644

Treatment Skills: Basic Treatment Skills

2.00 Semester Credits

This course introduces students to fundamental treatment skills, including the art of painless needle insertion, needling techniques, moxibustion, and the treatment of addiction recovery using acupuncture.

ACP 645

Treatment Skills: The Art of Effective Treatment Design 2.00 Semester Credits

Students learn to integrate treatment planning with lifestyle and wellness coaching.

ACP 652

Clinical Observation: From Story to Phenomena

1.00 Semester Credits

Students observe and recognize the movement of Qi by observing an experienced practitioner with a patient in a group setting.

ACP 653

Clinical Observation: Qi in Motion

0.75 Semester Credits

Students observe clinical students presenting and treating patients, and they practice recognizing distinctions among the five seasonal movements of Qi.

ACP 655

Clinical Observation: Small Group Treatment

1.50 Semester Credits

In small groups, students take turns observing and treating a patient together under the supervision of a faculty member. Students discuss issues of diagnosis, treatment, and treatment planning principles, as well as practice their clinical skills, such as the physical exam, needling, and moxibustion.

ACP 662

Practice Management: Ethics for the Health-care Professional I.00 Semester Credits

Students develop an awareness and understanding of the relevant legal and ethical issues germane to various private or group health-care practice settings.

ACP 665

Practice Management: Orientation to Clinical Practice I.00 Semester Credits

Students gain a basic understanding of the learning objectives, outcomes, and requirements of the Faculty-Supervised Student Clinic and explore issues such as scope of practice, patient confidentiality, HIPPA, and legal policies, as well as how to begin generating their own clinical practices.

ACP681

Embodying Qi Gong: Dance with Nature 0.75 Semester Credits

This weekly experiential course introduces students to basic movements of qi gong, an ancient Taoist form of exercise and breathing that has the potential to contribute to wellness and health.

ACP683

Tai Chi: Roots and Branches

1.00 Semester Credit

Students learn practices that generate, circulate, and unblock Qi, use Qi to nourish the system, and return the Qi to the deepest level. Students experience the Five Phases of Qi energy in order to regain or maintain health, and to enhance diagnostic and treatment skills.

ACP 700 series

History and Classics: Visiting Scholar Intensive

2.00 Semester credits (total)

Distinguished guest lecturers elucidate special topics in Chinese medicine.

ACP 710

Theory: NCCAOM Review Elective

0.00 Semester Credits

(this course is not an official part of the curriculum and is offered to assist students in passing the NCCAOM exam)

This elective course is designed to prepare students who plan to sit for the NCCAOM national certification exam modules in the foundations of Oriental medicine, acupuncture, and biomedicine. The course provides a structured study experience for students.

ACP 716

Theory: Organs of the Body and Patterns of Disharmony II 2.00 Semester Credits

Students continue to study the Eight Principles in Chinese medicine and deepen their exploration into Zang Fu theory and Patterns of Disharmony.

ACP 718

Theory: Advanced Modes of Integration

2.00 Semester Credits

Students explore methods of integration of acupuncture theory and treatment through class discussion and clinical application with senior faculty.

ACP 719

Theory: Chinese Medical Therapy and Asian Bodywork 2.00 Semester Credits

This class offers students a survey of additional clinical treatments and therapies that are utilized within the context of Chinese medicine.

ACP 727

Point Location: Advanced Point Location 2.00 Semester Credits

Students continue to focus on one anatomical region of the body at a time in this advanced location course. Students explore anatomical landmarks; locate acupuncture points of the primary, CV and GV channels; and compare the spatial relationship of points in close proximity of each other on the head, neck, and shoulder. Windows of the Sky and Extra points are also taught in this course.

ACP 746

Treatment Skills: Pre-Clinic Retreat 1.00 Semester Credit

At an off-site retreat with faculty members, students celebrate the rite of passage that is the transition into their clinical phase. Students have the opportunity to develop a sense of community among their classmates and identify how to use the gifts of the elements to replenish their personal resources during the clinic and eventually as professional acupuncturists.

ACP 757

Clinical Observation: Living Traditions

1.00 Semester Credit

This course features clinical observation of experienced practitioners interacting with and treating patients from a variety of different acupuncture traditions.

ACP 758

Clinical Observation: Integrating Traditions

1.50 Semester Credits

Students engage in advanced clinical observation, practitioner coaching, patient assessment, treatment, and treatment planning with senior faculty.

ACP 759

Clinical Observation: Discussion of Case Presentation 0.75 Semester Credits

Clinical students present patients in class for observation and discussion. Students discuss the many issues that are involved in the treatment of a patient.

ACP 766

Practice Management: Building a Successful Practice 1.50 Semester Credits

Students are guided as they begin to establish their practices in the Faculty-Supervised Student Clinic. This course illustrates the steps student practitioners must take in order to plan, establish, manage, and promote their supervised clinical practices during their course of study as well as after graduation.

ACP 767

Practice Management: Maintaining a Successful Practice I.00 Semester Credit

Students further develop and apply practical skills for managing and nourishing their clinical practices. In addition to a focus on ongoing practice development, topics include business record keeping, taxes, insurance, and managing a group practice.

ACP 790a series

Supervised Clinical Practice: Community Health

2.00 Semester Credits (total)

Following an introduction to the treatment of addiction recovery in Basic Treatment Skills, students spend a minimum of 60 hours (total) at off-site Community Clinic Sites where they gain experience in using acupuncture and life-skills treatment models for community health.

ACP 790b series

Supervised Clinical Practice: Core Groups

6.00 Semester Credits (total)

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the Faculty-Supervised Student Clinic.

ACP790c6

Supervised Clinical Practice: Student Clinic

1.00 Semester Credit

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

ACP790c7

Supervised Clinical Practice: Student Clinic

1.25 Semester Credits

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

ACP790c8

Supervised Clinical Practice: Student Clinic

3.75 Semester Credits

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

ACP790c9

Supervised Clinical Practice: Student Clinic

3.75 Semester Credits

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

ACP790d

Supervised Clinical Practice: Student Clinic Extended 0.50 Semester Credits

Upon completion of recommended clinical hours for the Masters in Acupuncture program, a student may choose to enroll in another separate clinic course (graduate trainee program) with the intention of acquiring additional clinical hours to comply with state requirements.

ACUPUNCTURE

Courses for January 2010 and prior student tracks

ACU 501

School of Philosophy and Healing in Action® (SOPHIA®) 4.25 Semester Credits

Based on the cycles of nature, this course begins with an intensive that introduces the philosophical underpinnings of the Institute and includes the experience of chi, the rhythms of nature, life skills, language, and theory. After the intensive, additional interpersonal skills are developed through practical exercises in sensory awareness and rapport-building.

ACU 502

Clinical Observation

0.50 Semester Credits

Students have the opportunity to begin gaining competence in the observation of chi by observing practitioners and graduates who present patients to the class.

ACU 505

Embodying Qi Gong

0.25 Semester Credits

This weekly experiential course introduces students to basic movements of qi gong, an ancient Taoist form of exercise and breathing that has the potential to contribute to wellness and health.

ACU 506

Touching Energy and Structure I

0.75 Semester Credits

In this two-day experiential course, students use sensory perception to develop their awareness of energy (chi) and its movement in the body, thus making chi/energy more meaningful, tangible, and comprehensible.

ACU 508

Acupuncture Theory: Elements

3.00 Semester Credits

This course deepens the knowledge introduced in the SOPHIA Intensive (ACU 501), concentrating on fundamental laws and the gifts of the five elements, and introducing the Officials from a classical perspective.

ACU 511

Sensory Skills

0.75 Semester Credits

Students are introduced to the diagnostic tools of observing color, sound, odor, and emotion.

ACU 512

Officials Intensive

1.25 Semester Credits

Students receive a three-day, in-depth introduction to the functions and the physical, emotional, and spiritual manifestations of the twelve officials.

ACU 537

Ethics I

0.25 Semester Credits

Ethics I is the first session in a five-part course sequence. It provides an introductory grounding in ethics and ethical decision-making that will serve as a foundation for professional ethics and help to create a desire to live in accordance with principles of professional ethics.

ACU 550

Basic Point Location

1.00 Semester Credit

Students learn through lecture and practical work the basic anatomy and skills of point location. Students begin learning the basic meridians and the most commonly used points on the anterior arm and leg. Point location classes continue through the clinical portion of the program.

ACU 601

Needle Ceremony

0.25 Semester Credits

Students receive their first needle — a major tool of their healing art — in a ceremony recognizing their commitment to healing and their transition into the next phase of their learning.

ACU 602

Introduction to Treatment Planning

2.75 Semester Credits

The student begins to develop critical thinking and treatment planning skills as he or she transforms perceived phenomena into effective treatments. Students in this course will apply learned diagnostic and treatment planning principles and practices to their patient in ACU 625.

ACU 605

Clean Needle Technique

0.50 Semester Credits

This course teaches clinical students the theory and basic elements of clean needle technique, and provides supervised practice utilizing clean needle technique.

ACU 606

T'ai Chi

0.25 Semester Credits

This weekly, experiential course introduces students to basic t'ai chi movements and provides an embodied experience of its potential to reduce stress and increase health and wellness.

ACU 608

Spirit of the Points: Introduction

0.25 Semester Credits

This course helps students to begin cultivating the practice of transforming perceived phenomena into acupuncture points that could be used for treatment.

ACU 609 series

Spirit of the Points

2.50 Semester Credits (total)

This series of five courses builds on the material presented in ACU 608 and provides an in-depth look at the point names, the meridians, their classical origin, use in treatment, and their relevance to enriching the healing process.

ACU 611

Acupuncture Theory I

2.25 Semester Credits

A continuation of five-element acupuncture theory from ACU 508, this course provides students with further theoretical material in the areas of acupuncture concepts, diagnosis, and treatment — material critical for safe and effective practice.

ACU 612

Zang Fu

1.75 Semester Credits

This class introduces Zang Fu theory and explains the functioning of physiology, mind, and spirit from an eight-principle Chinese medical perspective.

ACU 613

Skills/Physiology

0.50 Semester Credits

This skills class provides the opportunity to further develop the diagnostic skills of color, sound, odor, and emotion through practical exercises and classroom experience.

ACU 614

Introduction to Chinese Language and Classical Literature 1.00 Semester Credit

Students develop the ability to use Chinese language resources, and to discuss the meaning of terms and ideas of Chinese medicine through the ideograms.

ACU 615 series

Classical Chinese Medical Literature

5.00 Semester Credits (total)

In this four-course series, distinguished guest lecturers elucidate the classics of Chinese medicine.

ACU 616

Diagnostic Interaction I

0.75 Semester Credits

Students experience the energetics of the five elements through selfobservation and interpersonal exercises.

ACU 618 series

Partnership with Nature

0.50 Semester Credits (total)

Each part of this three-course series provides a guided outdoor experience that offers an opportunity for students to increase their embodied knowledge and awareness of the energetics of the season as experienced directly in nature.

ACU 619

History of Chinese Medicine and Philosophy

1.00 Semester Credit

This course provides a discussion of the development of Chinese medicine and its ancient texts within the context of China's dynastic history.

ACU 620

Traditional Diagnosis: Patient Examination

1.75 Semester Credits

This class is devoted to developing the four inspections: to see, to hear, to ask, and to feel. Students conduct traditional diagnoses outside of class. Class time is devoted to developing these skills, as well as sharing work with each other.

ACU 621

Traditional Diagnosis: Physical Diagnosis

0.25 Semester Credits

Students learn the basic protocol for performing a physical examination. In addition to learning how to perform a structural evaluation, students learn to take blood pressure.

ACU 622

Being Practioner I

0.25 Semester Credits

This course provides the opportunity for students to observe patients (presented either by students or graduates), thus enhancing the students' ability to perceive energetic phenomena in support of diagnosis and treatment planning.

ACU 623 series

Diagnosis and Treatment—Observation

1.50 Semester Credits (total)

In this three-course series, students observe patients presented by a clinical-level student. Diagnosis is done in a large group setting. Emphasis is on issues that arise in the diagnostic and treatment processes.

ACU 624

Interpersonal Skills/Rapport

0.75 Semester Credits

In this two-day intensive, students learn specific skills that encourage developing and maintaining rapport between patient and practitioner, an essential ingredient in the healing relationship.

ACU 625

Small Group Observation — Treatment Lab

1.25 Semester Credits

In small groups, students treat a patient together under the supervision of a faculty member. Time is set aside for discussing issues of diagnosis, treatment, and patient management, and for practicing practical skills, e.g., needling and rolling moxa.

ACU 628

Diagnostic Interaction II

0.50 Semester Credits

Students observe a patient presented by a faculty member and are given an opportunity to interact with the patient. Discussion with an emphasis on elemental and energetic diagnosis follows.

ACU 629 series

Transformative Practice Groups

2.00 Semester Credits (total)

Mentor groups are an eight-course series. This is a time for students of all levels to learn together and teach each other. This experience facilitates the "transmission of intergenerational learning," a unique aspect of the learning that takes place at Tai Sophia.

ACU 630

SOPHIA: Theory I

0.50 Semester Credits

This course is a continuation of ACU 501.

