

# An Invitation from the Co-founders

We invite you to join our learning community.

At the ceremony for the conferral of degrees each year, individuals who feel well served by our student practitioners speak of the attention and support they have received. They speak of changes that encompass spirit, mind, and body — changes that embody our work.

Tai Sophia Institute is a learning community dedicated to the service of individuals learning to better care for themselves and each other in the course of life's journey. Specifically, we are dedicated to:

- learning from great wisdom traditions and making them relevant in the world today and for the future;
- becoming ever more skilled in the art of seeing, hearing, asking, and feeling: the gifts of great healers of all traditions:
- · the transformational personal work essential to being truly present to other human beings; and
- sharing our knowledge and our ability as teachers with all who enter the Institute, so that they become part of the long strand of individuals transmitting this wisdom from one generation to another and from one culture to another:



Robert Duggan

Tai Sophia is different and challenging. We ask for your full participation. It is not sufficient to bring your mind to the work we do here — we also ask for your body, spirit, and heart. Different from most graduate degree programs in any field of applied study, Tai Sophia invites students to practice what they learn from day one. We invite you to:

- hone the ways you speak, serve, and act with classmates as practice for how you will be with others, whether patients, clients, associates, friends, or family;
- learn about yourself and how you relate to your family and your classmates as part of your inner work and in preparation for learning about those you will serve; and
- · start your own community work during the program, developing the self-confidence for deep service.

As Tai Sophia grows on its new campus, and as we expand our community service, our learning community will remain rooted in ancient wisdom traditions. Healing must take place throughout our culture — in our schools, businesses, hospitals, homes, and communities; this institute is fostering these changes. We invite you to join us in this work, to be a learner with us and create a world that will serve our children's children.

With warm regards,

Robert M. Duggan, President Emeritus of Tai Sophia Institute

In one of his poems, Pablo Neruda wrote, "I want to do with you what Spring does with the cherry trees..."

As Chancellor, on behalf of all of us already here at Tai Sophia Institute, I call you to join us at the "watering hole"—join us to bud, blossom, flourish, and bear your fruit in one of our program offerings. Let this good place be for you, too.

Life is not a finished action. Love is not a completed thought. Together we are creating the discourses and practices for living lovingly with one another. We are not simply "parking" here on earth. We are here to build a "dwelling"—thinking that will serve the children and honor the ancestors.

So, friend, welcome. Know that the work you do here will be grounded in the ancient wisdom and philosophical bones that underlie all our courses. In the words of our SOPHIA promise, it is for us...

To come to life more fully,

So as to serve life more wisely and more nobly.

Sagely stillness within.

Sovereign service without.

Thank you for taking seriously and joyfully the gift of being here alive and awake to the inescapable mystery of existence. Together, let us awaken and come to life more fully.

Affectionately, with appreciation

Dianne M. Connelly, Ph.D., M.Ac., Chancellor Emeritus



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 academic institution for the nation's emerging wellness system, Tai Sophia Institute offers graduate degree programs in Acupuncture, Herbal Medicine, and Transformative Leadership and Social Change, and graduate certificate programs in Chinese Herbs, Health Coaching, Herbal Studies, Medical Herbalism, Transformative Leadership, and Wellness Coaching.

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

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SECTION FIVE: Transformative Leadership		admissions@tai.edu.
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Application Forms are available online at www.tai.edu/Educational

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 a new 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, herbal medicine, and transformative leadership and social change (\*formerly called the Applied Healing Arts program), as well as its graduate certificate programs in Chinese herbs, transformative leadership, herbal studies, medical herbalism, health coaching, and wellness coaching. 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. Secretary 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 7501 Greenway Center Drive, Suite 820, Greenbelt, MD 20770. ACAOM's phone number is 301-313-0855. ACAOM's website is www. acaom.org.

The Maryland Higher Education Commission (MHEC) has approved all three master's degree programs and the post-baccalaureate certificate programs at Tai Sophia Institute. MHEC's address is 839 Bestgate Road, Suite 400, Annapolis, MD 21401. MHEC's phone number is 410-260-4500. 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 ourselves 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 truthtellers 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.

# 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 RiverValley, 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-café. The campus building is open for business Monday through Friday, 8:00 a.m. to 9:00 p.m., Saturday, 8:30 a.m. to 4:00 p.m., and occasionally on Sunday (depending on program schedules). 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.

## Library

Our Library collection includes 12,000+ books, journals, and audiovisual materials. The library supports the curriculum and covers a wide range of topics such as acupuncture, ethnobotany, herbal medicine, pharmacognosy, Eastern and Western medicine, integrative medicine, wellness, healing arts, philosophy, nutrition, veterinary alternative medicine, mind-body medicine, bodywork and movement health, psychology, Eastern art and history, and includes some poetry and inspirational works. The online catalog can be accessed remotely through the Library's page on the Institute's website 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, HerbalGram, Classical Chinese Medicine, and the EBSCOHost databases. In addition, there are links to a customized version of PubMed, the AcuBriefs database, search engines and other materials. The Institute subsidizes classroom related printing. 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 fresh wraps and sandwiches, 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 is a reliable resource for all required and recommended textbooks. In addition, the Meeting Point carries a wide variety of wellness items including a complete line of natural supplements approved by the Tai Sophia herbal faculty, herbal teas, 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.

I-800-735-2968 ext. 6636 or bookstore@tai.edu

#### **Basic Store Hours**

Monday – Thursday 8:00 a.m. – 6:00 p.m. Friday 8:00 a.m. – 5:00 p.m.

Saturday – Sunday Weekend hours vary depending upon building activity. Hours for the current week are always posted on the home page of the Meeting Point at www.tai.edu/bookstore.

# **Clinical Training Sites**

Tai Sophia's clinical training sites include seven individual sites throughout the Baltimore/Washington region. At each of these sites, our faculty and clinical interns deliver personalized health and wellness services to a broad base of clients in a diverse range of settings.

#### **Faculty-Supervised Student Clinics**

In the clinical phase of the Master of Acupuncture, Chinese Herb, and Master of Science in Herbal Medicine programs, students are required to begin their practices under the supervision of Tai Sophia faculty. Faculty-supervised student clinics for the Acupuncture program are located at the Laurel campus as well as in Baltimore and Silver Spring, MD; faculty-supervised student clinics for herbal medicine are held at the Laurel campus and twice each month in Baltimore and Silver Spring; faculty-supervised student clinics for the Chinese Herb program are held exclusively at the Laurel campus.

Acupuncture, Herbal Medicine, and Chinese
Herbs — Laurel at Tai Sophia Institute Campus
7750 Montpelier Road
Laurel, MD 20723
For acupuncture visits call 410-888-9048 ext. 6630
For herbal visits call 410-888-9048 ext. 6667
For Chinese Herb visits call 410-888-9048 ext. 6637

Acupuncture and Herbal Medicine (Herbal Medicine offered twice monthly) — Baltimore at Belvedere Square 540 E. Belvedere Avenue, Suite 202 Baltimore, MD 21212 410-433-6846

Acupuncture and Herbal Medicine (Herbal Medicine offered twice monthly) — Summit Building in Silver Spring 8555 16th Street, Suite 402 Silver Spring, MD 20910 301-588-8279

Acupuncture students are also required to provide a minimum of 60 hours of service at community clinic sites presently located in Baltimore City and Howard county, as part of their clinical training. This comprises a unique and important part of the curriculum for the Master of Acupuncture program, providing acupuncture students with a wide range of experiences in using acupuncture in public health settings.

# **Community Clinic Sites**

### Penn North Neighborhood Center

2410 Pennsylvania Avenue Baltimore, MD 21217 410-728-2080

### Healthcare for the Homeless

III Park Avenue Baltimore, MD 21201 410-837-5533

#### Howard Community College, Wellness Center

10901 Little Patuxent Parkway Columbia, Maryland 21044 410-772-4640

#### The Serenity Center

9650 Basket Ring Road Columbia, MD 21045-3421 410-884-6088

# 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 law. 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 provide documentation of the need for a reasonable accommodation. As appropriate to the disability, documentation should include:

- I. 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.
- 2. 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.
- 3. 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.
- 4. 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; 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.
- 5. 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.

6. 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 director of business services is responsible for campus security and informs the campus community of issues related to campus security. The director of business services 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 director of business services, 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**

The Acupuncture and Herbal Medicine programs are full-time day programs, while the Transformative Leadership and Social Change program is a weekend program. 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.

# Graduate Program Faculty

# **Core Faculty**

### Baker, Anne (TLSC)

M.A., Applied Healing Arts, Tai Sophia Institute

#### Balles, Thomas (ACU, HRB, TLSC)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Blaiwas, David (ACU)

M.A., English Literature, University of Leeds (UK) M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Childs, Wendy (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Clare, Bevin (HRB)

Registered Herbalist, American Herbalists Guild M.S., Infectious Disease, London School of Hygiene and Tropical Medicine (UK) Licensed Nutritionist, Certified Nutrition Specialist, American College of Nutrition

#### Connelly, Dianne (ACU, TLSC, HRB)

Ph.D., Comparative Philosophy, Union Graduate School

M.Ac., College of Traditional Chinese Acupuncture (UK)

# Duggan, Robert (ACU, TLSC, HRB)

M.A., Human Relations & Community Services, School of Education, New York University M.Ac., College of Traditional Chinese Acupuncture (UK)

# Duncan, Kimberly L.K. (ISci)

Ph.D., Pharmacology, Mayo Graduate School of Medicine

B.S., Hope College

#### Freeman, Camille (HRB)

M.S., Herbal Medicine, Tai Sophia Institute M.S., Physiology, Georgetown University Registered Herbalist, American Herbalists Guild Certified Nutrition Specialist, American College of Nutrition

# Gigliotti, Tyme (ACU)

M.Ac.,Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Gilbert, Hope Finn (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Larson, Kaiya (ACU)

M.Ac., Tai Sophia Institute

#### Maltseva, Tatyana (ACU)

M.D., Neurology, Kiev Medical Institute (Ukraine) M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Millison, Jeffery (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Mills, Simon (HRB)

M.A., Medical Sciences, University of Cambridge, Cambridge (UK)

Fellow, National Institute of Medical Herbalists (UK)

Member of the College of Practitioners of Phytotherapy (UK)

#### Most, Heidi (ACU)

M.Ac., Tai Sophia Institute

#### Paton, David (ACU)

M.Ac., Tai Sophia Institute

#### Pengelly, Andrew (HRB)

Ph.D, Food Science, University of Newcastle (Australia)

Registered Herbalist, American Herbalists Guild Fellow, National Herbalists Association of Australia

#### Peoples, Marla (ACU)

M.Ac., Tai Sophia Institute

#### Smith, Sharon (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Snow, James (HRB)

Registered Herbalist, American Herbalists Guild

#### Spelman, Kevin (HRB)

Ph.D., Biology, School of Biosciences, University of Exeter (UK)