ACU 631

SOPHIA: Theory II

0.50 Semester Credits

This course is a continuation of ACU 501 and ACU 630.

ACU 633

Academic Book Discussion (Su Wen: Chapter 2)

0.75 Semester Credits

Students engage in an in-depth reading of a chapter from the ancient text and learn its relevance to treatment.

ACU 635

Introduction to Addiction and Community Health

0.75 Semester Credits

The purpose of this course is to enhance the Level II acupuncture student's knowledge of the Chinese Medicine viewpoint of substance abuse and recovery, to inform the student of client interaction considerations, and to learn the application of the National Acupuncture Detoxification Association (NADA) Acudetox five-needle protocol for utilization during his or her clinical training at the Community Clinic Sites.

ACU 636

Pre-Orientation to Clinic

0.00 Semester Credit

Students gain a basic understanding of the learning objectives, outcomes, and requirements of the Faculty-Supervised Student Clinic and Level III of the

M.Ac. program. They choose their individual clinical sites for Level III from the currently available spaces.

ACU 637

Ethics II

0.25 Semester Credits

This course expands on the work begun in ACU 537, covering ethical topics in greater depth and scope, including in-class exercises that enhance learning and understanding.

ACU 638

Ethics III

0.25 Semester Credits

This course is a continuation of the ethics course work begun in ACU 537 and ACU 637.

ACU 640

Pulse Development I

0.00 Semester Credit

This is the first class in a series of periodic sessions focusing on the development of pulse-reading skills. The students will have refined their ability to distinguish what is felt on the pulse, and will expand their understanding of the pulse in support of diagnosis and treatment planning.

ACU 641

Pulse Development II

0.25 Semester Credits

This course continues the pulse development work begun in ACU 640.

ACU 642

Pulse Development III

0.00 Semester Credit

This course continues the pulse development work begun in ACU 640 and ACU 641.

ACU 644

Independent Study Project Presentations

0.75 Semester Credits

Students create independent study projects and then present them to classmates, with the purpose of demonstrating their embodied understanding of the five elements and enhancing the learning of their classmates. (Credits for this course are based on participation in class presentation as well as independent study preparation time.)

ACU 650

Point Location I

1.25 Semester Credits

In this first of four rigorous point location courses that span Level II, students broaden and refine their ability to locate points commonly used in the clinic. Emphasis is on points found on the posterior arm and the anterior torso. In this and all Level II point location classes, students will spend a significant amount of time outside class in practice and memorization.

ACU 651

Point Location II

1.50 Semester Credits

In this second of four point location courses that span Level II, students continue to broaden and refine their point location skills. Points found on the yang pathways of the leg and the posterior torso are emphasized.

ACU 652

Point Location III

1.25 Semester Credits

In this third of four point location courses that span Level II, students continue to broaden and refine their skills. Face and upper anterior torso points as well as the flow of the pathways through the body are emphasized. In a self-reflective and peer-feedback project, students deepen their awareness of and confidence in their ability to convey a healing presence through touch and tending to their partner's comfort.

ACU 653

Point Location IV

1.50 Semester Credits

In this fourth and final Level II point location course, emphasis is placed on refinement of skills and embodiment of points through extensive hands-on practice. Comprehensive written and practical exams are given to verify readiness for the clinic.

ACU 701

Clinical Transition: Retreat

0.75 Semester Credits

This retreat offers students an opportunity to reflect on the transition from the more didactic phase of the curriculum to the clinical portion of the program. The several days with students and faculty include both structured exercises and free time for personal reflection, building community and play.

ACU 706

Touching Energy and Structure II 0.75 Semester Credits

This second two-day experiential course builds on energy concepts presented in Part I and deepens the student's proficiency in conscious touch as part of an effective practitioner-patient relationship. Additionally, students will learn ways to augment their diagnostic skills in relation to traditional diagnosis and how to evaluate another in terms of energy movement within structure.

ACU 711

Acupuncture Theory II

1.50 Semester Credits

This course provides a review of theory presented in Level I and Level II and introduces additional theoretical material with an emphasis on less commonly used techniques.

ACU 712

Patterns of Disharmony

1.75 Semester Credits

Building on Zang Fu theory (ACU 612), this course explores the fundamental body substances of Chinese Medicine and gives students a working knowledge of diagnosis and treatment using the Patterns of Disharmony model.

ACU 713

Advanced Diagnosis and Treatment Planning I

0.50 Semester Credits

Led by a team of senior faculty, students increase their diagnostic and treatment planning skills. Combined with ACU 714 and ACU 716, Advanced Diagnosis and Treatment Planning coursework spans the entire clinical level and utilizes patient presentations (clinical observation), case studies, practical demonstrations, and videos.

ACU 714

Advanced Diagnosis and Treatment Planning II 0.25 Semester Credits

This course builds on the work in ACU 713.

ACU 715

Building and Maintaining a Successful Practice 0.50 Semester Credits

In this course, student practitioners are guided as they begin to establish their practices in the student clinic. The course illustrates the steps practitioners must take in order to plan, establish, manage, and promote their private practices after graduation. Student practitioners also are coached regarding how to communicate who they are as acupuncturists and what they offer in their acupuncture practices.

ACU 716

Advanced Diagnosis and Treatment Planning III 0.50 Semester Credits

This course builds on the work in ACU 713 and ACU 714.

ACU 717

Engaging the Emotions

0.75 Semester Credits

In this three-day, experiential workshop, students deepen their development of an essential treatment-room tool — the ability to recognize the energy of the five emotions.

ACU 718 series

Introduction to Community Health/Supervised Treatment 2.00 Semester Credits (total)

Following course ACU 635, students spend a minimum of 60 hours at the off-campus Community Clinic Sites where they gain experience in using acupuncture and life-skills treatment models for detoxification. Credits are granted at the end of each trimester over the span of this clinical series. (Although most students use four trimesters to complete all of their ACU 718 requirements, individual students may complete their requirements in less time. Students must meet minimum treatment requirements each trimester, and they must complete the series within four trimesters.)

ACU 720 series

${\bf Supervised\ Diagnosis\ and\ Treatment}$

16.75 Semester Credits (total)

Students perform treatments on their own patients or assist another student practitioner under the close supervision of clinical faculty. Students learn the skills necessary to become effective, safe, and independent practitioners of acupuncture. Credits are granted at the end of each trimester over the span of the ACU 720 coursework, which can be completed in a minimum of four trimesters. (It is common for students to take six trimesters to fulfill all ACU 720 supervised clinical requirements.)

ACU 721 series

Supervised Core Groups

6.00 Semester Credits (total)

This weekly class, held throughout Level III, is led by the faculty core group leader and focuses on patient management and treatment issues that arise as students develop into practitioners. The content for each class is determined by the style and creativity of the supervisor and the needs of the students in the class. Students continue to attend Supervised Core Groups throughout the time they are completing their ACU 720 clinical requirements.

ACU 722

Being Practitioner II

0.50 Semester Credits

A patient is presented in class for discussion and observation, looking at issues that arise in diagnosis, patient management, and long-range treatment goals.

ACU 723 series

Treatment Planning and Case Presentation

0.50 Semester Credits (total)

This two-course series is a continuation of the clinical observation begun in ACU 623. Level III students present patients, discuss diagnosis, and plan treatments with input from faculty and students.

ACU 724

Deep and Secondary Pathways I

0.25 Semester Credits

This class introduces the senior level acupuncture student to the general concepts of the jing luo, alternative functions of acupoints, the six-jiao, the six stages of disease, the deep pathways of the twelve primary channels, use of the five-shu points, and the collateral system.

ACU 725

Deep and Secondary Pathways II

0.50 Semester Credits

This class continues the introduction to the deep and secondary pathways, and the signs and symptoms associated with invasions and blocks therein for the senior level acupuncture student. In particular, the tendinomuscular, divergent, and eight extraordinary meridians are discussed, as well as auriculotherapy and the use of electrical acupuncture.

ACU 727

Insurance I

0.00 Semester Credit

This course introduces the Level III acupuncture student to his/her role and responsibility regarding client health insurance, including the preparation, processing, and submission of client insurance statements. The student also is introduced to insurance terminology, client medical record maintenance, release of client information, and proper handling of legal cases.

ACU 728

Insurance II

0.25 Semester Credits

This course introduces the student to participation and non-participation with an insurance company, and the advantages and disadvantages associated with each. It informs the students of the responsibilities involved, develops skills in processing medical insurance claim forms, and clarifies HIPAA regulations.

ACU 729

The Tao of Taxes

0.25 Semester Credits

This course introduces students to the process of maintaining responsibly the financial records of their practice, both for their own purposes and for the purpose of meeting tax requirements.

ACU 730 series

SOPHIA: Redefining Health

0.00 Semester Credits (total)

This four-course discussion series provides a review and deepening of the distinctions taught in the earlier SOPHIA courses. The discourse touches on issues that are pertinent to students who will soon graduate, create their own practices, and interface with other healthcare professionals.

ACU 734

Professional Project: Research/Communication

3.25 Semester Credits

Students design and implement a project of service that supports the current development of the profession on a community, local, or national level. Projects begin in Level II and are completed in Level III.

ACU 735

Orientation to Clinic

0.50 Semester Credits

This course prepares students to participate in the Faculty Supervised Student Clinic, familiarizing them with clinic objectives, outcomes, requirements, stages of learning, policies and procedures. The course also explores issues of patient confidentiality, HIPAA, legal policies, and patient management, as well as how to generate their own practices.

ACU 736 series

Group Practice

0.00 Semester Credits (total)

This four-course series provides guidance on moving smoothly through the clinical portion of the program, with emphasis on practical details. It provides an opportunity to raise concerns about clinic and explore solutions to those concerns.

ACU 737

Ethics IV

0.25 Semester Credits

This course is a continuation of the ethics coursework begun in ACU 537, ACU 637, and ACU 638.

ACU 738

Ethics V

0.25 Semester Credits

This course is a continuation of the ethics coursework begun in ACU 537, ACU 637, ACU 638, and ACU 737.

ACU 750

Advanced Point Location I

0.50 Semester Credits

This course is one of three advanced point location courses given in the student's first year of clinic. The series of Level III courses builds on the solid foundation of Level II. By the end of this advanced series, which emphasizes important anatomical landmarks in areas of the body, students will have the knowledge and skills to locate all points on the twelve main and eight extraordinary meridians as well as to continue to refine their knowledge and skills as independent learners.

ACU 751

Advanced Point Location II

0.50 Semester Credits

This course is a continuation of ACU 750.

ACU 752

Advanced Point Location III

1.00 Semester Credit

This course is a continuation of ACU 750 and ACU 751.

ACU 761 E

Addiction and Community Health: Advanced (Elective) 0.50 Semester Credits

This elective course — designed for the Level III acupuncture student who has completed the Introduction to Community Health/Supervised Treatment (ACU 718 series) requirements — provides the student with additional information so that he or she can apply to the National Acupuncture Detoxification Association (NADA) to receive an Acupuncture Detoxification Specialist (ADS) certificate.

ACU 762 E

NCCAOM Review (Elective)

0.00 Semester Credits

(this course is not an official part of the curriculum and is offered to assist students in passing the NCCAOM exam)

This elective course is designed to prepare students who plan to sit for the NCCAOM national certification exam modules in the foundations of Oriental medicine, acupuncture, point location, and biomedicine. The course provides a structured study experience for students.

ACU 8xx

Senior Selection

0.50 Semester Credits

In keeping with the Institute's philosophy of encouraging students to develop their own unique styles of practice in acupuncture, each student will choose (and complete) at least one Senior Selection course from a number of advanced courses offered to students in their ninth trimester. This required elective will allow each student to explore more deeply an area of acupuncture that is of particular interest. Examples of course topics presented for Senior Selection include advanced work in five element traditions and perspectives, specific treatment situations and considerations, and advanced treatment techniques and applications.

APPLIED PHILOSOPHY AND PRACTICES

APP 600

School of Philosophy and Healing in Action® (SOPHIA®) Intensive Course

3.50 Semester Credits

This intensive course introduces the philosophical underpinnings at the core of Tai Sophia Institute's academic programs. Drawn from the timeless teachings of global wisdom traditions and the rhythms of nature, and grounded in powerful transformative language practices, this rich course teaches students to be more self-aware, to develop life skills, and to become adept at navigating personal and professional challenges. Through a high level of stimulating discourse and experiential exercises, students begin to think, speak, and act more broadly, more creatively, and more interdependently.

APP 601

Initiating a Healing Presence

1.25 Semester Credits

This course continues to build on the philosophical underpinnings of health and wellbeing first explored in the SOPHIA® Intensive. By observing their own ways of being, doing, and speaking, students begin to embody the practices that guide them toward becoming a powerful healing presence and catalyst for change in others.

APP 602

Being the Needle

1.50 Semester Credits

Students develop a wide range of interpersonal skills that allow them to tend to others when life appears out of balance. Theory and skills include maintaining the observer state, sharpening the senses and the effective use of language and conversation (word as needle).

APP 603

Speech Acts and the Art of Skillful Inquiry

1.50 Semester Credits

Students continue to develop their ability to be a powerful healing presence and catalyst for change. Theory and skills include speech acts that empower and bring clarity to relationships and skillful ways of inquiry that move clients toward health and wellbeing.