B.S., Biochemistry, University of New Mexico Registered Herbalist, American Herbalists Guild Member of the College of Practitioners of Phytotherapy (UK)

#### Stennett, Deanna (ACU)

Adv. L. Ac., College of Traditional Acupuncture (UK)

L.Ac.,The Worsley Institute of Classical Acupuncture (UK)

#### Sullivan, John (TLSC)

Ph.D., Philosophy, University of North Carolina at Chapel Hill

J.C.D., Lateran University (Italy)

# **Associate Faculty**

#### Abrams, Barbara (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Berman, Sue (ACU)

M.S.W., University of Maryland at Baltimore M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Burman-Magday, Carol (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Catlin, Barbara Tansill (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Cutler, Jody (ACU)

M.Ac., Tai Sophia Institute

#### DePetro, Cheryl (ACU)

M.S.W., Clinical Mental Health, University of Maryland at Baltimore M.Ac., Tai Sophia Institute

# Duggan, Susan (ACU, TLSC)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

### Gellis, Michelle (ACU)

M.Ac., Tai Sophia Institute National Board Certified, NCCAOM

#### Hecker, Arnie (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Homan, Celeste (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Jabs, Cynthia (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Javornik, Noreen (ACU)

M.S., Ohio State University M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Jones, Allyson (TLSC)

M.S.W., University of Maryland at Baltimore M.Ac., Tai Sophia Institute

#### Kane, Diane (ACU, TLSC)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Keast, Catherine "Cricket" (ACU)

M.Ac., Tai Sophia Institute

#### Keener, Diana (ACU)

M.Ac., Tai Sophia Institute

#### Kerr, Craig (ACU)

M.Ac., Tai Sophia Institute

#### Kipphut, Elizabeth (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### MacFarlane, Stacey (ACU, TLSC)

M.Ac., Tai Sophia Institute

#### Mullineaux, Dixie (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Owen, Patty (ACU)

M.Ac., Tai Sophia Institute

#### Padgett, Janet (ACU)

Ph.D., Biophysics, Johns Hopkins University M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Padrick, Gregory (ACU)

L.Ac., College of Integrated Chinese Medicine (UK)

Dip. CHM, College of Integrated Chinese Medicine (UK)

#### Perkins, Martin III (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Schuyler, Barbara (ACU)

M.S.W., University of Maryland M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Schwartz, Lynn (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Takahashi, Nancy (ACU, TLSC)

M.S., Counseling, Shippensburg University M.Ac., Tai Sophia Institute

## **Assistant Faculty**

#### Al-Amin, Rabab (ACU)

M.Ac., Tai Sophia Institute

#### Alberga, Diane (ACU)

M.S., Mathematical Sciences, Clemson University M.Ac., Tai Sophia Institute

# Amero, Rhonda (ACU)

M.Ac., Tai Sophia Institute

#### Beares, David (ACU, TLSC)

M.Ac., Tai Sophia Institute

### Beatty, Teal (ACU)

M.Ac., Tai Sophia Institute

#### Bernardo, Stephanie (ACU)

M.Ac. Tai Sophia Institute

#### Black, Sherrie (ACU)

J.D., Washington College of Law M.Ac., Tai Sophia Institute

#### Borchard, Jillian (HRB)

M.S., Herbal Medicine, Tai Sophia Institute

#### Brown, Stephanie Mwangaza (ACU)

M.Ac., Tai Sophia Institute

### Burke, Beth (ACU)

M.Ac. Tai Sophia Institute

#### Conroy, Ryan (ACU)

M.Ac., Tai Sophia Institute M.A., International Relations, American University

### Crosland, Kathy (ACU)

M.Ac., Tai Sophia Institute

# Dorst, Heather (ACU)

M.Ac.,Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Drewyer, Douglas (TLSC)

D.D.S., University of Maryland Baltimore College of Dental Surgery M.A., Applied Healing Arts, Tai Sophia Institute

#### Fadgen, Christian J. (ACU)

M.Ac., Tai Sophia Institute

#### Ferguson, Star (ACU)

M.Ac., Tai Sophia Institute

#### Follingstad, Susaanti (ACU)

M.Ac., Tai Sophia Institute

#### Gordon, Robert (TLSC)

M.A., Applied Healing Arts, Tai Sophia Institute M.S., Organizational Development, American University

#### Hipkins, Sharon (ACU)

M.S., Maternal Child Nursing, University of Delaware M.Ac., Tai Sophia Institute

#### Isaac, Ellie (TLSC)

M.Ac., Tai Sophia Institute

#### Johnson, Karen (ACU)

M.Ac., Tai Sophia Institute

#### King, Alexander (HRB)

M.S., Herbal Medicine, Tai Sophia Institute

#### Kirk, Sarah (TLSC)

M.A., Applied Healing Arts, Tai Sophia Institute

#### Lazarowitz, Arthur (ACU)

M.Ac.,Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Lloyd, Leslie (ACU)

M.Ac., Tai Sophia Institute

#### Mihalick, Anne (ACU)

M.D., Jefferson Medical College M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Morgan, Lillian (ACU)

M.Ac.,Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Nether, Cara Michele (ACU)

M.Ac., Tai Sophia Institute

## Perillan, Lucia (ACU)

M.Ac.,Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Peterson, Abby (ACU)

M.Ac., Tai Sophia Institute

#### Pinsker, Amira (ACU)

M.Ac., Tai Sophia Institute

#### Porter, Ellen A. (ACU)

M.Ac., Tai Sophia Institute

#### Porter, Katherine Hancock (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

### Rogers, Martha R. (ACU)

M.A., Liberal Education, St. John's College M.Ac, Tai Sophia Institute

#### Sarlo, Christina (ACU)

M.Ac., Tai Sophia Institute L.M.T., Potomac Massage Training Institute

#### Sarro, Jo-Ann (ACU)

M.A. Publication Design, University of Baltimore M.Ac. Tai Sophia Institute

#### Smith, Nancy (ACU)

M.Ac., Tai Sophia Institute

#### Snow, Rebecca (HRB)

M.S., Herbal Medicine, Tai Sophia Institute Registered Herbalist, American Herbalists Guild Certified Nutrition Specialist, American College of Nutrition

#### Stewart, Lillie E. (ACU)

M.Ac., Tai Sophia Institute

### Stromberg, Tessler (ACU)

M.Ac., Tai Sophia Institute

#### Thompson, Hunter (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute) M.A., Applied Healing Arts, Tai Sophia Institute

### Weinstein, Douglas (ACU)

M.Ac., Tai Sophia Institute

#### Wolf, Vanina (ACU)

M.Ac., Tai Sophia Institute

# **Distinguished Lecturer**

#### 7Song (HRB)

Registered Herbalist, American Herbalists Guild

#### Baker, Betsy (ACU)

M.Ed., Boston University M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

### Beatty, Margaret (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Bergner, Paul (HRB)

Registered Herbalist, American Herbalists Guild

#### Bove, Mary (HRB)

N.D. Bastyr University, C.P.M., Bastyr University Dipl. Phytotherapy, College of Herbal Medicine (UK)

#### Brandt, Edna (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Cott, Jerry (HRB)

Ph.D., Pharmacology, University of North Carolina

#### Daniel, Jack (ACU)

M.Ac., College of Traditional Chinese Acupuncture (UK)

#### Duke, James (HRB)

Ph.D., Botany, University of North Carolina

#### Geller, Gail (TLSC)

Sc.D., Johns Hopkins University School of Hygiene and Public Health M.H.Sc., Johns Hopkins University School of Hygiene and Public Health

#### Grissmer, Jane (ACU)

M.Ac., College of Traditional Chinese Acupuncture (UK)

# Hollyday, Guy (ACU)

Ph.D., German Literature, Johns Hopkins
University
M.A.C. Traditional Acquired the Institute

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Johnsen, Robin (ACU)

Cert. of Comp., Traditional Acupuncture Institute (now Tai Sophia Institute)

A.D.N., Nursing, Howard Community College

#### Maier, Kathleen (HRB)

Registered Herbalist, American Herbalists Guild

### Marinakis, Peter (ACU)

Ph.D., Psychology, Nova/Pacific Western University M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### McCormick, James (ACU)

M.Ac., College of Traditional Chinese Acupuncture (UK)

#### McQuade Crawford, Amanda (HRB)

Member, National Institute of Medical Herbalists Registered Herbalist, American Herbalists Guild

#### Mitchell, Helen Buss (TLSC)

Ph.D., Intellectual and Women's Studies, University of Maryland, College Park M.Ed. and Master of Modern Studies, Loyola College

### Phillips, Michael (ACU)

M.Ac., Traditional Acupuncture Institute (now Tai Sophia Institute)

#### Rochat de la Vallee, Elisabeth (ACU)

Master degree, Classical Literature, University of Paris-Nanterre (France) Master degree, Philosophy, University of Paris-Nanterre (France) D.E.A., Chinese, University of Paris-Jussieu (France)

#### Smith, Fritz (ACU)

M.D., California College of Medicine M.Ac., College of Traditional Chinese Acupuncture (UK)

#### Stansbury, Jillian (HRB)

N.D., Natural College of Naturopathic Medicine CMA, Certified Medical Assistant, The Bryman School

Advisor, American Herbalist Guild Journal

#### Strauss, Paul (HRB)

Elevated Competency, Herbal Studies

#### Upton, Roy (HRB)

Registered Herbalist, American Herbalists Guild

#### Winston, David (HRB)

Registered Herbalist, American Herbalists Guild

### Yarnell, Eric (HRB)

N.D., Bastyr University Registered Herbalist, American Herbalists Guild

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#### Zhang, Chan (ACU)

Qi Gong Master Instructor

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Lisa Beach, Library Assistant

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# Prospective Students

#### Welcome!

It is an honor to support your exploration of Tai Sophia's graduate degree programs. Each distinct program provides you with the knowledge and skills to build a successful career and to become a healing presence in the community.

We invite you to visit Tai Sophia, speak with an admissions counselor, and observe a class. The admissions team is committed to providing you with clear information, institutional resources, and personalized guidance throughout the admissions process. We look forward to joining you as you take the next steps.

Gobrielle Tulin Molineaux

In partnership,

Gabrielle Julien-Molineaux
Director of Graduate Admissions

## **Honoring Diversity**

Tai Sophia 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 three programs of study.

Tai Sophia 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. Further, 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. The Institute 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 apply as soon as you decide on a program and start date. Applications for admission are accepted on a rolling (space available) basis. However, there are priority deadlines for the Master's programs. We recommend 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 July 15 for September classes and November 15 for January classes, the application fee is \$150.

Once application materials are 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 should be sent directly from the respective college or university. Herbal medicine applicants may also send a transcript of prior physiology coursework to be reviewed for fulfillment of the physiology pre-requisite. 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

#### New Student Matriculation Fee

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

The following matriculation fees apply:

Graduate Certificate in Chinese Herbs \$150

All other Graduate Certificate Programs \$100

All Master's Degree Programs \$350

#### **Deferrals**

Offers of acceptance and applications prior to 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. If a student with a deferred acceptance does not enroll and the matriculation fee has been paid prior to the request for deferral, that fee is forfeited and the student will be billed the matriculation fee for the expected new intake period.

# Tuition and Fees

#### **Tuition**

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

#### Costs Not Covered in Tuition

#### Acupuncture

Required materials include: a computer with internet access; books; 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.

#### Herbal Medicine

Required materials include: a computer with internet access and books. Additionally, the software program, Endnote, is highly recommended to assist in writing requirements of the program. Other costs include those associated with field trips (i.e., transportation, food, and lodging) and supplies in the Herbal Medicine program.

Each student is required to have three consultations with a clinical herbalist within Level I of the program. Individual consultation fees vary, depending on whether the student sees a Level III clinic intern, a graduate of the program, or a professional member of the American Herbalist Guild. Students in Level III who are practicing as clinic interns are required to charge a fee for each herbal consultation.

#### Transformative Leadership and Social Change

Required materials include a computer with internet access, books, and other miscellaneous supplies for your studies. In addition, if the student chooses to participate in a class, workshop, program, or any other feebased experience as part of an Independent Study, the student is solely responsible for that expense.

#### Chinese Herb Program

Students must have internet access with the ability to open Word documents. 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.

For all programs, please note: the costs associated with books will vary dramatically by person and program. Many choose to borrow rather than buy some of the required and recommended texts. Should it become necessary for a student to retake coursework, a fee will be charged.

### Health Requirement Costs

Acupuncture, herbal medicine, and Chinese herb students are responsible for the costs associated with one-time and ongoing health requirements, including CPR certification, PPD tests, and hepatitis B vaccinations. The Institute's mandatory annual bloodborne pathogens classes are free.

# Clinic and Resource Fees for Acupuncture and Herbal Medicine Programs

An additional continuing registration fee is due each month for any student who does not complete the program by her or his 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 Master of Acupuncture degree requirements may enroll in the Post Graduate Trainee Program. A one-time application fee and a continuing monthly supervision fee applies. 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. It is also available by request from the business and finance office.

# Financial Aid

# Types of Financial Aid Available

#### The Federal Direct Loan Program

Tai Sophia participates in the Federal 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 in Acupuncture, Herbal Medicine, or Transformative Leadership and Social Change (\*formerly called the Applied Healing Arts program).

#### Federal Direct Stafford Loan

The Federal Direct Stafford Loan can be subsidized and/or unsubsidized. The subsidized loan is awarded on the basis of financial need. If you qualify for a subsidized loan, you can receive up to \$8,500 and the federal government pays the interest on the loan until you begin repayment and during authorized periods of deferment thereafter. The unsubsidized loan is not awarded on the basis of need. If you qualify for an unsubsidized loan, you can receive up to \$20,500 less subsidized eligibility. 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; an origination fee of 0.5 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. An origination fee of 3 percent and guarantee fee of I 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.

## **Scholarships**

#### 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 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. Candidates for the scholarship must 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, meet satisfactory academic progress requirements, be in good standing as defined by the Institute's academic policy, and be enrolled as a degree-seeking student in one of the master's programs (full-time status in the Acupuncture and Herbal Medicine programs, or part-time status in the Transformative Leadership and Social Change program). 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 the September intake, and September 30 for the January intake. 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.

# 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. Candidates must 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, and be enrolled as a degree-seeking student in one of the master's programs (full-time status in the Acupuncture or Herbal Medicine program, or parttime status in the Transformative Leadership and Social Change program). 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 the September intake, and September 30 for the January intake. 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 a letter of recommendation.

### 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. Candidates for the scholarship must 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, and be enrolled as a degree-seeking student in one of the master's programs (fulltime status in the Acupuncture and Herbal Medicine programs, or parttime status in the Transformative Leadership and Social Change program). Eligible students who are interested in applying for the scholarship must submit an application to the chair of the scholarship review and selection committee by May 31 for the September intake, and September 30 for the January intake. 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 a letter of recommendation.

#### 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 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 oneyear scholarship award period must reapply for future consideration. Candidates for the scholarship must demonstrate financial need, be enrolled full-time in the Master of Acupuncture program, 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. Eligible students who are interested in applying for the scholarship must submit an application to the chair of the scholarship review and selection committee by May 31 for the September intake, and September 30 for the January intake. 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 a letter of recommendation.

#### 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 degree programs who 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. Candidates for the Jo Ann Barlow Fellowship must be enrolled as a degree seeking student in one of the master's programs, meet satisfactory academic progress requirements, be in good standing defined by the Institute's academic policy and pursue work to help the Institute develop a relationship with the international community. Eligible students must be nominated by a faculty member and be approved by the President. Nominations by faculty to the President should be submitted by July 1st for the September awarding period and November 1st for the January awarding period.

#### 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. Recipients will be notified by the Maryland Higher Education Commission.

#### Outside Scholarships

Outside Scholarships are financial aid funds awarded through outside agencies 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 programs, 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.

#### Return of Federal Funds

If a student withdraws, drops out, is dismissed, or takes a leave of absence prior to completing more than 60% of a trimester or period of enrollment, Tai Sophia is required to return any federal funds disbursed and not earned by the student to the lender no later than 45 days after the effective date of the student's termination of enrollment.

The amount to be returned will be calculated as follows: Percentage of earned aid = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) Funds to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term. Funds will be returned to the lender in the following order:

- Federal Unsubsidized Stafford Loans
- Federal Subsidized Stafford Loans
- Federal Graduate (PLUS) Loans

Any balance remaining on the student's account once funds are returned to the lender will be due to Tai Sophia. If a student earned more aid than was disbursed, Tai Sophia will owe the student a post-withdrawal disbursement which will be paid within 120 days of the effective date of the student's termination of enrollment.

#### 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.
- $\bullet$  Students must achieve 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.
- $\bullet$  Students who repeat a course for which a passing grade was awarded are ineligible for DVA benefits for that course.
- $\bullet$  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 1-888-442-4551.

# 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 companies (not affiliated with Tai Sophia) that evaluates international transcripts.

American Association of Collegiate Registrars and Admissions Officers:

AACRAO's Foreign Education Credential Service Phone: 202-296-3359 Web: www.aacrao.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 in the Master of Acupuncture and the Master of Science in Herbal Medicine programs. Please note that transformative leadership and social change students are not eligible to receive Form I-20 to apply for a student visa due to the part-time nature of the program.

Tai Sophia Institute requires that all applicants who intend to hold F-I student visa status while enrolled 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 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

As an international student, it is essential that you adhere to the Department of Homeland Security regulations that govern your status. This is your individual responsibility for which you must be aware and 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-I 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 which 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 Internet-based 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

# How are the programs at Tai Sophia different from other programs?

Tai Sophia offers a holistic healing approach at the foundation of our degree programs. Our programs are experiential and relationship-based. The philosophical core of this work incorporates ancient wisdom from around the world. These teachings will help you recover a worldview that honors the unity of all life. This oneness will have an enormous impact on you as a healer and in your person-to-person relationships with patients, clients, friends, family, and all those in your community. All three programs begin with an opening ceremony and SOPHIA® (School of Philosophy and Healing in Action®) Intensive course in which this core philosophy is introduced.

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

Yes. Please contact the Office of Graduate Admissions to make arrangements. 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 and gifts provided by people from all walks of life.

# 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.

### Am I too old to start something new?

Our students have ranged in age from 22 to 73, with an average age of 40. Thirty percent have advanced degrees beyond a bachelor's degree. 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 three 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 hold a part-time job and attend the Acupuncture and Herbal Medicine programs. Based on our experience working with students in these programs, we recommend that you work no more than 15 hours per week on average. Please note that the clinical portion of these programs places significant additional time and energy demands on students, and that this may have an impact on the amount of time that will be available for employment. The Transformative Leadership and Social Change program is offered in an executive/part-time format thus designed for working professionals, as are the graduate certificate programs.



# About the Program

#### **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 which guides students to intentionally craft their words and actions 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 skillfully treat their patients with needles and words, the capacity to become a healing force and an agent of change, and the ability to communicate their competency effectively.

#### **Mission**

Our mission 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 its integration into the wider field of health care by advancing new paradigms of healing and wellness.

#### **Program Goals**

- I. Be able to serve the patient at all levels of being
  - a. Be able to assess the patient broadly and accurately by gathering phenomena about the patient that will aid in treatment.
    - i. Discern movement of qi its presence, absence, and quality — both in the patient and in themselves in the presence of the patient.
    - ii. Discern phenomena in a patient, and how the phenomena change in the moment and throughout the course of treatment. Phenomena include, for example, color, sound, odor, emotion, pulses, and information gathered through palpation.
    - iii. Question the patient, and put his or her report of symptoms in the context of the above phenomena.
  - b. Be able to treat and educate effectively.
    - i. Based on knowledge of the Tao, yin/yang, the movement of qi, the four directions, the five elements, and the twelve officials, devise short and long-term treatment plans that integrate the obscured phenomena.
    - ii. Affect the flow of qi through the use of acupuncture needles and moxa.
    - iii. Bring awareness to the patient of the connection between his or her symptoms and habitual patterns of behavior and language — patterns reflecting the patient's perception of reality.
    - iv. Embody the gifts and strengths of the seasons for patients, and integrate the lessons of nature into a treatment plan that supports the patient's movement through life.
    - v. Achieve and maintain rapport with patients; practice with compassion and powerful listening.
    - vi. Apply acupuncture-based treatment for substance abuse and recovery, and utilize skills in public health and substance abuse recovery settings.
  - c. Be able to practice safely
    - i. Know the appropriate use of points.
    - ii. Identify points accurately, needle safely and with sensitivity, use moxa correctly, and touch with full awareness.
    - iii. Have a basic understanding of warning signs of serious medical conditions, and know when to make a referral to or call for medical assistance.
    - iv. Identify situations where a referral to other therapies may be appropriate and useful.
    - v. Apply clean needle technique in all needling treatments.

# Admission Requirements

### Possess knowledge of the history of acupuncture and the theory of different traditions of acupuncture

- a. Possess a comprehensive level of knowledge of the Taoist teachings of oneness, and the historical and fundamental importance of this concept in the practice of acupuncture.
- b. Possess a comprehensive level of knowledge of the five elements and their applications.
- c. Possess an introductory level of knowledge of the eight principles used to discern patterns of disharmony in the Zang Fu organs, and the methods of eight-principle pulse and tongue diagnosis.
- d. Possess an introductory level knowledge of the Chinese Medical classics (Nei Jing and Nan Jing, etc.), and Chinese medical history.
- e. Possess an introductory level knowledge of the deep and secondary channels, their pathologies, and possible treatment strategies.
- f. Possess a survey level knowledge of other traditions of acupuncture practice, such as Japanese Meridian, Toyohari, Scalp, and Korean Hand Acupuncture.