APP 604

Deepening Your Healing Presence

1.50 Semester Credits

Students deepen their skills of being a healing presence. This course defines five distinct qualities and capacities that build health and wellbeing. Students learn to apply these qualities and capacities with clients and as well as broaden their proficiency to promote change.

APP 605

School of Philosophy and Healing in Action® (SOPHIA®) Intensive Course

4.00 Semester Credits

This intensive course introduces the philosophical underpinnings at the core of Tai Sophia Institute's academic programs. Drawn from the timeless teachings of global wisdom traditions and the rhythms of nature, and grounded in powerful transformative language practices, this rich course teaches students to be more self-aware, to develop life skills, and to become adept at navigating personal and professional challenges. Through a high level of stimulating discourse and experiential exercises, students begin to think, speak, and act more broadly, more creatively, and more interdependently.

APP VOL

Volunteer Professional Project

Hours required for graduation

In this independent study course, students creatively design and implement one or more projects of service that support the acupuncture community or the development of the acupuncture profession on a local, regional, or national level.

APP 701

Deep Listening Within

1.50 Semester Credits

Students learn the role that moods and emotions play in creating health and wellbeing. Coursework includes ways to generate positive moods and emotions for the practitioner and for the client. The concept of illness is examined with an emphasis on helping clients understand their symptoms of illness as a guide toward health and wellness.

APP 702

Bring Your Work into the World

1.50 Semester Credits

This final course of the Applied Philosophy Series provides a review and deepening of the distinctions taught in the previous five courses. Class work forces on issues that are pertinent to students who will soon graduate, create their own practices, and interface with other healthcare professionals.

APP750c

Cultivating a Healing Presence

2.00 Semester Credits

Students develop interpersonal skills that allow them to be a healing presence and catalyst for positive change in others. Through observing their own ways of being, doing, and speaking, students sharpen their awareness or verbal and non-verbal communication while developing the skills to use "words as medicine".

AYURVEDIC SCIENCES

Ayur 630

Foundations of Ayurvedic Theory & Philosophy 3.00 Semester Credits

This course provides the history and philosophies that serve as the foundation for Ayurveda and its primary reference sources for study. Students will understand the basics of Ayurvedic theory, including the five elements and the doshas, and learn how these theories and principles support the practices of Ayurveda. Basic Ayurvedic anatomy and physiology, concepts of mind body layers, tissues, systems, and channels will be introduced, as well as relevant terms in Sanskrit.

Ayur 631

Ayurveda and the Mind and Mind-Body Wellness 3.00 Semester Credits

This course introduces Ayurvedic perspectives on the structure and function of the mind, including states of balance and imbalance, and the role the mind plays in creating health and wellness. Students learn how awareness of Ayurvedic perspectives on the mind can lead to shifts in health and wellness. Both the Ayurvedic and bioscientific basis of meditation will be discussed in detail, in addition to the use of mantras, mudras and specific postures. The yogic perspective on the distracted mind and negative emotions will also be addressed. Prerequisite: AYURS 630 (Foundations of Ayurvedic Theory & Philosophy).

Ayur 632

Ayurvedic Framework of Health and Disease 3.00 Semester Credits

This course addresses Ayurvedic perspectives on health, wellness and sickness, including both the processes that lead to sickness and disease and the processes that prevent or alleviate these changes. Health and wellness of the individual and the community are discussed in a context ranging from the societal to the molecular level and discussed within the context of Ayurveda. The use of language in creating health-supportive narratives is explored. Prerequisite: Ayur 630 (Foundations of Ayurvedic Theory & Philosophy), Ayur 631 (Ayurveda and the Mind and Mind-Body Wellness).

Ayur 633

Ayurvedic Nutrition and Herbs 3.00 Semester Credits

This course connects the philosophies of Ayurvedic constitutions to the theories of digestion, including the role of "digestive fire." Students learn and practice Ayurvedic approaches to food selection and preparation. Nutritional approaches to support the doshas will be discussed including food choices and food energetics. A beginning knowledge of commonly used Ayurvedic medicinal plants will be taught.. Prerequisite: AYUR 630 (Foundations of Ayurvedic Theory & Philosophy).

Ayur 635 Ayurvedic Lifestyle Skills and Self-Care 3.00 Semester Credits

This course will culminate in a survey of practices used in Ayurveda to support health and wellness, including hygiene/cleansing practices. Students will learn how to assess their personal needs with respect to food and practices, focusing onthe flow of the day and seasons as they relate to Ayurvedic practices. The limitations of the practices described here will also be addressed.. Prerequisites: AYUR 631 (Ayurveda and the Mind and Mind-Body WellnessAYUR633 (Ayurvedic Nutrition and Herbs).

CHINESE HERBS

CHP 610

History of Chinese Herbal Medicine

0.25 Semester Credits

This course traces the history of Chinese Herbal medicine from pre-Han shamanic practices through 2000yrs of development to contemporary practice. Focus will be placed on seminal figures, foundational theories and major currents that continue to shape modern practice.

CHP 621A

Chinese Herbal Medicine Theory I

4.00 Semester Credits

Classification of herbs and formulas

This course teaches the traditional classification of individual herbs and formulas. Basic organization of materia medica and formularies are presented. Comparison between older classification systems and contemporary systems are discussed.

Treatment of Exogenous conditions

This class presents the basic theories for the treatment of exogenous conditions with Chinese Herbal Medicine. The physiology and pathophysiology of externally contracted pathological factors are presented. Herbs, formulas and treatment strategies are discussed.

Shang Han Lun

This class presents the principles and treatment strategies of the Shang Han Lun tradition. Herbs and formulas that release the exterior are discussed. Students will begin to learn the concept of formula modification of classical formulas by examining the permutations of exogenous conditions and their complications.

Fluid physiology and pathology: Dampness and Phlegm

This class presents the principles and strategies for the treatment of dampness and phlegm. In depth understanding of fluid physiology will be taught. Herbs and formulas that resolve dampness and phlegm will be presented. Students will continue to learn the art of modifying formulas through understanding the complications of damp and phlegm conditions.

Regulating Qi

This class presents the concept of regulating the qi with Chinese Herbal Medicine. Distinctions will be drawn with in the category of regulating qi between moving, coursing and rectifying the qi. Herbs and formulas that regulate the qi will be taught. Students will continue to learn the art of modifying formulas.

Clearing Heat

This class presents the principles and strategies for the treatment of heat. The distinctions between types of heat are drawn. Herbs and formulas that clear heat are taught. Students will continue to learn the art of modifying formulas to address the permutations and complications of heat conditions.

Wen Bing

This class presents the history and fundamental theories of the Wen Bing Pai. The 4 levels of heat-induced disorders and the role of the Triple Heater mechanism are discussed. The herbs & formulas that clear heat from the wei, qi, ying and xue level are taught. Students will receive an introduction to the treatment principles and strategies for treating infectious disease.

CHP 641A

Clinical Observation I

0.25 Semester Credits

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

CHP 621B

Five Element Theory & Integration

3.00 Semester Credits

This series of classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth in both theory and practical applications of herbal strategies. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Earth and Wood are covered in this section.

Chinese Herbal Theory: 4 Great Masters Series

Each of the Four Great Masters of Chinese Medicine and their corresponding schools will be presented as a separate section in each of the Five Element classes. The four schools (Cooling and Cold, Attacking and Purging, Post-Natal Tonification, Nourishing the Yin) will be taught and further explored with correlations with the Five Element perspective. In Earth, the School of Post-Natal Tonification will be presented and in Wood, the School of Attacking and Purging will be discussed.

CHP 641B

Clinical Observation II

0.5 Semester Credits

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

CHP641C

Clinical Observation III

0.75 Semester Credits

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

CHP 741A

Diagnostic Skills

1.00 Semester Credit

Pulse & tongue practicum

This hands-on class teaches a pulse system that evaluates both static and dynamic qualities. Diagnosis of the zang-fu and the substances (qi, xue and jin-ye) are made clear and students will begin to integrate pulse finding into herbal treatment strategies. An overview of tongue diagnosis and its integration into herbal medicine will be presented. Students will have an opportunity to observe multiple tongue conditions in light of their corresponding diagnosis.

CHP 731

A Clinical Thought Process

1.00 Semester Credit

Li Fang Fa Yao

This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students though an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

CHP 621C

Five Element Theory & Integration

5.25 Semester Credits

This series of 5 classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth with practical exercises to ground zang-fu dynamic theory in the body. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element.

Metal, Fire, and Water are covered in this series.

Chinese Herbal Theory: 4 Great Masters Series

Each of the Four Great Masters of Chinese Medicine and their corresponding schools will be presented as a separate section in each of the Five Element classes. The four schools (Cooling and Cold, Attacking and Purging, Post-Natal Tonification, Nourishing the Yin) will be taught and further explored with correlations with the Five Element perspective. The schools of Cooling and Cold, Nourishing the Yin (and the Ming Men school) will be presented.

Spirit of the Herbs

This class, led by Thea Elijah, explores the role herbs can play in the transformation of illness to virtue. From this perspective the herbal formulas themselves are used teach us about the depths of our clients and guide us to helping them recover their original nature.

CHP 760

Clinic Orientation

0.50 Semester Credits

This class represents the students' orientation to the Student Clinic. Students will become familiar with policies and procedures and the flow of the clinical day.

CHP 731B

Clinical Thought Process

0.50 Semester Credits

Li Fang Fa Yao

This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students though an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

CHP 711A

Chinese Herbal Medicine Theory II

3.50 Semester Credits

Specialties of Chinese Medicine

This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology.

Bi-obstruction syndrome

This class presents the principles and strategies for the treatment of biobstruction syndrome. Herbs and formulas that expel wind-damp-cold bisyndrome are taught. The concept of hot bi and the development of weiatrophy are also discussed. Students will begin to understand foundational concepts in the treatment of musculo-skelatal pain with Chinese herbs.

CHP 770A

Pharmacy Practicum

0.50 Semester Credits

This hands-on class gives students practical experience in the Chinese Herb Dispensary. Students will learn to fill formulas and maintain a busy Chinese herbal pharmacy.

CHP 721A

Clinical Internship

2.00 Semester Credits

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

CHP711B

Chinese Herbal Medicine Theory II

4.50 Semester Credits

Specialties of Chinese Medicine

This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year I of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology.

Prepared Medicinals/Pao Zhi

This hands-on class teaches the theory and practice of preparing individual herbs. The various methods of preparation (for example wine-frying, steaming, calcining, mix-frying with vinegar, ect) are demonstrated. The alchemy of drawing out specific qualities of an herb by special preparation is clearly explained.

CHP 721B

Clinical Internship

2.00 Semester Credits

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

CHP 770B

Pharmacy Practicum

0.50 Semester Credits

This hands-on class gives students practical experience in the Chinese Herb Dispensary. Students will learn to fill formulas and maintain a busy Chinese herbal pharmacy.

CHP 711C

Chinese Herbal Medicine Theory II

4.50 Semester Credits

Specialties of Chinese Medicine

This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology.

Nutrition and Chinese Dietary Therapy

This class is an introduction to the principles of Chinese dietary therapy. The use of herbs as food will be presented in detail. The focus will be on the classification of foods according their energetic nature and therapeutic usage. Students will be able to integrate food medicine and herbal medicine for their patients.

CHP 721C

Clinical Internship

2.00 Semester Credits

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

CHP 770C

Pharmacy Practicum

0.50 Semester Credits

This hands-on class gives students practical experience in the Chinese Herb Dispensary. Students will learn to fill formulas and maintain a busy Chinese herbal pharmacy.

COACHING

COA 601

Becoming a Healing Presence

3.00 Semester Credits

This course focuses on exploring the implications that the rhythms of nature, life skills, and language have on health and wellness. By observing their own ways of being, doing, and speaking, students begin to embody the practices that guide them in becoming a powerful healing presence and a catalyst for change in others.

COA 601A

Practitioner Skills I: Becoming a Healing Presence 2.00 Semester Credits

This course focuses on exploring the implications that the rhythms of nature, life skills, and language have on health and wellness. By observing their own ways of being, doing, and speaking, students begin to embody the practices that guide them in becoming a powerful healing presence and a catalyst for change in others.

COA 610

Fundamentals of Health and Wellness Coaching 3.00 Semester Credits

Students are introduced to theories and trends in health coaching. Contemporary coaching models are introduced and students begin to build a repertoire of coaching skills. This experiential course develops observation skills, active listening, the art of evocative questioning, and the ability to motivate change.

COA 611

Principles and Practices of Health and Wellness Coaching 3.00 Semester Credits

This course delves deeper into the spirit and practice of health and wellness coaching by exploring theories and models that enhance coaching skills including Prochaska's Change Model, Positive Psychology, Motivational Interviewing, Immunity to Change Theory and the emerging interdisciplinary field of the new brain sciences. Students apply these theories and models through peer coaching and coaching observations.

COA 620

Applied Healing Strategies

3.00 Semester Credits

Students design an experiential practicum that allows them to apply coaching principles and skills in a one-on-one setting with clients. Throughout the practicum, students receive mentoring, coaching, and feedback from instructors and peers as they develop the skills of mind and heart necessary to become effective coaches.