#### 3. Be able to establish and maintain an acupuncture practice

- a. Know, and be able to apply, practice-building and outreach skills.
- b. Know how to set up an office, manage patient files, handle basic business procedures (paying taxes, handling insurance, etc.).
- c. Know federal laws and regulations regarding acupuncture (e.g. HIPAA), and be aware of the necessity of following the laws and regulations regarding acupuncture of the state in which one will practice.
- d. Know ethical responsibilities related to patient care, and demonstrate the ability to act ethically at all times.

#### 4. Be able to grow personally and professionally

- a. Observe oneself: assess and change one's responses to external and internal stimuli in order to have the greatest potential for growth, maturation, harvest, inspiration, and wisdom.
- b. Exhibit a willingness to be a learner: ask for help when needed, listen receptively, be open to receiving coaching.
- c. Hold oneself accountable for one's actions.
- d. Use critical thinking as an aid to incorporating new ideas, theories, and methods into one's practice.
- e. Build partnerships with patients, teachers, healthcare practitioners, and others.
- f. Consciously and intentionally bring forth the appropriate mood, emotion, or disposition in oneself.
- g. Be an active participant and independent learner in the field of acupuncture and Oriental medicine through writing, research, public speaking, professional affiliation and/or continuing education.

# **Degree Requirements**

Applicants for admission to Tai Sophia Institute must submit:

Official transcript to verify completion of a baccalaureate (bachelor's) degree.

☐ Official transcript of highest degree earned beyond a baccalaureate.

If the degree was not completed at a college or university recognized by a U.S. Department of Education accrediting body, copies of the institution's academic catalog may be required and course syllabi may be requested. International students please refer to the additional instructions outlined under the heading International Students in the General Admissions Process section of this catalog.

# **Health Requirements**

- $\square$  Current, documented tuberculosis skin test (PPD). If PPD is positive, a completed TB screening form (provided to students upon request).
- ☐ 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.

# Academic Calendar

Students may begin their studies in September or January, and the student's start date determines the schedule of classes. For students beginning the program in September, core classes are scheduled on Thursdays and Fridays; for students beginning in January, core classes are scheduled on Mondays and Tuesdays. These days remain consistent throughout the first five trimesters. 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.

Students also are required to attend occasional "intensive" classes which take place about two 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. Most classes are held at the main campus in Laurel.

As a student begins Level III of the program, the core class days are consolidated into one full class day weekly, through trimester 9. For students beginning the program in September, the Level III core class day is Thursday, and for those beginning in January, the Level III core class day is Monday. At this point students are assigned to "core groups," which typically consist of five to seven students and three faculty supervisors. Core groups are held Monday through Friday, and may fall on days other than the days core classes are scheduled. In addition, students intern in the Community Clinic Sites.

The course of study is a full-time program averaging 36 to 44 months, 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.

# September 2010 Class

Level I:	
Trimester I	9/7/10 - 12/18/10
Trimester 2	1/3/11-4/16/11

# Level II:

Trimester 3	4/25/11 – 8/6/11
Trimester 4	9/6/11- 12/17/11
Trimester 5	1/3/12 - 4/14/12

#### Level III:

Trimester 6	4/23/12 - 8/4/12
Trimester 7	9/4/12 - 12/15/12
Trimester 8	1/7/13 - 4/20/13
Trimester 9	4/29/13 - 8/10/13
(earliest completion – on-site	classes end)
Trimester 10	9/3/13 - 12/14/13
Trimester II	1/6/14 – 4/19/14
(anticipated completion)	

# January 2011 Class

#### Level I:

Trimester I	1/3/11 – 4/16/11
Trimester 2	4/25/11 - 8/6/11

# Level II:

Trimester 3	9/6/11 – 12/17/11
Trimester 4	1/3/12 - 4/14/12
Trimester 5	4/23/12 - 8/4/12

#### Level III:

Trimester 6	9/4/12 - 12/15/12
Trimester 7	1/7/13 - 4/20/13
Trimester 8	4/29/13 - 8/10/13
Trimester 9	9/3/13 - 12/14/13
(earliest completion – on-site	classes end)
Trimester 10	1/6/14 – 4/19/14
Trimester II	4/28/14 - 8/9/14

(anticipated completion)

# Course of Study

Level			Trimester	5	
Trimester	I Semester C	redits <sup>1</sup>	ACP 615	Theory: Organs of the Body and	
ACP 601a	History and Classics:			Patterns of Disharmony I	2.00
	Acupuncture from China to America	1.25	ACP 625	Point Location: Integrating Meridians	3.00
ACP 601b	History and Classics:		ACP 645	Treatment Skills: The Art of Patient Coaching	2.00
	Chinese Medicine from the Classical Perspective	1.75	ACP 655	Clinical Observation: Small Group Treatment	1.50
ACP 611	Theory:		ACP 665	Practice Management:	
	Principles of Healing and the Laws of Nature	2.50		Orientation to Clinical Practice	1.00
ACP 631	Diagnostic Skills: Awakening the Observer	1.75	ACP 790a	Supervised Clinical Practice: Community Health	0.50
APP 600	SOPHIA®: Intensive/Skills	3.50	ISci 000	BioScience Elective <sup>2</sup>	3.00
APP 601	Initiating a Healing Presence	1.25	ISci 755	Biomedicine: Systems Review	3.00
APP 610	Embodying Qi Gong: Dance with Nature	0.75	Subtotal		16.00
ISci 640	Clinical Anatomy: Regional and Surface Anatomy	3.00			
Subtotal		15.75	Level I	III	
			Trimester	6	
Trimester	2		ACP 716	Theory: Organs of the Body and	
ACP 612	Theory: Officials and Substances	2.00		Patterns of Disharmony II	2.00
ACP 622	Point Location:		ACP 746	Treatment Skills: Pre-Clinic Retreat	1.00
	Distal Points of the Arm Primary Meridians	3.00	ACP 766	Practice Management: Building a Successful Practic	ce 1.50
ACP 632a	Diagnostic Skills: Cultivating the Instrument	2.00	ACP 790a	Supervised Clinical Practice: Community Health	0.50
ACP 632b	Diagnostic Skills: Rapport Intensive	1.00	ACP 790b	Supervised Clinical Practice: Core Groups	1.00
ACP 652	Clinical Observation: From Story to Phenomena	1.00	ACP 790c	Supervised Clinical Practice: Student Clinic <sup>3</sup>	1.00
ACP 662	Practice Management:		APP 701	Deep Listening Within	1.50
	Ethics for the Healthcare Professional	1.00	ISci 740	Advanced Clinical Anatomy: Qi Follows Structure	2.00
APP 602	Being the Needle	1.50	Subtotal		10.50
APP 620	Volunteer Professional Project	3.25			
ISci 000	BioScience Elective <sup>2</sup>	3.00	Trimester	7	
ISci 642	Physiology: The Science of Wellness	2.00	ACP 700	History and Classics: Visiting Scholar Intensive	1.00
Subtotal		19.75	ACP 727	Point Location: Advanced Point Location	2.00
			ACP 757	Clinical Observation: Living Traditions	1.00
Level	II		ACP 767	Practice Management:	
Trimester	3			Maintaining a Successful Practice	1.00
ACP 613	Theory: Five Phases I	2.00		Supervised Clinical Practice: Community Health	0.50
ACP 623	Point Location:			Supervised Clinical Practice: Core Groups	1.00
	Distal Points of the Leg Primary Meridians	3.00		Supervised Clinical Practice: Student Clinic <sup>3</sup>	1.25
ACP 633	Diagnostic Skills: Diagnostic Interactions	3.00	ISci 737	Nutrition: Food and Balance	2.00
ACP 653	Clinical Observation: Qi in Motion	0.75	Subtotal		9.75
APP 603	Speech Acts and the Art of Skillful Inquiry	1.50			
APP 611	Tai Chi: Roots and Branches	1.00	Trimester		
ISci 000	BioScience Elective <sup>2</sup>	3.00	ACP 718	Theory: Advanced Modes of Integration	2.00
ISci 650	Pathophysiology: Biologic Basis for Disease	2.00	ACP 758	Clinical Observation: Integrating Traditions	1.50
Subtotal		16.25		Supervised Clinical Practice: Core Groups	1.00
				Supervised Clinical Practice: Student Clinic <sup>3</sup>	3.75
Trimester	4		ISci 750	Pathophysiology: Comparative Approaches	2.00
ACP 614	Theory: Five Phases II	2.00	Subtotal		10.25
ACP 624	Point Location: Journey of Qi through the Torso	3.00			
ACP 634	Diagnostic Skills:Traditional Diagnosis	3.00			
ACP 644	Treatment Skills: Basic Treatment Skills	2.00			
ACP 700	History and Classics: Visiting Scholar Intensive	1.00			
	Supervised Clinical Practice: Community Health	0.50			
APP 604	Deepening Your Healing Presence	1.50			
ISci 000	BioScience Elective <sup>2</sup>	3.00			
ISci 754	Biomedicine: Safe Practices	2.00			
Subtotal		18.00			

#### Trimester 9

II IIIICSCCI	<b>,</b>		
ACP 000	Theory: Senior Elective <sup>4</sup>	2.00	
ACP 719	Theory:		
	Chinese Medical Therapy and Asian Bodywork	2.00	
ACP 759	Clinical Observation:		
	Discussion of Case Presentation	0.75	
ACP 790b	Supervised Clinical Practice: Core Groups	1.00	
ACP 790c	Supervised Clinical Practice: Student Clinic <sup>3</sup>	3.75	
APP 702	Bring Your Work into the World	1.50	
Subtotal		11.00	
<b>-</b> .	10		
Trimester	• •		
	Supervised Clinical Practice: Core Groups	1.00	
	Supervised Clinical Practice: Student Clinic <sup>3</sup>	3.75	
Subtotal		4.75	
Trimester	11		
	Supervised Clinical Practice: Core Groups	1.00	
	Supervised Clinical Practice: Core Groups  Supervised Clinical Practice: Student Clinic <sup>3</sup>	3.25	
Subtotal	Supervised Chilical Fractice. Student Chilic	4.25	
Subtotai		4.23	
Optional L	evel III Courses		
•	Theory: NCCAOM Review Elective <sup>5</sup>	0.00	
		2.30	
Total semester credits 136.25			
Total progr		2575.50	

Tai Sophia's Master of Acupuncture degree program offers students 560 hours of hands-on supervised clinical practice and an additional 195 hours in clinical observation.

<sup>1</sup>Credit hour conversion:

15 hours (lecture) = I semester credit;

30 hours (lab) = I semester credit;

60 hours (independent study) = I semester credit.

<sup>3</sup>Semester 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.

 $^4\mbox{Students}$  select from several advanced courses to fulfill the Theory: Senior Elective requirement.