THERAPEUTIC HERBALISM

HRB 530

Fundamentals of Herbal Medicine

3.00 Semester Credits

This survey course begins by looking at the history and use of herbal medicine around the world, exploring how these traditional systems influence modern herbal practice in the United States. The second part of this course introduces the foundational sciences relevant to researching and understanding herbal remedies. Students learn taxonomy and handson botanical identification during visits to Jim Duke's Green Pharmacy Garden. Classroom work will provide an introduction to materia medica, phytochemistry, pharmacology, ethnobotany, clinical trials, posology (the study of dosage), herbal preparations, and safety issues.

HRB 604

Frequently Used Herbs: Understanding for the Health Professional 3.00 Semester Credits

This course investigates approximately 30 of the most commonly used herbal medicines and related supplements in the US. Each herb is discussed from the ethnobotanical perspective as well as the modern phytotherapeutic perspective, with a focus on pharmacological understanding and relevant clinical trials. Special emphasis is placed on topics relevant to the contemporary clinician, including quality control, interactions, and other safety parameters of each herb covered. This course provides the student with the necessary skills to effectively research herbs not covered in the class

HRB 605c

Materia Medica II

3.00 Semester Credits

Materia Medica II is an expansion and continuation of HRB 604 and HRB 618. This course is a comprehensive review of the available information and resources that address the use of individual herbal remedies. The study of the properties and uses of individual herbs from both the traditional and modern research perspective will be covered. Herbs will be compared and contrasted to facilitate understanding of commonalities and differences between key herbal remedies. The course continues to develop information literacy skills with an emphasis on finding and interpreting clinical studies and traditional herbal literature.

HRB 618

Herbs for Home Use: Living in Harmony with the Seasons 3.00 Semester Credits

This course looks in depth at approximately thirty herbs that are most appropriate for self-care and use in the home. Taking a seasonal approach, the course will cover herbs such as ginger for winter use and hibiscus for the summer. Each herb is discussed in terms of quality assessment, traditional use and modern research perspectives. Time is spent tasting each herb and discussing incorporation into beverages and foods. Traditional herbal formulation is also covered, with a focus on creating seasonal blends.

HRB 620a

Herbal Therapeutics I 3.00 Semester Credits

Examining the principles and practice of modern herbal medicine, this course provides a foundational framework for understanding how herbs can be used to support health and wellness. Central to the course is a comprehensive review of both modern pharmacological actions and traditional herbal actions that are applicable to the support of healthy biological structure and function. The concepts of natural rhythms of the living world and an integrated model of physiology are used to provide context for the therapeutic application of herbs. Traditional and modern approaches to formulation are discussed and students gain practical experience in formulating with herbs covered in materia medica courses.

HRB 620b

Herbal Therapeutics II 3.00 Semester Credits

In this continuation of Herbal Therapeutics I, traditional and modern approaches to compensating for pathophysiological processes are discussed. Further emphasis is placed on issues of formulation, dosage, appropriate preparation and safety. Critical thinking is emphasized as students learn to develop a deeper understanding of the dynamic and individualized nature of herbal therapeutics.

HRB 622

Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products

3.00 Semester Credits

This is primarily a hands-on course providing techniques for harvesting and drying herbs, and incorporating them into herbal products and medicinal foods. It provides the basic theory and skills required to manufacture high-quality medicinal herb products for oral and topical application. Students learn the foundational principles of extraction, the properties of common solvents (e.g., water, alcohol and oils) and the solubility of various herbal constituents. Students apply their learning by creating herbal foods and extracts for display at a community herbal products show. In addition to making their own kitchen pharmacy preparations, students learn how to evaluate the quality of the wide range of herbal products manufactured by the natural products industry.

HRB634c1

Field Trip/Nature Intensive I.00 Semester Credit

The purpose of this course is to provide the student with rudimentary skills in the identification of wild and cultivated medicinal plants; gain an understanding and appreciation of the importance of wilderness areas; and to appropriately gather and process plants in the field.

HRB634c2

Field Trip/Nature Intensive

2.00 Semester Credits

This course will immerse students in the native environment of some of the most important indigenous medicinal plants of the United States. Students will better understand the importance of wilderness areas while learning to work intimately and ethically with natural plant communities as well as continue to improve their field botany skills.

HRB 654b

Herbal Pharmacology & Phytochemistry 3.00 Semester Credits

In this course you will learn a unique version of pharmacology - one that emphasizes traditional classifications based on energetics, as well as modern pharmacological principles and the active chemical constituents in herbal medicines. Understanding plant chemistry has important implications for both the therapeutic use of herbs and in herbal pharmacy/ preparation techniques. In addition, we will also cover less conventional aspects of pharmacology including the concepts of synergy and hormesis, and new frontier sciences such as pharmacogenomics.

HRB 660a

Research Experiments

1.00 Semester Credit

The purpose is to provide an opportunity for students to experience firsthand, supervised herbal research. This research experience should encourage a spirit of inquiry, initiative, independence, sound judgment, and persistence in developing expertise in herbal GMP compliance in either processing or formulary or production.

HRB 660b

Research Experiments

1.00 Semester Credit

A continuation of HRB 660a:The purpose is to provide an opportunity for students to experience firsthand, supervised herbal research. This research experience should encourage a spirit of inquiry, initiative, independence, sound judgment, and persistence in developing expertise in herbal GMP compliance in either processing or formulary or production. Prerequisite HRB 660a.

HRB 670

Research Publication

1.00 Semester Credit

A continuation of HRB 660a and 660b: During the fifth trimester students will be required to produce paper on their completed research experience on herbal GMP compliance in either processing or formulary or production. Prerequisite HRB 660b.

HRB 713b

Clinical Roundtable

1.50 Semester Credits

In this course students present and defend case studies from their own clinical practice while participating in the inquiry and analysis of fellow students' case studies. Case discussion focuses on analysis of clinical rationale and application of critical thinking.

HRB 720a

Student Teaching Clinic

1.50 Semester Credits

The Student Teaching Clinic offers a supportive environment that facilitates the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. Students see a portfolio of their own clients while observing and playing a supporting role in the clinical interactions of their fellow interns.

HRB 720d

Student Teaching Clinic

3.00 Semester Credits

Prerequisite HRB720a.

HRB 721

Student Teaching Core Group 0.50 Semester Credits

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

HRB 735c

Clinical Skills

4.00 Semester Credits

This course educates students in the theory and practice of gathering and interpreting health-related information; developing clinical goals; and partnering with clients to implement achievable plans. Students learn to conduct a comprehensive health and wellness interview utilizing a biopsycho-social model of assessment and develop a clinical strategy utilizing tools and techniques appropriate to the modern herbal practitioner. Emphasis is placed on developing strategies for optimizing health and wellness while also supporting clients through disease and illness.

HRB 753b

Applied Therapeutics: Case Studies

2.00 Semester Credits

This course utilizes case studies to guide students in building the practical skills and applied knowledge necessary for clinical practice. Emphasis is placed on developing a clearly articulated client assessment and clinical strategy with a well-supported rationale. This course helps students utilize both modern physiological and traditional energetic models in the interpretation of patterns of imbalance.

HRB 766

Practice Management

1.50 Semester Credits

This course prepares students to envision, build, and manage a successful clinical practice. Classes will explore contemporary promotional strategies and diverse methods of producing income in order to optimize success in the modern healthcare environment.

INTEGRATIVE HEALTH EDUCATION

Note: Courses with sub-sections (e.g.A, B, C) must be taken sequentially

IHEd 611 (A&B)

Information Literacy in Integrative Medicine & Health Education 2.00 Semester Credits

Informed decisions about practices supporting health and wellness require the skills to locate, understand, and appropriately apply scientific evidence and traditional medicine resources to the practices. This course teaches students how to find and use scientific evidence and traditional medicine wisdom in order to make informed decisions that support best practices and behavioral change. This course seeks to support the development of informed students, who can in turn safely and effectively inform the communities with which they work. Students will develop their skills in using primary sources to support informed decisions.

IHEd 612 (A, B, C)

Health Education Specialist Development 4.00 Semester Credits

This course focuses on the professional development of students on the journey to become health education specialists. As a part of this course, students will complete both a capstone project and an internship. Students will reflect on their personal transformation over the experience of this training. This experience culminates with both a presentation about these experiences and with the development of a professional portfolio that describes the student's experience relevant to the many roles played by health education specialists. For the internship (IHEd 612C), students spend 45 hours working with agencies, companies or programs in their communities assisting with program and policy development, implementation and/or evaluation. The goal of this course is for students to demonstrate their mastery of the competencies addressed in the program. Pre-req: completion of Trimester 4 in the program or permission of the program director.

IHEd 614

Securing Funding in Health Education: Grants, Contracts & Cooperative Agreements

2.00 Semester Credits

This course focuses on the process of locating and applying for grants, contracts, and, cooperative agreements for health education programs or research. Students review how to use the health education research literature (including the Educational Resources Information Center (ERIC) and tools that allow access to full text articles, how to apply study results, and how to develop a work plan and program budget. The design of health education research studies is addressed.

IHEd 616

Governmental Policy & Health Education Advocacy 2.00 Semester Credits

This course examines health education needs that may be created or alleviated by public policy at the federal, state or local level. It examines the role of the health education specialist as advocate, paying special attention to current issues such as health disparities and the potential role for health education specialists in healthcare reform.

IHEd 618

Health Education Administration & Management 2.00 Semester Credits

This course teaches students the skills needed to administer and manage health education programs.. Topics such as fiscal management, leadership skills, and consultancy are addressed.

IHEd 620 (A, B)

Foundations of Health Behavior & Health Education 2.00 Semester Credits

This course introduces students to behavior-change theories & models, the building blocks of health education programs. Students learn how to develop relevant goals and objectives based on theory. This course provides an overview of program planning, implementation and assessment. Additionally, students will examine approaches to behavior change used in traditional systems of healthcare. The many roles played by health education specialists are discussed in detail, as well as the future of this field.

IHEd 621 (A, B)

Communication Strategies in Health Education 3.00 Semester Credits

This course examines theories, models, and best practices in health communication, including the use of technology, media, and imagery in health communication campaigns. Students will create and tailor messages, select appropriate communication channels, and pilot test messages. This overview introduces students to the many ways that health education specialists may reach and communicate with communities, going beyond teaching groups and mass media campaigns to new forms of communication such as social media, 'edutainment' and 'gameification' of health education messages.

IHEd 622 (A, B)

Assessing Needs & Planning Health Educational Programs 2.00 Semester Credits

Students plan a health education program from start to finish. Based on specific health topics and populations, students conduct epidemiological and health education needs assessments, utilize theory-based strategies on assessment, evaluate applicable policy, identify barriers and assets, and design a health education program. The latter part of the course provides students with an opportunity to apply qualitative and quantitative data to support the design of a health education program. This course also provides students with tools to work with specific populations, including a framework to apply when working with specific cultures or age groups. Prerequisite: ISci 632a (Foundations of Health and Wellness I). Corequisite: IHEd 623 (Health Educations Program Evaluation).

IHEd 623 (A, B)

Health Education Program Evaluation

2.00 Semester Credits

Students become familiar with evaluation strategies and theories for health education programs and policies. The course reviews logic models, and impact, outcome, and process evaluations. In addition, students gain skills needed to understand and critique published evaluation literature. Students apply these basic evaluation strategies to work in course IHEd 622. (Assessing Needs & Planning Health Educational Programs). Corequisite: IHEd 622 (Assessing Needs & Planning Health Educational Programs).

IHEd 624

Qualitative Data Collection & Research Writing 2.00 Semester Credits

Health education specialists need the skills to conduct focus groups, design data collection instruments, and assess validity/reliability of instruments. They also must share or publish findings of these activities. In this course, students develop these skills, exploring causal and confounding factors, developing recommendations based on findings, communicating findings to stakeholders, and disseminating findings. The ethical implications of these communications are also discussed. Pre/Corequisite: IHEd 622A (Assessing Needs & Planning Health Educational Programs).

IHEd 627

Quantitative Data Collection & Analysis 2.00 Semester Credits

Epidemiology and biostatistics are discussed in this course, with a focus on understanding odds ratios, sensitivity, specificity, and basic statistical tests. Students become familiar with commonly used simple tools and software packages for data analysis. Prerequisite: IHEd 624 (Qualitative Data Collection & Research Writing).

IHEd 628

Graduate Seminar in Behavior Modification

2.00 Semester Credits

Current topics in health education are identified for expanded learning. This includes more information on communication strategies, assessment, evaluation, advocacy, epidemiology, and other topics on behavior modification through health education. Pre-req: Completion of Trimester 5 in the Master of Science in Health Education and Integrative Health.

INTEGRATIVE HEALTH SCIENCES

ISci 521

Foundational Chemistry for Health Sciences

3.00 Semester Credits

This course is designed for the student who has never taken a basic college level chemistry course and is useful as a review for the returning student. The general chemistry portion covers categories of energy, atom composition, periodic table, chemical bonding, acids and bases, thermodynamics and kinetics. The organic chemistry portion covers isomers and the structure and functions of organic functional groups. The biochemistry portion introduces the structure, function, and metabolism of macronutrients (carbohydrates, lipids, and proteins).