<sup>5</sup>Non-required course.

<sup>6</sup>Does not include hours for Optional Level III Courses.

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<sup>&</sup>lt;sup>2</sup>Students must complete 12 credits of BioScience Elective coursework.

# Curriculum

#### **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 9 days of intensive coursework which 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 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 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
- 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 they also 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.

#### Level III

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

Level III consists of Trimesters 6, 7, 8, 9, 1 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 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).

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 Descriptions

#### **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.

#### ACP 60 la

# 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 601b

# 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.

#### 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.

#### 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**

# ${\bf Diagnostic\ Skills: Diagnostic\ Interactions}$

#### 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.

#### **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 Patient Coaching

#### 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: Oi 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 Healthcare Professional 1.00 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 1.00 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.

#### 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 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 will 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 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.

#### **ACP 746**

# Treatment Skills: Pre-Clinic Retreat

#### 1.00 Semester Credits

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 Credits

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 will 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 Credits

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.

#### ACP 790c series

# Supervised Clinical Practice: Student Clinic 16.75 Semester Credits (total)

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.

#### **APP 600**

#### SOPHIA® (School of Philosophy and Healing in Action®):

#### Intensive/Skills

### 3.50 Semester Credits

Based on the cycles of nature, this intensive course introduces the philosophical underpinnings of the Institute and includes the experience of Qi, the rhythms of nature, life skills, language, and theory.

#### 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 610

# 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.

### **APP 611**

### 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.

#### **APP 620**

#### Volunteer Professional Project

#### 3.25 Semester Credits

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.

#### ISci 000 series

#### BioScience Elective

#### 12.00 Semester Credits (total)

This is a placeholder for required ISci elective coursework. A total of 12.00 elective ISci credits will be required over the course of the M.Ac. program.

### ISci 621

#### Physics & Energy

# 3.00 Semester Credits

The relationship between modern physics and complementary medicine is rarely defined in a careful, systematic manner. This course will start with an examination of core concepts in modern physics (including particle physics), and look at the relationship between these ideas and current thoughts around healing modalities.

#### ISci 623

# Biology and Ecobiology

#### 3.00 Semester Credits

Humans have evolved in a symbiotic relationship with many other plant and animal species on Earth; biologists use the term "co-evolution" to describe this process. In this course, students will look at the health of our planet and the way changes in our ecosystem may affect our health and wellness. Specifically, we will examine practices that can have a positive impact on the biology around us.

#### ISci 624

#### Chemistry, Elements of Wellness

#### 3.00 Semester Credits

Knowledge can be a powerful tool in taking ownership of one's health. This course offers healthy doses of training around the role of chemistry & biochemistry in health and wellness. Topics include acids & bases, respiration & blood chemistry, enzymes and digestion, nutritional science, and the effects of radiation and oxidation on living tissues.

#### ISci 625

# Microanatomy, Molecular Biology and the Future of Ancient Traditions 3.00 Semester Credits

An understanding of principles & techniques in cellular/molecular biology is critical to knowledgeably interpreting many of the exciting new advances in the fields of acupuncture, herbal medicine and complementary medicine, in general. This course is not designed to create scientists but to enable informed students to engage in the conversation around new advances in areas such as molecular genetics, proteomics, cell signaling, microbiology and immunology, especially as these pertain to new possibilities within complementary medicine fields.

#### ISci 640

# Clinical Anatomy: Regional and Surface Anatomy 3.00 Semester Credits

This course is designed for application by acupuncture students and includes a special focus on Surface Anatomy to prepare students for point location coursework.

#### ISci 642

# Physiology: The Science of Wellness 2.00 Semester Credits

This course focuses on student observation and support (via wellness practices) of the physiologic processes in their own bodies.

#### ISci 650

# Pathophysiology: Biologic Basis for Disease 2.00 Semester Credits

This course reviews the major processes that cause disease from a Western perspective (e.g., toxins, cancer, inflammation, infection, failed vascular function, congestion, chemical messenger imbalance).

#### ISci 665

## Neuroscience of Addictions and Mental Health

#### 3 Semester Credits

As an examination of the role of substance abuse and mental health disorders, this course prepares students to bring their work mindfully into the community. This course contains much of the didactic work needed for certification by NADA (National Acupuncture Detoxification Association). M.Ac. students should take this course in trimester 3 or 4.

#### ISci 737

## Nutrition: Food and Balance

#### 2.00 Semester Credits

This course focuses on the use of food and diet to support health & wellness.

#### ISci 740

# Advanced Clinical Anatomy: Qi Follows Structure 2.00 Semester Credits

In this advanced course, students deepen their clinical anatomy knowledge and skills in the areas of the torso and lower limbs of the body. They integrate previously learned location skills and focus on relationships between acupuncture points of different meridians in an area. Treatment of a CV/GV block is also taught in this course.

### ISci 750

### Pathophysiology: Comparative Approaches

#### 2.00 Semester Credits

This course offers a comparison between Western and Chinese approaches to patients presenting with frequently seen symptoms (e.g., headache, joint pain, insomnia).

### ISci 754

# Biomedicine: Safe Practices 2.00 Semester Credits

Blood-borne pathogens, Red Flags, Risk Factors, and Responses to Emergencies are covered in this course that precedes students' participation at the Institute's Community Clinic sites.

#### ISci 755

Biomedicine: Systems Review 3.00 Semester Credits

Diseases and the Western medicine approach to treatment are covered in detail in this course.

# Faculty Biographies

# **Program Director**

Jeff Millison, M.Ac., Dipl.Ac. (NCCAOM)

Jeff Millison is the director of the Master of Acupuncture program at Tai Sophia Institute. A graduate of the Traditional Acupuncture Institute in 1991, he also earned his B.A. in English from the University of Maryland in 1985, and in 1988 completed course work for the master's degree in holistic psychology from Boulder College. In 1996 he completed a two-year program in Chinese herbal medicine. A faculty member of Tai Sophia Institute since 1992, he currently serves as a clinical supervisor and teaches multiple courses. Jeff served on the board of the Maryland Acupuncture Society from 1992 to 1996.

#### **Division Chairs**

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

Jane Grissmer serves the Acupuncture program as chair of the Theory Division. A graduate of the College of Traditional Chinese Acupuncture in England in 1980, Jane has a long history of practicing, teaching and studying acupuncture as a healing art. She also holds a certification in Chinese herbal medicine and brings a wealth of experience in the development of the healing traditions in America. Jane has served as dean of faculty at Tai Sophia Institute; has authored articles on the emotions and the seasons; and continues in her private practice as founding director of an Integrative Wellness Center.

#### Stacey MacFarlane, M.Ac.

A graduate of the Acupuncture master's degree program at Tai Sophia, Stacey MacFarlane serves as division chair for the Clinical Foundations Division in the M.A.c program. She has been joyfully practicing and teaching since 2001. Prior to her studies of acupuncture, she spent 15 years engaged as a performer and creator in the theatre arts. She studied, worked, and performed in the US and abroad. The unique intersection of these passions, theatre and acupuncture, has helped her to understand that the creative arts are healing and the healing arts are creative. Same river, different shape -- it's all about living fully and truly.

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

A graduate of the Traditional Acupuncture Institute, Tatyana Maltseva has been a teacher in the Institute's Acupuncture program since 1998. She received her M.D. in neurology from the Kiev Medical Institute in the Ukraine, and has practiced acupuncture for over 15 years, including several years in Russia, where, as a physician specializing in neurology, she incorporated acupuncture into her work. She currently has a private practice at the Greenspring Valley Healing Arts Center in Owings Mills. Tatyana is chair of the Touching Energy and Structure division.

#### Sharon Jennings-Rojas, M.Ac., RT(NADA)

Sharon Jennings-Rojas, a graduate of the Traditional Acupuncture Institute, serves as chair of the Clinical Practices Division. Sharon also serves as Tai Sophia's Coordinator of Community Partnerships and is on faculty at the Academy for Somatic Healing Arts (ASHA) in Georgia. She has worked with the Departments of Health in New York, Baltimore, and Atlanta, and presented at several alternative medicine conferences throughout the United States. She is a National Acupuncture Detoxification Association (NADA) member and certified Registered Trainer. In addition to her practice in Owings Mills and Columbia, Maryland, she is the resident acupuncturist at Goucher College.

# **Core Faculty**

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

Division chair for the Theory Division of the Master of Acupuncture program at Tai Sophia Institute from 2002 to 2007, David has been a primary instructor for Institute students over the past ten years. A graduate of the Traditional Acupuncture Institute, he also holds a certificate in Chinese herbology and received an M.A. in English literature from the University of Leeds. For seven years David served as president of the Maryland Acupuncture Society. He maintains private clinical practices in Takoma Park and Columbia, Maryland.

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

A practitioner of traditional acupuncture since 1972 and cofounder and chancellor of the Institute, Dianne Connelly received her master's qualification from the College of Traditional Acupuncture (UK) in 1979. She obtained a Ph.D. in cross-cultural medicine from Union Graduate School in 1975, an M.A. from New York University School of Education in 1970, and her B.A. from Le Moyne College in 1967. Chancellor of the Institute and an international lecturer (she lectures regularly in Italy and Germany), she is the author of Traditional Acupuncture: The Law of the Five Elements, All Sickness is Home Sickness, and Medicine Words: Language of Love for the Treatment Room of Life, and coauthor of Alive and Awake: Wisdom for Kids. She is the mother of Blaize, Jade, and Caeli, as well as grandmother to Tamar, Lennox, Rianna, Maxim, and Roman.

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

Robert (Bob) Duggan, president and co-founder of Tai Sophia Institute, has practiced traditional acupuncture since 1972. He holds a master's degree in human relations and community studies from New York University, as well as a master's in moral theology from St. Joseph's Seminary, and received his master's certification in acupuncture from the College of Traditional Chinese Acupuncture (UK). A national leader in the development of the acupuncture profession and the emerging healing arts community, he has served as a commissioner of the Accreditation Commission for Acupuncture and Oriental Medicine, on the board of trustees of the Horizon Foundation (a community wellness foundation in Howard County, Maryland, which, in 2008, honored him with its annual Leadership Award), and a panelist at meetings sponsored by the National Institutes of Health and the White House Commission on Complementary and Alternative Medicine. Bob lectures throughout the United States and abroad, and is author of Common Sense for the Healing Arts.