ISci 610

Health & Information Literacy

3.00 Semester Credits

In this course students will develop their skills using primary literature sources to assess basic, epidemiological and clinical research and health practices. Students will find and evaluate published information on health topics then summarize and share their findings.

ISci 611

Introduction to Science Writing

1.50 Semester Credits

This course offers students an introduction to science writing – the writing of factual prose for the general reader or professional scientists. The focus will be on using evidence based information and data pertaining to health and wellness. Students will turn in writing or editing assignments each class session. The experience will improve their ability to make complex scientific research understandable.

ISci 615

Mind Body Science

3.00 Semester Credits

As modern neuroscience reveals more about the nervous system, we are developing new ways of looking at concepts such as emotion, cognition, spirituality and mind-body medicine. This course will focus on discussion of current scientific discoveries and the role they may play in our ever-shifting understanding of the human mind.

ISci 617:

Small Animal Veterinary Medicine

3.00 Semester Credits

This course provides the student with comparative functional anatomy and physiology of small animals, animal handling, restraint, and veterinary emergencies. In addition, the student will have an introduction to small animal diseases and zoonotics that require the immediate attention of a veterinary practitioner:

ISci 618:

Equine Veterinary Medicine

2.00 Semester Credits

This course provides the student with comparative functional anatomy and physiology of horses, equine handling, restraint, and veterinary emergencies. In addition, the student will have an introduction to equine animal diseases and zoonotics that require the immediate attention of a veterinary practitioner. Prerequisite: ISci 617 (Small Animal Veterinary Medicine)

ISci 620

Life Sciences

3.00 Semester Credits

This course provides an overview of basic sciences that support the study of health and medicine. Relevant topics in chemistry, biology, and physics will be presented to serve students entering health disciplines.

ISci 621

Physics & Energy

3.00 Semester Credits

This course presents fundamental concepts of physics, focusing on biophysical topics relevant to health and wellbeing, such as: the five senses, electromagnetic fields, electrotherapy, radioactive materials, medical imaging, global warming, alternative fuel sources, and g-forces.

ISci 626

Nutritional Biochemistry

3.00 Semester Credits

This course presents an overview of nutritional biochemistry. Students will become acquainted with biochemical individuality and genetic uniqueness, and the basics of molecular biology. Bioenergetics, energy metabolism, advanced metabolism of

carbohydrates, lipids and proteins, and detoxification (Phases I, II, and III) will be reviewed. The influence of nutrients in these

reactions is emphasized. Students also will become acquainted with current concepts, knowledge, and strategies for understanding nutritional genomics, as well as become aware of specific food components that alter gene structures or expression. Prerequisite: ISci 521 (Foundational Chemistry for Health Sciences) or equivalent.

ISci 630 (A, B, C)

Health Promotion: Integrative Health & Wellness Practices 4.50 Semester credits

This course is designed to foster the development of an informed health education specialist who is capable of creating integrative health and wellness plans for communities. Students learn how to apply health and information literacy skills to analyze and evaluate the impact of a variety of health-related behaviors on mind, body and spirit. While this course addresses common self-care practices such as exercise, dietary choices and smoking cessation, it also addresses practices from traditional and complementary medicine (e.g., meditation, acupuncture, hatha yoga, use of herbs). Finally, the course reviews the impact of conventional medical practices (e.g., vaccinations and health screenings) on health. Prerequisite: ISci 654 (Integrative Physiology and the Environment I) or equivalent.

ISci 632

Foundations of Health and Wellness 3.00 Semester credits

This intensive course addresses modern, historical and cross-cultural perspectives on health, wellness and sickness. Health and wellness of the individual and the community are discussed in a context ranging from the societal to the molecular level. The course provides an integrative model for understanding environmental and behavioral impacts on health and wellness.

Emphasis is placed on the biological basis and scientific evidence for health and wellness practices (e.g. physical activity, mindfulness and eating a low-processed diet). The course also provides an introduction to the principles and practice of health behavior change.

(Note:This course cannot be taken if you have already taken ISci 632a)

ISci 632a

Foundations of Health and Wellness I

1.50 Semester credits

This course addresses modern, historical and cross-cultural perspectives on health, wellness and sickness. Health and wellness of the individual and the community are discussed in a context ranging from the societal to the molecular level. This weekend provides an integrative model for understanding environmental and behavioral impacts on health and wellness. (Note: This course cannot be taken if you have already taken ISci 632)

ISci 632b

Foundations of Health and Wellness II

1.50 Semester credits

This course builds upon the learning in ISci 632a and emphasizes the biological basis and scientific evidence for health and wellness practices (e.g. physical activity, mindfulness and eating a low-processed diet). The course also provides an introduction to the principles and practice of health behavior change. Prerequisite: ISci 632a

ISci 636

Integrative Science of Acupuncture

3.00 Semester Credits

This course introduces an integrative bioscience perspective of acupuncture and expands the framework for communication with patients and medical practitioners. Students will develop a mechanistic understanding of acupuncture's effects on physiological and pathophysiological processes. In addition, students will build skills in finding, interpreting and applying basic and clinical acupuncture research. Prerequisite: ISci 640 (Clinical Anatomy: Regional and Surface Anatomy), Co-requisite: ISci 642 (Physiology: The Science of Wellness) or instructor permission.

ISci 640

Clinical Anatomy: Regional and Surface Anatomy 3.00 Semester Credits

This course looks at different regions of the body (both in health and in disease), examining both the surface anatomy and deep anatomy of the region. The course is designed to support the study of point location in the Acupuncture program.

7:21

ISci 642

Physiology: The Science of Wellness 2.00 Semester Credits

This course supports the Master of Acupuncture and Master of Oriental Medicine programs. By focusing on a bioscientific perspective of the integration and regulation of physiologic systems in the human body when in a balanced state, students will learn current theories on the science underlying processes that play an important role in wellness (e.g., breathing, sleep, exercise). Homework encourages the student to examine these processes in their own bodies and lives. Prerequisite: ISci 640 (Clinical Anatomy: Regional and Surface Anatomy)

ISci 646A

Health and Wellness Physiology I 2.00 Semester Credits

This course supports the Nutrition and Integrative Health programs. In this course, students will learn the physiological theories supporting the practice of competent, safe, and effective nutritional medicine within the context of a biopsychosocial health and wellness model. Students will become familiar with foundational physiological processes and relevant anatomy including: digestion and assimilation, biotransformation and elimination, circulation, protection and defense, tissue repair and maintenance, and information flow. Physiological processes will be understood in relationship to behavioral and environmental inputs such as physical activity, social networks, diet, and sunlight. Circadian and seasonal patterns in physiology also will be discussed along with a review of the life cycle.

ISci 646B

Health and Wellness Physiology II 2.00 Semester Credits

This course supports the Nutrition and Integrative Health programs. Building on the foundation of Health and Wellness Physiology I (ISci 646A), this course explores key physiological processes that contribute to movement away from organ system and whole body health and wellness. Fundamental processes to be explored include: inflammation, oxidative stress, neuro-hormonal dysregulation, blood sugar dysregulation, immune dysregulation, impaired digestion and dysbiosis. These processes will be understood in relationship to behavioral and environmental inputs such as xenobiotics, microorganisms, diet, and overall coping strategies. Stress physiology also is discussed with an emphasis on the concepts of allostasis and allostatic load. Prerequisite: ISci 646A (Health and Wellness Physiology I)

ISci 647A

Physiology I: Healthy Function 3.00 Semester Credits

This course supports the Herbal programs. This course explores human physiology relevant to the study of therapeutic herbalism. Students become familiar with foundational physiological processes including: digestion and assimilation, biotransformation and elimination, circulation, protection and defense, tissue repair and maintenance, and information flow. Physiological processes are discussed in relationship to behavioral and environmental inputs such as physical activity, social networks, herbs, diet, and sunlight. Circadian, seasonal and other chronobiological patterns in physiology are also discussed. Clinical trials with herbs are utilized to develop information literacy and demonstrate how an understanding of physiology facilitates greater understanding of the effects of herbs.

ISci 647B

Physiology II: Movement Away from Health 3.00 Semester Credits

This course supports the Herbal programs. Building on Physiology I, this course explores key physiological processes involved in movement away from organ system and whole body health. Fundamental processes to be explored include: inflammation, oxidative stress, neuro-hormonal dysregulation, immune dysregulation, impaired detoxification, impaired digestion, and malabsorption. These processes will be understood in relationship to behavioral and environmental inputs such as xenobiotics, microorganisms, diet, and overall coping strategies. Stress physiology also is discussed with an emphasis on the concepts of allostasis and allostatic load. Clinical trials with herbs are utilized to develop information literacy and demonstrate how an understanding of physiology facilitates greater understanding of the effects of herbs. Prerequisites: ISci 647A (Physiology I: Healthy Function).

ISci 652

Physical Assessment

2.00 Semester Credits

This course review techniques used to assess health from a biomedical perspective. Understanding reports from conventional medical physicians can deepen the traditional practitioner's understanding of their patient. Students will learn the techniques used in Physical Exam by practitioners of conventional medicine. Prerequisite: ISci 642 (Physiology: The Science of Wellness).

ISci 654 (A, B, C, D)

Integrative Physiology and the Environment

4.00 Semester credits

This course supports the Master of Health Education and Integrative Health program. This course focuses on physiology and pathophysiology as a foundation for future discussions on health and wellness. Utilizing a biopsychosocial and relational approach, physiological processes are understood within the context of behavioral choices as well as the social and natural environment. The course emphasizes fundamental physiological functions such as energy transformation, circulation, protection and defense, tissue repair and maintenance, and biological communication; as well as pathophysiologic processes including: inflammation, oxidative stress, neuro-hormonal dysregulation, and immune dysregulation. We examine biological responses to environmental challenges, including xenobiotics, radiation and emerging infectious diseases. Toxicology and genotoxicology, as well as the hormesis hypothesis that suggests potential health benefits from environmental challenge, are addressed. Concepts discussed here will be extrapolated from the individual to populations.

ISci 655

Holistic Medicine

3.00 Semester Credits

Many leaders in the field of acupuncture envision collaboration between traditional and conventional medicine, where practitioners may working directly with each other in group and hospital settings. This course serves to support that vision, preparing students for the practice of complementary medicine, working with physicians and nurses as one team to serve future patients. Students spend several days following a gifted physician-educator, learning an approach to disease and preventative medicine, observing how s/he approaches patients and assesses their needs, and picking up clinical pearls relevant to their future practices.

ISci 656 (A, B)

Integrative Approaches to Prevention of Common Diseases 2.00 Semester credits

This course allows for an in-depth investigation of specific common diseases from a biopsychosocial and relational perspective. Students examine health education efforts targeted for these specific diseases and design novel approaches based on their integrative health and wellness training. This course offers students the opportunity to bring together the wisdom of traditional and complementary medicine practices with the insight of modern research to direct the future of health and wellness education. The course focuses on common diseases and major sources of morbidity and mortality, emphasizing preventable disease, genetic factors and populations at risk. We will include special emphasis on preventable disease and serving populations at risk. Prerequisite: ISci 654 (Integrative Physiology and the Environment).

ISci 661

Introduction to Neurobehavioral Science

1.00 Semester Credit

This course addresses recent advances in neurobehavioral science underlying health behavior choices. It provides students with the foundational science and background information to work with these developments and incorporate them into their work as health education specialists.

ISci 690

Independent Study

1.00 Semester Credit

This one-credit course offers students an opportunity to participate in the creation of a scholarly work such as a research paper, reference summary or patient education materials. Students work with the Program Directors and the Reference Librarian to develop both their writing and research skills. Students must obtain permission from the Program Director to register for this course. This course may be repeated for additional credits.

ISci 695

Acupuncture Bioscience Research Day

1.00 Semester Credit

This event focuses on research in acupuncture. Student who participate in the event by presenting material (by poster presentation, or other means) receive one credit.

ISci 703A

Applied Statistics

1.50 Semester Credits

This course is a practice-based study of descriptive and inferential statistics, biostatistics, and nutritional epidemiology to develop students' skills to support critical analysis of nutrition science and public health studies.

ISci 703B

Applied Research Skills

1.50 Semester Credits

The course expands on the Applied Statistics course (ISci 703A). Students develop skills in researching databases, critical reading, analysis of nutrition science and other relevant journals, and effective science writing. Each student will prepare an annotated bibliography and present a formal seminar to the class. Prerequisites: ISci 703A (Applied Statistics).

ISci 726

Nutritional Biochemistry for the Health Professional 3.00 Semester Credits

This course will provide today's health care professional with the biochemical basis of nutritional intervention in common diseases in the US. The course presents an in-depth look at key topics in nutritional biochemistry. Students will be acquainted with biochemical individuality and genetic uniqueness, and the basics of molecular biology. Bioenergetics; energy metabolism; normal and abnormal metabolism of carbohydrates, lipids and proteins; and detoxification (Phases I, II, and III) will be reviewed. The influence of nutrients in these reactions, as well as altered function in various disease states will be emphasized. Prerequisites: Isci 521 (Fundamentals of Chemistry) or equivalent; Isci 646A/B (Health and Wellness Physiology) or equivalent.

ISci 730

Patient Assessment: Integrating Approaches for Care of the Whole Person

0.50 Semester Credits

In this event, we examine patient care from multiple perspectives (e.g. conventional medicine, acupuncture, herbal) through discussions of the care of individual patients or specific topics. Students attending the whole event and completing worksheets receive 0.5 credits.

ISci 736

Nutrition: Science and Practice

2.00 Semester Credits

After reviewing basic principles in nutritional science, students will address ways they can support their future patients using nutrition. This course includes discussion of assessment of the patient's nutritional status and of recommendations for dietary changes to support health and wellness. Multiple perspectives on nutrition are explored in this course. Prerequisite: ISci 642 (Physiology: The Science of Wellness).

ISci 737/NUTR 602

Nutrition: Healing and Food

3.00 Semester Credits

Nutrition is one of many tools that can help support balance and wellness in one's life. Students learn the role that food plays in healing and how the environment impacts our health. Current approaches to nutritional therapy are reviewed for their role in creating wellness. This course supports students wishing to integrate nutrition into their personal life and/or future careers.

ISci 740

Advanced Clinical Anatomy: Qi Follows Structure 2.00 Semester Credits

This course continues the study of different regions of the body (both in health and in disease) that began in ISci 640, examining both the surface anatomy and deep anatomy of the region. The course is designed to support the study of point location in the Acupuncture program. Prerequisite ISci 755 (Biomedicine: Systems Review).

ISci 750

Pathophysiology: Comparative Perspectives 2.00 Semester Credits

This course focuses on medical symptomatology from multiple perspectives. The biomedical basis for signs and symptoms is discussed with the differential diagnosis of a patient presenting with these symptoms. This is compared with the potential causes derived from theories within traditional medicine modalities for the signs and symptoms of interest. Special attention is paid to observable phenomena that might be seen by a traditional medicine practitioner. Prerequisite: ISci 740 (Advanced Clinical Anatomy: Qi follows structure).

ISci 754

Biomedicine: Safe Practices 2.00 Semester Credits

This course focuses on teaching students' signs and symptoms of medical emergencies or situations that would necessitate a referral of your patient to a conventional medical practitioner. The course discusses responses to an emergency from within the scope of practice of an acupuncture practitioner. Training in blood-borne pathogens and healthy practices is included in this course. Prerequisite ISci 652 (Physical Assessment).

ISci 755

Biomedicine: Systems Review 3.00 Semester Credits

This course examines the approaches used in conventional medicine to treat disease and restore health. From the techniques used to arrive at a diagnosis, to pharmacologic and surgical interventions used to treat patients, many aspects of conventional medicine will be reviewed. Additionally, we explore the signs and symptoms of common diseases, with a special emphasis on situations where the patient would benefit from referral to a conventional medicine practitioner. Prerequisite ISci 754 (Biomedicine: Safe Practices).

ORIENTAL MEDICINE

MOM000

Theory: Senior Elective

2.00 Semester Credits

This required elective allows each student to explore more deeply an area of acupuncture that is of particular interest.

MOM601a

History and Classics: Acupuncture from China to America 1.25 Semester Credits

Students learn the ancestral as well as contemporary roots, historical and cultural influences, in the development of acupuncture.

MOM601b

History and Classics: Chinese Medicine from the Classical Perspective I.75 Semester Credits

This course provides an introduction to the world view of the ancient Chinese through the study of Chinese characters and classical texts.

MOM611

Theory: Principles of Healing and the Laws of Nature 2.50 Semester Credits

This course provides an orientation and foundation in the Principles of Healing, the Laws of Nature, and the medicine of the Wu Hsing or the Five Seasons.

MOM612

Theory: Officials and Substances

2.00 Semester Credits

This course provides an in depth study of the physiology of the Twelve Officials and their manifestation on all levels of the Body, Mind and Spirit.

MOM613

Theory: The Five Phases I

2.00 Semester Credits

Students learn fundamental treatment theory within the tradition of the Five Phases, including point functions, names and spirits, and begin learning techniques that govern movement, healing, and transformation of Qi within a patient.

MOM613b

Theory: Five Element Project

1.00 Semester Credit

Students create study projects and present them to the class with the purpose of demonstrating their embodied understanding of the five elements.

MOM614

Theory: Communication Systems of the Body/Mind/Spirit -- Channels and Points

2.00 Semester Credits

Students advance in their learning of treatment theory within the tradition of the Five Phases and begin to think like an acupuncturist—organizing observable phenomena into a coherent and workable framework and exploring the beginning of treatment planning.

MOM614H

Theory: Chinese Medical Physiology

4.00 Semester Credits

This course introduces students to the Chinese concepts of human physiology, which encompass both the physical body and energetic movements that support and maintain optimum health and vitality. The course explores how classical Chinese Medicine was the world's first 'holistic' medical system, one that views all levels of living – body, mind, emotions, spirit – as being continuously interdependent and interactive. The course includes lectures and skill exercises to teach students how to diagnose energetic and physiological imbalances, and to recognize signs and symptoms in each of the major Chinese Herbal Medicine categories.

MOM622

Point Location: Distal Points of the Arm Primary Meridians 3.00 Semester Credits

This both didactic and hands-on course is the first of six that develop the student's ability to find the acupuncture points that are used during a treatment. Students will deepen their sensory awareness of both energy and structure as they practice locating anatomical landmarks and points.

MOM623

Point Location: Distal Points of the Leg Primary Meridians 3.00 Semester Credits

In this both didactic and experiential course, students expand their knowledge and skills of locating acupuncture points and deepen their understanding of respectful touch principles, including techniques to move and position the body with care and respect.

MOM624

Point Location: Journey of Qi through the Torso 3.00 Semester Credits

Students progress in their point location skill development while learning to locate a selection of points on the back, chest, and abdomen. Students also learn the art of draping and strengthen their integration of respectful touch principles through self-reflection and feedback activities.

MOM625

Point Location: Integrating Meridians 3.00 Semester Credits

Students continue to refine their point location skills; increase their confidence; consistency; and accuracy without reference material; and demonstrate their readiness for locating in a clinical setting. Through creative activity, they deepen their embodiment of the flow of the superficial pathways from entry to exit throughout the body.

MOM631

Diagnostic Skills: Awakening the Observer

1.75 Semester Credits

Students develop the skills needed to engage their senses, use their body as an instrument of perception, and experience the movements of Qi through practical exercises and observation of nature.

MOM632a

Diagnostic Skills: Cultivating the Instrument

2.00 Semester Credits

Students are introduced to the diagnostic tools of the pulse, color, sound, odor, and emotion as movements of Qi.

MOM632b

Diagnostic Skills: Rapport Intensive

1.00 Semester Credits

In this two day intensive, students experience and develop an embodied definition of rapport by establishing and sustaining rapport with others in a variety of classroom situations.

MOM633

Diagnostic Skills: Diagnostic Interactions

3.00 Semester Credits

This class provides the opportunity to further develop awareness of the movements of Qi and the ability to gain rapport. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude.

MOM634

Diagnostic Skills: Traditional Diagnosis

3.00 Semester Credits

This course continues the opportunity for students to develop diagnostic skills as well as teaches them how to conduct a Traditional Diagnosis through practical exercises.

MOM635-1

Pulse Development

0.30 Semester Credits

Pulse development trimester I

MOM635-2

Pulse Development

0.30 Semester Credits

Pulse development trimester 2

MOM635-3

Pulse Development

0.30 Semester Credits

Pulse development trimester 3

MOM635-4

Pulse Development

0.30 Semester Credits

Pulse development trimester 4

MOM635-5

Pulse Development

0.30 Semester Credits

Pulse development trimester 5

MOM644

Treatment Skills: Basic Treatment Skills

2.00 Semester Credits

This course introduces students to fundamental treatment skills, including the art of painless needle insertion, needling techniques, moxibustion, and the treatment of addiction recovery using acupuncture.

MOM645

Treatment Skills: The Art of Effective Treatment Design

2.00 Semester Credits

Students learn to integrate treatment planning with lifestyle and wellness coaching.

MOM652

Clinical Observation: From Story to Phenomena

1.00 Semester Credit

Students observe and recognize the movement of Qi by observing an experienced practitioner with a patient in a group setting.

MOM653

Clinical Observation: Qi in Motion

0.75 Semester Credits

Students observe clinical students presenting and treating patients, and they practice recognizing distinctions among the five seasonal movements of Qi.

MOM655

Clinical Observation: Small Group Treatment

1.50 Semester Credits

In small groups, students take turns observing and treating a patient together under the supervision of a faculty member. Students discuss issues of diagnosis, treatment, and treatment planning principles, as well as practice their clinical skills, such as the physical exam, needling, and moxibustion.

MOM662

Practice Management: Ethics for the Healthcare Professional 1.00 Semester Credit

Students develop an awareness and understanding of the relevant legal and ethical issues germane to various private or group health care practice settings.

MOM665

Practice Management: Orientation to Clinical Practice I.00 Semester Credit

Students gain a basic understanding of the learning objectives, outcomes, and requirements of the Faculty-Supervised Student Clinic and explore issues such as scope of practice, patient confidentiality, HIPPA, and legal policies, as well as how to begin generating their own clinical practices.

MOM681

Embodying Qi Gong: Dance with Nature 0.75 Semester Credits

This weekly experiential course introduces students to basic movements of qi gong, an ancient Taoist form of exercise and breathing that has the potential to contribute to wellness and health.

MOM683

Tai Chi: Roots and Branches 1.00 Semester Credits

Students learn practices that generate, circulate, and unblock Qi, use Qi to nourish the system, and return the Qi to the deepest level. Students experience the Five Phases of Qi energy in order to regain or maintain health, and to enhance diagnostic and treatment skills.

MOM700 series

History and Classics: Visiting Scholar Intensive 2.00 Semester credits (total)

Distinguished guest lecturers elucidate special topics in Chinese medicine.

MOM710

Theory: NCCAOM Review Elective

0.00 Semester Credits (this course is not an official part of the curriculum and is offered to assist students in passing the NCCAOM exam)
This elective course is designed to prepare students who plan to sit for the NCCAOM national certification exam modules in the foundations of Oriental medicine, acupuncture, and biomedicine. The course provides a structured study experience for students.

MOM718

Theory: Advanced Modes of Integration

2.00 Semester Credits

Students will explore methods of integration of acupuncture theory and treatment through class discussion and clinical application with senior faculty.

MOM719

Theory: Chinese Medical Therapy and Asian Bodywork 2.00 Semester Credits

This class offers students a survey of additional clinical treatments and therapies that are utilized within the context of Chinese medicine.

MOM727

Point Location: Advanced Point Location 2.00 Semester Credits

Students will continue to focus on one anatomical region of the body at a time in this advanced location course. Students will explore anatomical landmarks; locate acupuncture points of the primary, CV and GV channels; and compare the spatial relationship of points in close proximity of each other on the head, neck, and shoulder. Windows of the Sky and Extra points are also taught in this course.

MOM746

Treatment Skills: Pre-Clinic Retreat

1.00 Semester Credit

At an off-site retreat with faculty members, students celebrate the rite of passage that is the transition into their clinical phase. Students have the opportunity to develop a sense of community among their classmates and identify how to use the gifts of the elements to replenish their personal resources during the clinic and eventually as professional acupuncturists.

MOM757

Clinical Observation: Living Traditions

1.00 Semester Credit

This course features clinical observation of experienced practitioners interacting with and treating patients from a variety of different acupuncture traditions.

MOM758

Clinical Observation: Integrating Traditions

1.50 Semester Credits

Students will engage in advanced clinical observation, practitioner coaching, patient assessment, treatment, and treatment planning with senior faculty.

MOM759

Clinical Observation: Discussion of Case Presentation 0.75 Semester Credits

Clinical students present patients in class for observation and discussion. Students discuss the many issues that are involved in the treatment of a patient.

MOM766

Practice Management: Building a Successful Practice 1.50 Semester Credits

Students are guided as they begin to establish their practices in the Faculty-Supervised Student Clinic. This course illustrates the steps student practitioners must take in order to plan, establish, manage, and promote their supervised clinical practices during their course of study as well as after graduation.

MOM767

Practice Management: Maintaining a Successful Practice I.00 Semester Credit

Students further develop and apply practical skills for managing and nourishing their clinical practices. In addition to a focus on ongoing practice development, topics include business record-keeping, taxes, insurance, and managing a group practice.

MOM790a

Supervised Clinical Practice: Community Health 0.50 Semester Credits

Following an introduction to the treatment of addiction recovery in Basic Treatment Skills, students spend a minimum of 60 hours (total) at off-site Community Clinic Sites where they gain experience in using acupuncture and life-skills treatment models for community health.

MOM790b series

Supervised Clinical Practice: Core Groups

6.00 Semester credits (total)

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the Faculty-Supervised Student Clinic.