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

Hope Finn Gilbert is a licensed, nationally certified acupuncturist, certified herbalist, and for 15 years, managing partner of Acupuncture Associates of Columbia. She received her M.Ac. degree from the Traditional Acupuncture Institute. A teacher in the Institute's Acupuncture program since 1989, currently a core faculty member and formerly chair of the program's Touching Energy and Structure Division, she was instrumental in developing the Point Location department and authored or co-authored many of its teaching and administrative materials, including the students' manual and Supporting Mountain: Guide for the Point Location Student. She brings 20 years' experience in Eastern Indian meditative practices and a commitment to create a supportive environment that accepts and challenges the learner:

#### Tyme M. Gigliotti, M.Ac.

A graduate of the Traditional Acupuncture Institute's class of 1994, Tyme Gigliotti is a core faculty member and a clinic supervisor in the Acupuncture program. Formerly chair of the program's Clinical Foundations Division, he also served as chair of the Maryland State Board of Acupuncture. A former board member of the Maryland Acupuncture Society, and an acupuncture detoxification specialist, he also enjoys his role as a teacher at the University of Spiritual Healing and Sufism. Tyme's purpose, as an acupuncturist and Sufi master teacher, is empowering students to unveil the gifts and mastery that lie within.

#### Kaiya Larson, M.Ac.

A graduate of Tai Sophia Institute's class of 1997, Kaiya Larson has served the students as a faculty member for over five years. Prior to studying acupuncture, she graduated from the School of the Art Institute of Chicago and worked with underprivileged children and nonprofit institutions, teaching them to make videos to air on cable access channels. A core faculty member, Kaiya brings a deep commitment and passion for teaching to the students as a core group supervisor and teacher for several courses, including those focusing on sensory skills and diagnostic interaction. Kaiya also practices acupuncture at Tai Sophia's clinic in Laurel, Maryland.

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

Heidi Most enjoyed a rewarding 20-year career in urban planning before realizing her life-long desire to work with body, mind, and spirit in the healing arts. She received her master's degree from the Traditional Acupuncture Institute, class of 1999, and now is a core faculty member in Tai Sophia's Acupuncture program, currently teaching Point Location courses. Heidi holds a Diplomate of Acupuncture from the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), and teaches the preparatory course for the NCCAOM national examination.

#### David Paton, M.Ac.

Formally the chair of the Theory Division of the Acupuncture program, David has been practicing acupuncture for over 15 years and has been a faculty member at Tai Sophia since 1994. He served as CHI site supervisor at Bon Secours New Hope Center from 1994-96, and as a primary supervisor in the faculty-student clinic from 1995 to 1999 and from 2001 to 2006, when he assumed the role of full-time dean of students. In addition to David's clinical practice, he has worked locally and nationally on regulatory and licensing issues in the acupuncture profession. In 2001 he was appointed by then-Governor Glendening to the Maryland Acupuncture Board, and was elected chairman of the Board in 2004, serving in that capacity until January 2008. In 2002, he became the Maryland Acupuncture Board representative to FAOMRA (Federation of Acupuncture & Oriental Medicine Regulatory Agencies) and became president of the organization in spring 2004. He also served as the FAOMRA representative on the ACAOM doctoral task force from 2004-2005. David teaches several courses at Tai Sophia and maintains a private acupuncture practice.

#### Sharon M. Smith, M.Ac., Dipl. Ac. (NCCAOM)

Sharon (Sherry) Smith holds a Master of Acupuncture degree and a certificate of Chinese herbology from the Traditional Acupuncture Institute (Tai Sophia Institute) in Columbia, Maryland, and is recognized as a Diplomate of Acupuncture by the National Commission for the Certification of Acupuncture and Oriental Medicine. She served as the director of the Faculty Supervised Student Clinic at Tai Sophia Institute. Presently, she teaches theory and is a clinical supervisor. Sherry has pursued further studies extensively with prominent practitioners. She trained with J. R. Worsley in Royal Leamington Spa, England, and completed the Clinical Integration course with John and Angela Hicks. Sherry is a member of the American Association of Acupuncture and Oriental Medicine (AAAOM) and the Maryland Acupuncture Society (MAS); and she has served as the treasurer of MAS. She has a private practice in Columbia, Maryland.

#### Deanna Slate Stennett, Adv. L.Ac (U.K. and FL)

Deanna received her Licentiate in Acupuncture from the Worsley Institute of Classical Acupuncture and her Advanced Licentiate in Acupuncture from the College of Traditional Acupuncture in the United Kingdom. In clinical practice since 1992, she has served as chair of the Clinical Foundations Division of the Acupuncture program and holds a private practice in Crofton, Maryland. From 1993 to 1995, she taught at the Worsley Institute in Florida and

# Additional Information

# **Course Transfer/Exemption Policy**

The Master of Acupuncture program is largely a series of courses that are required and offered in a prescribed sequence. With few exceptions, throughout the course of study students attend class with fellow students with whom they began the program. Because much of the teaching at Tai Sophia Institute is based on an oral tradition with highly experiential classes, courses often are not easily compared to those offered at other schools.

Students who have taken coursework at other institutions and thereby previously acquired knowledge and/or skills equivalent to those stipulated as course outcomes of the Acupuncture program may apply for course transfer/exemptions based on this previously acquired knowledge and/or skill. The maximum number of credits for which course transfer/exemption may be granted is one-third of the total credits of the Tai Sophia Master of Acupuncture (M.Ac.) degree program. No reduction in tuition will be granted for courses from which students are exempted.

If a prospective student wishes to apply for course transfer/exemption, the first step is to contact the Office of Graduate Admissions and to submit any transcript(s) and course description(s) from the previous acupuncture school(s) with a request for a course transfer/exemption review. The program director or designee will review the transcript(s) and give a preliminary assessment of transfer possibilities.

If the preliminary review is positive, and the prospective student decides at that point to formally apply for course transfer/exemption, he or she must:

- Submit to Tai Sophia Institute the course catalog of the school(s) attended, along with the course description(s) and syllabi of the course or courses for which transfer/exemption is sought.
- Pay a non-refundable review fee ranging from \$50 to \$200, depending on the number of courses to be reviewed.

Prior to the granting of course transfer/exemptions, the program director and division chair(s) also may require that prospective students:

- Successfully complete a general written examination, as well as a written and practical point location exam.
- Successfully sit for an oral examination with a team of Tai Sophia Institute faculty members.

The prospective student may wait to formally apply to the M.Ac. program until a ruling is made on his or her course transfer/exemption request. Regardless of the outcome of the ruling, if the prospective student decides to formally apply for acceptance into the M.Ac. program, he or she must:

- Complete the same application process as non-transfer students.
- Meet the same requirements of general education as non-transfer students.

# 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 who complete the course of study required by the California Acupuncture Board may sit for the California Acupuncture Licensing Examination.

Tai Sophia Institute www.tai.edu Master of Acupuncture Program 3:15

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 above and 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:

• Basic Sciences. In order to ensure that all requirements are met, Tai Sophia students who wish to take the California Acupuncture Licensing Examination must take the following 12 credits of BioScience coursework or their equivalent while fulfilling their BioScience Elective requirements as part of Tai Sophia Institute's Master of Acupuncture Program: ISci 621 Physics and Energy, ISci 623 Biology and Ecobiology, ISci 624 Chemistry, Elements of Wellness, and ISci 625 Microanatomy, Molecular Biology and the Future of Ancient Traditions.

Students who wish to take the California Acupuncture Licensing Examination must also complete an additional 3 credits of BioScience coursework above and beyond those necessary for the Institute's Master of Acupuncture program. These students must take course ISci 665 Neuroscience of Addictions and Mental Health or its equivalent to fulfill this requirement.

- 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. Tai Sophia students must complete the Institute's Graduate Certificate program in Chinese Herbs. Contact the Office of Graduate Admissions for information on this program.

If any of the above coursework is to be completed at an institution other than Tai Sophia Institute, it must be approved by the director of the Master of Acupuncture program. 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 in the office of graduate admissions 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.

Tai Sophia Institute www.tai.edu Master of Acupuncture Program 3:16

# **Commonly Asked Questions**

# I need to get into acupuncture treatment. Is the Faculty-Supervised Student Clinic free or discounted?

Having treatment with a student in the Faculty-Supervised Student Clinic is an enriching experience on many levels. It provides you with an opportunity to observe and experience what you will be doing in Level III of the Acupuncture program. In addition, you will have the benefit of the collective experience of two student practitioners — your practitioner and a partner — as well as interaction with at least two licensed practitioners who supervise various aspects of the treatment process. The clinical portion of the program is designed to prepare our students not only as practitioners of the healing arts, but also in the practical aspects of practice management. To that end, a charge does apply to treatments in the Faculty-Supervised Student Clinic. However, these fees are discounted as compared to customary fees charged by the practitioners in our area.

# How long will it take to build a practice that will support me?

Although it is a highly individual process, typically it takes about two years for your practice to become a substantial source of income. However, there are students who have built their practices in less time.

# I am moving back to my home state after I complete the program. Are there special requirements to be able to practice in that state?

Books that describe the current laws by state are published annually. Copies of these books can be found in the office of graduate admissions or in the library. Information and links to state regulatory boards can also be found on our website, www.tai.edu and at www.acupuncture.com.

# What are the outcomes of the Community Clinic sites?

Rotations at the Community Clinic sites and partnering with other clinical students provide you with the opportunity to see a broad spectrum of patients and work with a variety of supervisors who have extensive experience as practitioners and teachers.

# What are the components of the clinical portion of the Acupuncture program?

The clinical portion of the program has three distinct components:

- A rotation at one or more of the Community Clinic sites.
- Treatments with other student practitioners and their patients.
- Your treatment of at least ten of your own patients in the Faculty-Supervised Clinic.

# How do I find the acupuncture patients that I need for the Faculty-Supervised Student Clinic?

Students hold the primary responsibility for generating their own patients while practicing under supervision in the Faculty-Supervised Student Clinic. Additionally, Tai Sophia Institute will offer you support in marketing, practice building, and practice management to help prepare you for creating and running your own practice. During the program, you will be eligible to participate in our Faculty-Supervised Student Clinic referral system, and you will also have many different opportunities to interact with other people. As these people become interested in acupuncture, they often become your patients or are open to refer others to you. You also may wish to meet the public in other ways, such as attending health fairs or presenting at seminars or workshops.

Tai Sophia Institute www.tai.edu Master of Acupuncture Program 3:17

# **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 healthcare 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 7501 Greenway Center Drive, Suite 760, Greenbelt, MD 20770; 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 17,000 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 (phone); info@nccaom.org (email). 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 PO Box 162340, Sacramento, CA 95816; 916-443-4770. The web address is www.aaaomonline.org.



# **Overview**

The Herbal Medicine program is a graduate program leading to a Master of Science degree in herbal medicine. Integrating modern scientific knowledge with traditional wisdom, the curriculum provides an understanding of varied health and wellness paradigms as well as the bio-psycho-social constructs that inform them. It engages nature as teacher, using natural rhythms of the living world to guide the model for client care and broader practices. The educational environment serves as a catalyst for meaningful change and empowers our graduates to serve as facilitators of change in others.

Students who have completed the program will possess a solid knowledge of the theory and practice of supporting health and wellness; be able to consult safely and communicate their competence effectively; and have a positive, knowledgeable understanding of the potential of herbs.