MOM790c6

Supervised Clinical Practice: Student Clinic 1.00 Semester Credit

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

MOM790c7

Supervised Clinical Practice: Student Clinic

1.25 Semester Credits

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

MOM790c8

Supervised Clinical Practice: Student Clinic 3.75 Semester Credits

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

MOM790c9

Supervised Clinical Practice: Student Clinic 3.75 Semester Credits

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

MOM790d

Supervised Clinical Practice: Student Clinic Extended 0.50 Semester Credits

Upon completion of recommended clinical hours for the Masters in Acupuncture program, a student may choose to enroll in another separate clinic course (graduate trainee program) with the intention of acquiring additional clinical hours to comply with state requirements.

NUTRITION

NUTR 601

Redefining Nutrition

1.00 Semester Credit

This course redefines the assumptions of "nutrition." It sets a foundation of thinking and language from which students can build a philosophical framework for this program. Students are invited to explore new ways of thinking about food and health. Reductionism and (w)holism are addressed. The concept of nourishment is explored. Students investigate the impact of food choices on the health of the planet, the community, and the individual's mind-body-spirit.

NUTR 602

Nutrition: Healing and Food 3.00 Semester Credits

Nutrition is one of many tools that can help support balance and wellness in one's life. Students learn the role that food plays in healing and how the environment impacts our health. Current approaches to nutritional therapy are reviewed for their role in creating wellness. This course supports students wishing to integrate nutrition into their personal life and/or future careers.

NUTR 611

Human Nutrition I: Macronutrients

3.00 Semester Credits

This course covers the macronutrients — carbohydrates (including fiber), lipids (including essential fatty acids), proteins; along with water and hydration. Macronutrients are considered from digestion, absorption, and transport to metabolism and storage. Energy metabolism and dietary reference intakes are reviewed. Students will examine macronutrients within the context of a whole foods diet, analyze case study data, and conduct comparative analyses of macronutrients in a variety of diets. Students become proficient in a variety of diet analysis methods, including food frequency, diet history questionnaires, and diet analysis software.

NUTR 612

Human Nutrition II: Micronutrients 3.00 Semester Credits

This course covers structure, function, and food sources of the micronutrients (vitamins, minerals, trace minerals, and various phytochemicals). The complex function of each nutrient is reviewed, along with interactions, excesses, deficiencies, supplementation, and nutrient synergy. The effects of food processing, fortification and agricultural practices on micronutrient density of foods will be explored. Students use a variety of methods to compare the micronutrient content of diets and will review safety and toxicology of dietary supplements, drug-nutrient, and nutrient-nutrient interactions.

Prerequisite: NUTR 614 (Human Nutrition I: Macronutrients)

NUTR 614

Human Nutrition I: Macronutrients 2.00 Semester Credits

This course covers the macronutrients — carbohydrates (including fiber), lipids (including essential fatty acids), proteins; along with water and hydration. Macronutrients are considered from digestion, absorption, and transport to metabolism and storage. Energy metabolism and dietary reference intakes are reviewed. Students will examine macronutrients within the context of a whole foods diet, analyze case study data, and conduct comparative analyses of macronutrients in a variety of diets. Students become proficient in a variety of diet analysis methods, including food frequency, diet history questionnaires, and diet analysis software.

NUTR 622

Advanced Nutritional Biochemistry, Pathophysiology, and Assessment 3.00 Semester Credits

This course builds on the foundation of Nutritional Biochemistry (ISci 626), exploring more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will view a variety of pathological states at the molecular and biochemical level, including impaired detoxification, cancer, neurodegenerative diseases, and autism. The impact of dietary additives and environmental toxins on human health will be explored. Students will demonstrate competence in the selection and interpretation of laboratory assessments for nutrients, enzyme assays, abnormal metabolites, loading tests, and challenge tests. Prerequisite: ISci 626 (Nutritional Biochemistry), Isci 646A (Health and Wellness Physiology I

NUTR 631

Therapeutic Diets I

2.00 Semester Credits

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered, including heart disease, blood lipid dysregulation, diabetes, chronic inflammatory, auto-immune, and atopic conditions, fertility and reproductive disorders, and stress response. Therapeutic approaches will incorporate whole food and nutritional supplementation within the broader context of health inputs. The pathophysiology, epidemiology, and conventional approach to each condition are reviewed. Prerequisite: NUTR 612 (Human Nutrition II: Micronutrients), ISci 646B (Health and Wellness Physiology I), NUTR 622 (Advanced Nutritional Biochemistry and Assessment)

NUTR 632

Therapeutic Diets II 2.00 Semester Credits

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered, including gastrointestinal disorders, food allergies and sensitivities, autism spectrum disorders, neurodegenerative disorders, osteoporosis, cancer, obesity, eating disorders, and food addiction. Therapeutic approaches will incorporate whole food and nutritional supplementation within the broader context of health inputs. The pathophysiology, epidemiology, and conventional approach to each condition are reviewed. Prerequisite: NUTR 612 (Human Nutrition II: Micronutrients), ISci 646B (Health and Wellness Physiology I), NUTR 622 (Advanced Nutritional Biochemistry and Assessment)

NUTR 634

Diabetes Education: An Integrative Approach 1.00 semester credit

This course reviews pathophysiology and epidemiology of Type II diabetes, including techniques for assessment, treatment, and prevention. Practitioners will learn to identify risk factors of pre-diabetes and initiate preventative counseling in nutrition, as well as provide community education. Meal planning, health behavior change, monitoring, and other management tools will be explored.

Prerequisites: Isci 646A (Health and Wellness Physiology) or equivalent, and one of the following Macronutrient courses: NUTR 611, NUTR 614 or NUTR 711.

NUTR 641

Life Cycle Nutrition

3.00 Semester Credits

This course explores the changes in human nutrition through the life cycle stages from pre-conception through the elder years. Students will examine biopsychosocial health inputs at each stage of development, along with the impact of diet. Federal, state, and local programs that provide support for food or nutrition education at various life cycle stages will be considered, as well as the effect of food availability on various populations in the US. Students will learn to design diets to meet needs during various life cycle stages and to address practical issues of food access. Case studies, menu planning, and diet assessment will be incorporated. Prerequisite: NUTR 612 (Human Nutrition II: Micronutrients)

NUTR 642

Life Cycle Nutrition for the Health Professional 2.00 Semester credits

This course explores the changes in human nutritional needs through the life cycle stages from pre-conception through the elder years. Students will examine the impact of diet on health and wellness at each phase. Students will learn to design diets to meet needs during various life cycle stages. Case studies, menu planning, and diet assessment will be incorporated. Prerequisite: NUTR 711

NUTR 652

Practitioner Skills II

2.00 Semester Credits

While continuing to cultivate their healing presence, students develop essential skills such as active listening and motivational interviewing in order to educate and empower clients toward health behavior changes. Clinical assessment techniques are explored within the framework of patient-centered health care, including interviewing skills, health questionnaires, anthropometrics and physical examination. Through practical application, the developing practitioner incorporates observational skills to assess nutritional health and constitution of a client. Prerequisite: COA601A (Practitioner Skills I)

NUTR 653

Practitioner Skills III

2.00 Semester Credits

The practitioner continues to hone interpersonal and observational skills and apply knowledge to real-life clinical situations and practice sessions. Students will delve deeper into clinical strategies, skills, and assessment taught in Practitioner Skills II.. Ethics of practice, professionalism and the logistics of clinical nutrition practice and business management are reviewed. Prerequisite: NUTR 652 (Practitioner Skills II)

NUTR 654A, 654B

Clinic

1.00 Semester Credit

Clinic is designed to give students hands-on practice in nutritional counseling and the opportunity to hone their clinical skills in order to practice nutrition effectively and competently. The Student Teaching clinic provides students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning—from biochemistry to assessment—to becoming a healing presence. Round table discussions provide students with feedback from supervisors as well as the opportunity to collaborate on client care and further develop their critical thinking skills. Students are evaluated individually and have a group experience of learning with their classmates. Prerequisite: Must have completed at least 28 program credits, NUTR 652 (Practitioner Skills II): Corequisite: NUTR 631 (Therapeutic Diets 1) and NUTR 653 (Practitioner Skills III).

NUTR 654C, 654D

Clinic

1.50 Semester Credits

Clinic is designed to give students hands-on practice in nutritional counseling and the opportunity to hone their clinical skills in order to practice nutrition effectively and competently. The faculty-supervised clinic provides students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning—from biochemistry to assessment—to becoming a healing presence. Round table discussions provide students with feedback from supervisors as well as the opportunity to collaborate on client care and further develop their critical thinking skills. Students are evaluated individually and have a group experience of learning with their classmates. Prerequisites: Clinic NUTR654A or B, NUTR 653 (Practitioner Skills III) and NUTR 631 (Therapeutic Diets)

NUTR 661

Practice Management

1.00 Semester Credit

Students will develop a practical approach to managing a clinical practice. Topics addressed include promotional skills and materials, networking strategies, business planning and best practices, managing finances and ethical considerations in business matters. Students will gain a diverse array of tools and techniques for building and maintaining a successful practice.

NUTR 662

Energetics of Food

1.00 Semester Credit

Using readings from Chinese Medicine and other ancient healing systems, students will explore the inherent qualities of food and how these impact the eater's physical, emotional, and spiritual well-being. Students will explore concepts of yin/yang, "qi" energetic systems, 8 principles and the Ayurvedic concept of Sattva. These energetic dimensions will provide a framework for understanding modern dietary habits and individualizing patient recommendations.

NUTR 663

Sports Nutrition

1.00 Semester Credit

This course examines diets that support effective athletic performance. Macronutrient mix, hydration, timing of meals, dietary supplements and support of the immune system for endurance athletes will be considered. Gender-specific nutritional conditions and risks related to athletic endeavors will be reviewed. Prerequisites: Isci 646A (Health and Wellness Physiology) or equivalent, and one of the following Macronutrient courses: NUTR611, NUTR 614, or NUTR711

NUTR 664

Food Systems and Policies

2.00 Semester Credits

This course addresses current topics in food, nutrition, public health and environmental sustainability: including: access to food, food systems, influence of food/nutrition policies on the individual and planet, cost of foods, influences on food selection, food safety, nutrition-related health challenges. These issues will be explored from local, national and global perspectives.

NUTR 665

The Dynamics of Food and Healing

1.00 Semester Credit

This course offers a framework, supported by systems and complexity theories, for understanding the relationship between food/nutrition and health. This relationship is not fixed, but rather is a flowing interchange of energies that keeps changing as people change. The practitioner will combine a biochemical understanding of food with practical approaches to balancing acid/alkaline and expansive/contractive foods. The Five-Phases model based on the Chinese theory will also be briefly explored.

NUTR 671

Food and Culture

1.00 Semester Credit

In this course, students study the relationship of people, food, and health around the globe and throughout history (using the research of Weston Price and cultural anthropologists) and in various traditional systems (including Traditional Chinese Medicine and Ayurveda). The energetics of foods are explored.

NUTR 672

Nourishment

2.00 Semester Credits

This course is designed for the student to explore personal relationships to food from a psycho-spiritual perspective, cultural and familial messages that influence food choices, and to identify personal patterns around eating. Students will explore the concept of mindful eating and learn tools and techniques for guiding patients and groups in mindfulness practices.

NUTR 681

Cooking with Whole Foods Lab I

0.50 Semester Credits

The Cooking with Whole Foods lab involves food preparation and discussion of shopping, preparing, and cooking whole foods. Each class makes recipes for tasting and includes discussion of food properties for health. Lab I covers essential food service skills, sanitation, equipment, measuring, stocking your pantry, and quality of ingredients. This course also covers basic techniques of cooking grains, greens, and beans.

NUTR 682

Cooking with Whole Foods Lab II

0.50 Semester Credits

Lab II will cover whole foods cooking with a focus on balancing flavor and incorporating the 6 tastes in meal planning (salty, sweet, sour, pungent, bitter, astringent). Students will learn how to prepare nutritious food with minimal use of salt, sugar, and artificial sweeteners. The class will discuss how to adjust favorite recipes to minimize processed ingredients and optimize flavor/taste. Prerequisite: NUTR 68 I (Cooking with Whole Foods Lab I)

NUTR 683

Cooking with Whole Foods Lab III

0.50 Semester Credits

Lab III guides students in preparing traditional foods including healing broths, soups, cultured beverages, and fermented vegetables and fruits. Prerequisite: NUTR 682 (Cooking with Whole Foods Lab II)

NUTR 684

Cooking with Whole Foods Lab IV

0.50 Semester Credits

Lab IV covers feeding the individual with food allergies and/or sensitivities. Best techniques for replacing allergens are explored and special focus is given to gluten-free and dairy-free shopping, cooking, and food preparation. Prerequisite: NUTR 682 (Cooking with Whole Foods Lab II)

NUTR 685

Cooking with Whole Foods Lab V

0.50 Semester Credits

Lab V focuses on the use of food as medicine. Through exploring seasonal food preparation and the energetics of food, students develop a "food pharmacy" for use at home and in the clinic, including the use of medicinal herbs and spices in cooking. Prerequisite: NUTR 682 (Cooking with Whole Foods Lab II)

NUTR 686

Cooking with Whole Foods Lab VI

0.50 Semester Credits

Lab VI facilitates the final transition to "culinary educator". Students become competent in helping clients modify existing recipes and translate dietary recommendations into healthy recipes and meal ideas. Students build resources and strategies for teaching clients to navigate the grocery store and prepare simple, healthy foods. Each student demonstrates his/her cooking skills by designing and implementing a whole foods cooking demonstration for a group. Prerequisite: Must have completed 2 credits of Whole Foods Cooking Labs

NUTR 691A, 691B

Practicum

1.00 Semester Credit

Students may propose an alternative community/education practicum in place of practicing in the Student Teaching Clinic. The purpose of a practicum is to allow students to gain practical field experience in an organization, agency, or community off-campus. It is designed primarily to focus on the delivery of nutrition-related services to support health promotion, planning, education and other nutritional services in a community setting. If the proposal is approved the student may do a community or education-based practicum under faculty supervision.. Prerequisite: Must have completed at least 28 program credits, NUTR 652 (Practitioner Skills II): Corequisite: NUTR 631 (Therapeutic Diets I) and NUTR 653 (Practitioner Skills III).