The program's main emphasis is clinical study, and all students are required to complete a set amount of clinical work. Students who choose not to focus primarily on clinical work may pursue a self-guided independent study project with approval from the director.

# **Program Goals**

The Tai Sophia graduate in herbal medicine will:

- I. Be able to serve their clients:
  - A. Be able to gather and contextualize relevant information from the client in order to develop a plan for wellness.
    - i. Be able to accurately gather information regarding past and current health status while differentiating between phenomena and the client's interpretation of phenomena.
    - ii. Be able to synthesize the above information to assess constitutional or acquired strengths and weaknesses.
  - B. Be able to advise and educate effectively.
    - i. Be able to develop with the client a short-term and longterm wellness plan based on assessed constitution, evaluation of health inputs, and acquired strengths and weaknesses.
    - ii. Be able to adjust herbal, dietary, and lifestyle recommendations in response to the changing needs of the client.
    - iii. Be able to help the client become more self-aware and to better understand the relationship between his or her thoughts and behavior and sense of physical and mental well being.
    - iv. Be able to integrate the lessons of nature into a wellness plan that supports the client's movement through life.
    - v. Be able to achieve and maintain rapport with clients, listen attentively, and practice with compassion.

- 2. Possess knowledge of traditional herbal systems as well as a contextual understanding of the principles and practice of modern Western herbalism:
  - A. Possess a comprehensive knowledge of biomedicine as it applies to herbal therapeutics.
  - B. Possess a comprehensive knowledge of health assessment appropriate to a wellness based practice.
  - C. Possess a comprehensive knowledge of materia medica appropriate to modern practice.
  - D. Possess a comprehensive knowledge of herbal pharmacology.
  - E. Possess a comprehensive knowledge of herbal preparation and formulation.
  - F. Possess a comprehensive knowledge of the varied roots of contemporary herbal practice with a focus on North American herbal-based medical movements of the late 18th century to early 20th century.
  - G. Possess a comprehensive knowledge of current and historical issues of quality, safety, and efficacy in herbal medicine.
  - H. Possess an understanding of the concepts and applications of toxicology, herb-drug interactions and contraindications as applies to safe practice.
  - I. Possess analytical skills needed for evaluating historical texts and their applicability to modern knowledge.
  - J. Possess a basic knowledge of other systems of herbal medicines from a global perspective.
  - K. Possess a basic knowledge of modern methodology and new avenues for herbal research.
  - L. Possess an introductory level of knowledge of plant identification and wildcrafting, as well as the impact of herbalism on the environment.
  - M. Possess an introductory level of knowledge of the concepts of medical anthropology and their application to contemporary Western herbalism.
- 3. Have the skills to establish and maintain an effective herbal practice:
- A. Be able to assess and support clients within the context of a health and wellness paradigm.
- B. Be able to navigate the current healthcare environment, empower clients to make informed choices and refer when appropriate.
- C. Be competent in the basic business skills necessary to build and maintain an herbal practice.
- D. Be familiar with the ethics, laws, and regulations regarding herbalism.

- 4. Be able to grow personally and professionally:
  - A. Be able to observe oneself: to assess and change one's responses to external and internal cues in order to have the greatest potential for growth, maturation, inspiration and wisdom.
  - B. Be able to hold oneself responsible for one's actions.
  - C. Be able to exhibit a willingness to be a learner: ask for help when needed, listen receptively, and be open to receiving coaching.
  - D. Be able to think critically as an aid to incorporating new ideas, theories, and methods into his or her practice.
  - E. Be able to build partnerships with clients, teachers, medical professionals, and others in life.
  - F. Be able to actively participate in the field of herbalism through writing, research, public speaking, and/or professional affiliation.

# Herbal Medicine—The People's Medicine

The Herbal Medicine program and Tai Sophia Institute do not promote or advocate licensure for herbalists in the United States. Rather, we advocate that all citizens be afforded the education, accessibility and freedom to make informed healthcare choices that they feel will best serve themselves and their families. Likewise, we advocate that all healthcare practitioners be given the opportunity to practice freely, so long as they represent their training and credentials to the public with absolute integrity.

The Herbal Clinic for All is a collaborative effort of faculty, staff, graduates and students to bring community herbalism to a population who typically would not be able to afford the cost of an herbal consultation and a personalized herbal preparation. This donation-based community herbal clinic offers the services of community herbalists one day a month at the Tai Sophia student clinic in Silver Spring, Maryland. For more information about the clinic please refer to our website www.tai.edu/HerbForAll.aspx

# Admission Requirements

# **Degree Requirements**

Applicants for admission to Tai Sophia Institute must submit:  $\Box$  Official transcripts to verify completion of a baccalaureate (bachelor's) degree.

☐ Official transcripts of the highest degree earned beyond a baccalaureate.

If the degree, or required coursework, was not completed at a college or university recognized by a U.S. Department of Education accrediting body, copies of the institution's academic catalog may be required and course syllabi may be requested. International students please refer to the additional instructions outlined under the heading International Students in the General Admissions Process section of this catalog.

# **Health Requirements**

☐ Current, documented tuberculosis skin test (PPD). If PPD is positive, a completed TB screening form (provided to students upon request).

☐ 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.

# **Prerequisites**

A three semester credit course in Physiology is required prior to starting the Herbal Medicine program and must be completed with a minimum grade of "C-" or 70%. Options for completing this requirement include:

☐ An intensive three credit Physiology course completed through Tai Sophia Institute.

OR

☐ A three credit Physiology course or minimum six credit Anatomy & Physiology course levels I and II completed at another school and documented with an official transcript.

# Additional Notes:

- A basic course in the study of herbs is highly recommended prior to starting the program.
- Courses in organic chemistry and cell biology are helpful if students wish to take additional classes to prepare for the program. For students who have previously completed a physiology course, a thorough review of the material is recommended.
- International students please refer to the additional instructions and requirements outlined under the heading International Students in the General Admissions Process section of this catalog.

# Academic Calendar

# **Overview**

Classes begin once yearly in September. The class days are specific to the year students begin; even-numbered years meet on Monday and Tuesday, while odd-numbered years meet on Thursday and Friday. For the class starting in September 2010, the class days are Monday and Tuesday plus one weekend a month (Saturday and Sunday). There are no weekend intensives in Level III of the program; however, an additional clinic day is scheduled each week. Reading week is scheduled midway through each trimester. During this week no classes will be held, giving students more time to reflect on their coursework. In addition to the class days, students will be expected to allocate 15 to 20 hours per week for outside study. The program also includes a maximum of two multi-day out-of-state field trips, as well as occasional off-campus classes and intensives in the region.

The course is a full-time program and is typically completed in 28 to 32 months, depending on the pace set for completion of Level III. The maximum amount of time allowed to complete the program is 60 months.

# September 2010 Class

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Trimester I	09/07/10 - 12/18/10
Trimester 2	01/03/11 - 04/16/11
Trimester 3	04/25/11 – 08/06/11

### Level II

Trimester 4	09/06/11 – 12/17/11
Trimester 5	01/03/12 - 04/14/12

# Level III:

Trimester 6	04/23/12 - 08/04/12
Trimester 7	09/04/12 - 12/15/12
Trimester 8	01/02/13 - 04/13/13

Commencement 06/03/13

# Course of Study

Level	I		Trimester	5 - January - April 2012	
Trimester	I - September - December 2010		H603	Retreat in Preparation for Clinic	0.5
Number	Course Name	Credits	H605b	Materia Medica II	2.0
H501a	SOPHIA® Intensive	3.0	H609b	Applied Biomedicine in Herbal Therapeutics II	2.0
H505a	Materia Medica I	1.0	H611b.2	Nourishment II	2.0
H508a	Herbal Preparations I	1.0	H635b	Clinical Skills II	3.25
H509a	Applied Biomedicine in Herbal Therapeutics I	1.5	APP651b	Cultivating a Healing Presence II	1.0
H532.2	Literature Research & Writing	0.5	Subtotal		10.75
H534a.2	People, Plants and Seasons I	1.0			
APP632b	Foundations of Wellness	3.0	Level	III	
APP650a	Cultivating a Healing Presence I	1.0		- 6- April - August 2012	
Subtotal	Solitivating a risaming rissolites r	12.0	Full Clinic		
oubtota.		. 2.0	H709a	Applied Biomedicine III: Case Assessment	2.0
Trimester	2 - January - April 2011		H720a	Supervised Clinic	1.5
H505b	Materia Medica I	1.5	H735a	Clinical Skills III	2.0
H508b.2	Herbal Preparations I	1.5	H753	Clinical Strategies III: Case Management	2.0
H509b.2	Applied Biomedicine in Herbal Therapeutics I	1.0	APP750a	Cultivating a Healing Presence III	1.0
H523	Nutritional Biochemistry	1.0	Subtotal	Cultivating a Fleating Fresence III	8.5
H533a.2	Medicinal Plants & Culture	1.0	Subtotai		0.5
H534b	People, Plants and Seasons I	0.5	Partial Cli	nic and Independent Study Project	
H535a	Clinical Skills I	1.5	H753	Clinical Strategies III: Case Management	2.0
H554a.2	Herbal Pharmacology & Phytochemistry I	1.5	H709a	Applied Biomedicine III: Case Assessment	2.0
	<u>.</u>	1.0		Clinic for Independent Study	2.0
APP650b <b>Subtotal</b>	Cultivating a Healing Presence I	1.0	H715a	,	1.5
Subtotai		10.5	1.172.1-	(15 clients: 7 3x's + 5 partnered)	
T.:	2		H721a	Supervised Core Groups	0.5
	3 - April - August 2011	1.0	H740a	Independent Study Project	1.0
H503	Field Trip	1.0	APP750a	Cultivating a Healing Presence III	1.0
H505c.2	Materia Medica I	2.0	Subtotal		8.0
H509c.2	Applied Biomedicine	1.5	<b>T</b>	7. C	
H534c	People, Plants & Seasons I	1.0		7 - September - December 2012	
H511a.2	Nourishment I	2.0	Full Clinic	•	7.5
H535b	Clinical Skills I	1.5	H711	Nourishment III	.75
H554b	Herbal Pharmacology & Phytochemistry I	1.0	H713b	Clinical Round Table	1.25
APP650c	Cultivating a Healing Presence I	1.0	H720b	Supervised Clinic	1.5
Subtotal		11.0	H735b	Clinical Skills III	1.0
Laval			APP750b	3	1.0
Level			H766	Practice Management II	1.5
	4 - September - December 2011		Subtotal f	or Full Clinical Study	7.00
H605a.2	Materia Medica II	1.5			
H609a.2	Applied Biomedicine in Herbal Therapeutics II			nic and Independent Study Project	
H611a.2	Nourishment II	2.0	H740	Independent Study Project	2.25
H634a	People, Plants and Seasons II	0.5	H766	Practice Management II	1.5
H635a	Clinical Skills II	3.0	Subtotal f	or Partial Clinic & Independent Study	3.75
H654	Herbal Pharmacology & Phytochemistry II	1.0			
H656	Practice Management I	1.25			
APP651a	Cultivating a Healing Presence II	1.0			
Subtotal		11 75			

Trimester 8 - January - April 2013			
Full Clinic	cal Study		
H705	Materia Medica III	1.5	
H720c	Supervised Clinic	1.5	
H721	Supervised Core Groups	0.5	
H745	Volunteer Project	1.0	
Subtotal f	for Full Clinical Study	4.50	
Program Total Credits Full Clinical Study 76.00			
Partial Clinic and Independent Study			
H705	Materia Medica III	1.5	
H740c	Independent Study Project	5.75	
H745	Volunteer Project	1.0	
Subtotal for Partial Clinic and Independent Study 8.25			
Program <sup>-</sup>	Program Total Credits for Partial Clinic and		



Independent Study

# **Level I: Wellness**

Level I focuses on biological, psychological and social wellness while encouraging the student to think critically about plants, research, and health. It lays a foundation for personal development as students proceed to take on the honored responsibilities of being a practitioner.