NUTR 691C, 691D

Practicum

1.50 Semester Credits

Students may propose an alternative community/education practicum in place of practicing in the Student Teaching Clinic. The purpose of a practicum is to allow students to gain practical field experience in an organization, agency, or community off-campus. It is designed primarily to focus on the delivery of nutrition related services to support health promotion, planning, education and other nutritional services in a community setting. If the proposal is approved, the student may do a community or education-based practicum under faculty supervision. Prerequisite: Practicum NUTR 691A or B, NUTR 631 (Therapeutic Diets I) and NUTR 653 (Practitioner Skills III).

NUTR 692A/ NUTR 692B

Thesis

1.00 credit

The master's thesis provides an opportunity for students to expand their understanding of the complexities of the issues involved in a specific topic within nutrition and integrative health. The purpose of this course is to demonstrate the student's ability to address an appropriately phrased research question by studying a problem and utilizing the resources available to develop a practical approach based on sound nutritional methodology. Students identify and focus on a topic and conduct a rigorous review and analysis of the relevant theoretical and/or empirical literature. Those working on the Master's thesis work under the supervision of the thesis director. Prerequisite: Must have completed at least 28 program credits; Corequisite: Applied Statistics Isci 703A.

NUTR 692C/ NUTR 692D

Thesis

1.50 credits

The master's thesis provides an opportunity for students to expand their understanding of the complexities of the issues involved in a specific topic within nutrition and integrative health. The purpose of this course is to demonstrate the student's ability to address an appropriately phrased research question by studying a problem and utilizing the resources available to develop a practical approach based on sound nutritional methodology. Students identify and focus on a topic and conduct a rigorous review and analysis of the relevant theoretical and/or empirical literature. Those working on the Master's thesis work under the supervision of the thesis director. Prerequisite: Thesis NUTR 692A or B; Applied Statistics Isci 703A

NUTR 699A, 699B, and 699C:

Independent Study

1.00, 2.00 and 3.00 Semester Credits

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

NUTR 711

Advanced Human Nutrition: Macronutrients and Micronutrients 3.00 Semester credits

This course covers macronutrients (carbohydrates, lipids, and proteins). The health effects of macronutrients is considered along with their digestion, absorption, transportation, metabolism, and storage. This course also covers micronutrients (vitamins, minerals, trace minerals, and various phytochemicals and accessory nutrients), their complex function, interactions, excesses, deficiencies, and supplementation. Students will examine nutrients within the context of a whole foods diet and analyze case study data comparing nutrient intake in a variety of diets. Prerequisites: Isci 646A and Isci 646B Health and Wellness Physiology or equivalent

NUTR 731

Integrative Client Care: Nutrition Assessment, Applied Biochemistry and Treatment Planning

4.00 semester credits

Students will become familiar with the skills relevant to nutritional assessment including analysis of dietary records; observational methods; and the selection and selection and interpretation of clinical laboratory tests. Integrating a foundation in nutritional biochemistry with nutritional assessment, students will learn to generate a rational, practical treatment plan that incorporates whole foods and nutritional supplementation within the broader context of health inputs. Common health concerns including heart disease, diabetes, chronic inflammation, obesity, and gastrointestinal disorders will be discussed from a biopsychosocial perspective. Drugnutrient reactions will be addressed. Prerequisite: NUTR 711 and Isci 726

TRANSFORMATIVE LEADERSHIP AND SOCIAL CHANGE

Note: this program is no longer offered as a post-baccalaureate or a master's degree program, however, students currently enrolled may refer to the course descriptions below.

TLSC 610

Revisioning a Sense of Calling and Commitment in All the Ways We Lead 3.00 Semester Credits

Students embark on an in-depth exploration of their personal and professional talents and capacities for the purpose of creating positive and sustainable change. Students work together to re-inspire professional commitments and personal goals, embedding all their work in the context of innovative leadership, in the workplace, the community and in family life. For master's degree students, this course sets the stage for the individualized Project of Excellence, a capstone service project to be delivered in the workplace, community, or other arena at the conclusion of their program.

TLSC 615

Practicing Leadership 3.00 Semester Credits

This innovative course combines contemporary leadership best practices, transformative language skills, and teachings from global wisdom traditions to create a unique model of effective leadership. During this course, students will develop leadership competencies and begin to apply these skills to organizations and other communities using on-the-job opportunities and challenges. Students will learn to redefine and manage organizational paradoxes such as: success and failure; leading and following; acting and reflecting; and holding steady while being flexible.

TLSC 616

Mobilizing Energy for Change: Engaging Teams and Systems 1.00 Semester Credit

Being able to see clearly, develop a shared view with others and mobilize energy toward a compelling, life-giving future is a core competency of leadership. Using models from organizational best practices, nature, and the wisdom traditions, students will learn the basic steps and stages of consulting to a team or organization. Through simulated team activities students learn skills in data gathering, conducting assessments, providing feedback and action planning. These core skills provide a basic framework whereby students learn to facilitate dialogues of shared meaning that create focus, generate creative options and a gain a group's commitment to action.

TLSC 617

Consolidation Weekend I

1.50 Semester Credit

The Consolidation Weekend provides the opportunity for review and integration of the work conducted during the previous courses. Consolidation weekends are a unique feature of the Transformative Leadership graduate certificate program and the Transformative Leadership and Social Change master's degree program. Consolidation weekends are co-designed by students and faculty to ensure that learning is cumulative and effective.

TLSC 620

Recovering Oneness with Nature: Opening to Interconnection 3.00 Semester Credits

The cyclical and seasonal qualities of nature are powerful and relevant models for understanding how individuals and groups function. Using nature as teacher, this course examines how all individuals, teams, organizations, and communities are living systems that can operate in or out of balance. Through exploring traditional and modern cosmologies, as well as ecological themes and sustainability, students are provoked to think and act from a deeper and broader perspective — one that achieves balance, promotes collaboration, and honors interconnection — in order to effect positive change.

TLSC 630

New Science; New Thinking 3.00 Semester Credits

This course surveys the very latest developments in the physical and biological sciences that are redefining key scientific notions and creating a path for science, art, business, and spirituality to work together as integrated disciplines.

Students are taught disciplined, constructive inquiry so they can critically and constructively question existing and habitual patterns of thinking — from the personal level to the cultural level. Students will gain an appreciation for how new patterns of thinking emerge and lead to new options and opportunities. This course challenges students' old ways of thinking and increases their skill at thinking "outside the box."

TLSC 635

Consolidation Weekend II 1.50 Semester Credits

The Consolidation Weekend provides the opportunity for review and integration of the work conducted during the previous courses. Consolidation weekends are a unique feature of the Transformative Leadership graduate certificate program and the Transformative Leadership and Social Change master's degree program. Consolidation weekends are co-designed by students and faculty to ensure that learning is cumulative and effective.

TLSC 640

Practicing Stillness through the Timeless Wisdom Traditions 3.00 Semester Credits

In this course, students explore teachings and practices from Eastern, Western, African, and other indigenous wisdom traditions. These time-tested traditions offer the contemporary leader ways to develop a calm and contemplative mind in order to lead more effectively. Given the pressures and challenges faced by today's leaders, this course teaches students how to cultivate stillness within and support self-restoration for themselves and those they serve as they move forward more creatively, more skillfully, and with heart. In a global environment, it also offers leaders access to the common values that resonate across traditions, thus allowing them to seek out and express our shared humanity.

TLSC 650

Practicing Service: Leading through Serving 3.00 Semester Credits

In this course, students learn the principles and practices of leading others through service in the workplace, organizations, and community life through serving. Students learn how to create and introduce clear visions, engage and inspire others, foster collaborative conversations, transform resistance and opposition into new opportunities, and instill relationship-centered, ethical, and ecological values in the workplace and the community. Students also delve deeper into uncovering assumptions that limit creative and collaborative action and other ineffective ways of thinking. In this final course before beginning their independent studies, students define and deepen their commitment to their independent studies and Project of Excellence.

TLSC 655

Consolidation Weekend II

2.00 Semester Credits

The Consolidation Weekend provides the opportunity for review and integration of the work conducted during the previous courses. Consolidation weekends are a unique feature of the Transformative Leadership graduate certificate program and the Transformative Leadership and Social Change master's degree program. Consolidation weekends are co-designed by students and faculty to ensure that learning is cumulative and effective.

TLSC 661, TLSC 662, TLSC 663, TLSC 664

Independent Studies

6.00 Semester Credits (total)

The Independent Studies prepare students for a capstone project, Project of Excellence (POE). In selecting and designing their Independent Studies, students work with a faculty advisor to answer two basic questions so that the POE will produce extraordinary results: I) What do I need to learn and how shall I focus my Independent Studies to achieve the goals of my POE? 2) How will my POE serve my workplace, my community, or the larger world?

TLSC 690

Project of Excellence

3.00 Semester Credits

The Project of Excellence (POE) is a tangible product that both demonstrates the integration of the student's learning throughout the program and offers a positive contribution or change in the arena of the student's choice. The POE may take a variety of forms (e.g., an organizational change project, a program to enhance the workplace, a community program, a workshop, a book or workbook, a website) The primary requirement is that it is instrumental toward positive change. The Project of Excellence will be presented to faculty and peers upon its completion.

WOMEN'S HOLISTIC HEALTH

WACP 709

Foundations of Women's Health and Wellness

1.00 Semester Credits

Women's health begins with understanding the nature of the Feminine. In Chinese medicine we use the term "Yin" to describe this experience. This course explores the physiological, psychological, spiritual, and developmental aspects of the feminine. Ancient healing wisdom and the practical application of the laws of nature in relation to women's health will be reviewed. Tools to restore and strengthen one's connection with the healing wisdom of the Yin will weave a richly woven tapestry that reaches back in time and grounds us in the lives of women today.

WACP 710

Anatomy and Physiology of Women from Western and Eastern Medical Perspectives

3.00 Semester Credits

This course reviews women's anatomy, reproductive systems, and menstrual cycles from Western and Chinese medical perspectives. Students learn practices that support women's reproductive health, including "Mayan Abdominal Therapy" and Wu Ming style Qi Gong for breast health. Additional topics include sexuality, birth control options, and sexually transmitted infections. Current research pertaining to Chinese medicine and women's health is presented.

WACP 711

Application of Chinese Medicine Theory I: General Principles of Treating Women in the Clinic

3.00 Semester Credits

This course explores the reproductive system through the combined lens of Chinese medicine and biomedicine. Students will explore disorders such as endometriosis, ovarian failure, polycystic ovarian syndrome, and tubal and uterine issues. In the second portion of this module, students will be introduced to the 5 Phases of the menstrual cycle and their related pulses, the origins of the Bao Mai, utilizing the Eight Extraordinary Vessels, and herbal strategies that support healthy menstruation.

WACP 712

Application of Chinese Medicine Theory II: Fertility and Childbirth 3.00 Semester Credits

In this course, practitioners deepen their knowledge of women's fertility and the childbearing experience. Fertility, assisted reproduction, pregnancy, childbirth, postpartum care, and breast-feeding are explored from a holistic perspective. Western medical treatments and procedures related to fertility, pregnancy, and childbearing, along with acupuncture, herbal, and complementary treatments, are presented. This course focuses on working in an integrative fashion with Western and other allied health care providers.

WACP 713

Application of Chinese Medicine Theory III: Perimenopause, Menopause, and Aging

1.00 Semester Credits

This course provides an in-depth study of the changes that occur in women beginning in midlife and beyond. Traditional Western and Chinese medical theory and practices designed to support women at this stage in life are discussed. Menopausal syndrome, hormone replacement therapy, and the prevention and treatment of osteoporosis are covered. This course guides practitioners in providing a holistic approach to care, which focuses on working in an integrative fashion with a diverse network of healthcare providers.

WACP 714

Application of Chinese Medicine Theory IV: Reproductive Oncology I.00 Semester Credits

This course guides the acupuncture practitioner in the care of women who have been diagnosed with breast, cervical, ovarian, or uterine cancer. Traditional medical diagnostic procedures and protocols are reviewed. Chinese medical theory, and treatments to support patients who are receiving chemotherapy and radiation therapy are explored. Integrative healthcare programs available to patients with cancer are presented.

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