Level I consists of three trimesters, which make up the first year of study. The program begins with a two week intensive exploring the institutional values that underlie our vision of community and personal wellness. Following this intensive, students begin what will become their normal classroom schedule of two full days a week and one weekend per month.

# Continuing Health Requirements

Throughout all program levels, students must comply with health-related requirements including bloodborne pathogen training prior to entering clinic. As an awareness and self care practice, students are also required to receive a minimum of three herbal consultations before the end of level I. For health requirements that need to be updated regularly, the update must be completed prior to or within the month of expiration, and documentation submitted to the administrative coordinator for Faculty Supervised Student Clinic office. Complete requirement details are included in Student Handbook.

# **Level II: Exploring Imbalance**

Level II builds on the skills learned in Level I, exploring environmental inputs and endogenous processes that contribute to imbalances in health. Clinical strategies that engage the restorative role of herbs, nourishment and behavioral modification are emphasized.

Level II consists of two trimesters of study. Students enter Level II after successfully completing all requirements of Level I. The classroom schedule is the same as for Level I, including classes one weekend per month. Students continue to develop critical thinking skills while classes focus on the theoretical and real-world knowledge necessary for effective practice in the Level III student clinic. Students will begin interviewing clients in a classroom setting as their clinical observation experience progresses. Level II ends with a clinical transition retreat, which serves as a bridge from the more directed and instructive study of Level II to the more independent work of Level III.

# **Level III: Restoring Balance**

76.00

Level III utilizes cases studies and a problem-based learning format, challenging students to apply their foundational education and fine tune their critical thinking skills. Working with their own clients in the school clinic, students develop their personal approach to consultations while receiving skilled guidance. The clinic provides students the opportunity to hone their skills in a supportive environment and to progress from extensive supervision at the beginning of Level III to clinical autonomy, with the confidence to practice alone, by graduation.

Level III consists of three trimesters of study. Students enter Level III after successfully completing all requirements of Level II. The schedule for the first two trimesters of Level III is comprised of 1.5 days per week in the classroom with two additional half days of clinic. The third and final trimester has no classroom study and is comprised solely of two half days of clinic and completion of research projects. There are no weekend classes in any of Level III.

**Note:** Students who wish to focus on something besides clinical work in Level III can instead, following approval from the director, complete a self-guided independent study and thesis. These students are still required to complete most classroom courses in Level III, as well as an abbreviated version of clinic, to ensure that their independent work is informed by clinical realities.

# Course Descriptions

The following courses are listed numerically, not in the order in which they are presented.

## **Level I: Wellness**

HRB 501

School of Philosophy and Healing in Action® (SOPHIA®)

Intensive Course

#### 3.00 Semester Credits

Based on the cycles of nature, this opening intensive introduces the philosophical underpinnings of the Institute. The course focuses on exploring the rhythms of nature, life skills and language.

# HRB 503

# Field Trip

## 1.00 Semester Credit

This field trip to Equinox Botanicals and the United Plant Saver's plant sanctuary in Ohio immerses students in one of our nation's richest forests. Students learn conservation, plant identification, ethical harvesting, processing of collected plant material and appreciation of the natural world

## HRB 505

## Materia Medica I

### 4.50 Semester Credits

Students are introduced to the framework of materia medica, the study of the properties, uses and administration of individual herbs. Skilled clinicians will discuss their experience, as the class begins a comprehensive review of approximately 150 herbs. The class focuses on developing the skills necessary for students to research and critically appraise traditional and modern evidence. Students begin development of an authoritative herbal monograph that will be completed in Level III.

## **HRB 508**

#### Herbal Preparations I

#### 2.50 Semester Credits

This is primarily a 'hands on' course that provides the basic skills required in order to manufacture effective medicinal herb products for oral and topical applications. Students develop an understanding of the advantages and limitations of each preparation with respect to the phytochemistry of herbal constituents, plus the legal requirements for herbal preparations under the FDA Code of Good Manufacturing Practices. There is also an emphasis on the quality of herbal products in the marketplace, and of learning the necessary skills to evaluate their identity and purity.

#### HRB 509

## Applied Biomedicine in Herbal

#### Therapeutics I

#### 4.00 Semester Credits

In this course students will learn the physiological theory supporting the practice of competent, safe and effective herbal medicine within the context of a wellness model. Students will become familiar with foundational physiological processes, such as communication pathways and mechanisms of protection and defense. They will also explore the physiology underlying the body's rhythms and the impact of factors such as exercise, emotion, diet and social interaction on health.

#### HRB 511

# Nourishment I

#### 2.00 Semester Credit

This class focuses on the role of food in maintaining optimal wellness. Students are introduced to the importance of macronutrients in human health. Issues relating to the metabolism of fats, proteins and carbohydrates will be addressed. Students will also begin to assess their own food intake.

#### **HRB 523**

# Nutritional Biochemistry

#### 1.00 Semester Credit

This course provides an overview of the role of human nutrition in physiologic function, with a focus on relevant biochemistry. Students will learn how macronutrients, micronutrients, and phytonutrients are digested and metabolized, as well as how these food constituents contribute to human health.

### **HRB 530**

# Fundamentals of Herbal Medicine: Past to Present & Soil to Clinic 3.00 Semester Credits

# (Graduate certificate only)

This survey course begins by looking at the history and use of herbal medicine around the world. The course continues with a more focused look at the history of herbal medicine in the United States, up to and including current practices and regulations. The second section of this course familiarizes the student with the fundamental areas of study relevant to medicinal plants, providing an overview of field botany, harvesting and drying, herbal preparations (pharmacy), phytochemistry, phytopharmacology and materia medica.

# HRB 532

# Literature Research and Writing

# 0.50 Semester Credits

In this course students will be learn to write papers that demonstrate lucid, original thought, with correct formatting and proper use of citations. Students also will learn how to review and interpret scientific research papers and literature for application throughout the Herbal Medicine program. An orientation to the library and its resources will be included in this course.

#### HRB 533

# Medicinal Plants and Culture

#### 1.00 Semester Credits

Over two trimesters, students are introduced to the interaction of people and plants from both an anthropological and historical angle which inform the contemporary practice of herbal medicine. During the first trimester the focus is on global traditions of people and plants and their relationship to systems and cultures applied in contemporary Western herbal medicine. The second trimester allows students to delve deeper into the historical North American herbal movements, including the Eclectic, Physiomedical, and Thomsonian traditions. Core classic texts of the 19th and 20th century American settler traditions are discussed, and students interpret these texts.

#### HRB 534

# People, Plants and Seasons I

## 2.50 Semester Credits

Interacting directly with plants throughout the seasons, students will gain practical knowledge in plant identification, field and classical botany, harvesting plants, and traditional insights into the annual cycle. There will be regular walks in Jim Duke's garden, as well as frequent field trips to nearby habitats.

#### HRB 535

#### Clinical Skills I

#### 3.00 Semester Credits

This course develops the theoretical framework and practical skills needed to conduct a wellness assessment and design a strategy to support wellness. Using a model of assessing and supporting foundational health inputs and processes, we examine health through many facets to better understand the unique individual. Through the use of herbs, nutrition and lifestyle modification we support health and wellness. This course builds essential and practical clinical skills through interactive teaching methods and experiences. Emphasis is placed on using natural rhythms of the living world and an integrated model of physiology as guides for utilizing herbs and other interventions wisely. The role of the practitioner as educator and self care guide is explored as an important part of effective clinical work.

# APP 632b

# Foundations of Wellness

# 3.00 Semester Credit

The purpose of this course is to provide context for a wide variety of studies relating to health and wellness. The course introduces students to varied health philosophies and paradigms while reviewing the historical influences that lead to our current health-care practices, policies and laws. It provides a basic understanding of wellness principles as well as experience in applying foundational health and wellness practices.

# HRB 554

# Herbal Pharmacology & Phytochemistry I 2.50 Semester Credits

This course introduces students to the fundamental principles of pharmacology, toxicology and drug interactions, and their application to the clinical use of herbal medicines. This unique version of pharmacology emphasizes less conventional aspects of pharmacology, including the concepts of synergy and hormesis, as well as herbal classifications based on taste and temperament. In addition, students learn the fundamental elements of phytochemistry or plant chemistry. Understanding phytochemistry has important implications in both the therapeutic use of herbs and in herbal pharmacy/preparation techniques.

#### **APP 650**

# Cultivating a Healing Presence I 3.00 Semester Credits

This course continues to build on the philosophical underpinnings of health and wellbeing first explored in the SOPHIA Intensive HRB 501. 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 catalyst for change in others.

# Level II:

# **Exploring Imbalance**

# HRB 603

#### Retrea

## 0.50 Semester Credit

This retreat concludes the second level of study and acknowledges the student's rite of passage from the primarily academic portion of the program to the delivery of client care within the Faculty-Supervised Clinic. In both structured and free time students are encouraged to reflect on the knowledge they have gained, what it means to be a healing presence for others and how they see their own role as a practitioner. It is an opportunity for the students to continue developing as a cohesive group who will support one another through their clinical phase.

#### HRB 604

# Frequently used Herbs: Understanding for the Health Professional 3.00 Semester Credits

# (Graduate certificate only)

Applying the knowledge developed in previous coursework, this course investigates approximately thirty of the most frequently used herbal medicines and related supplements. Each herb will be discussed from the ethnobotanical perspective as well as the modern phytotherapeutic perspective, providing a contextual understanding of usage by the general public. Available in vivo, ex vivo and in vitro data will also be reviewed to evaluate the therapeutic activity of the covered herbs. Topics such as quality control, pharmacology, traditional use, clinical trials, dosage range, interactions and safety parameters will provide an overview of the covered herbs. In addition to addressing the most commonly used medicinal plants, the course will provide the student with the skills to effectively research herbs not covered in the class.

# HRB 605

# Materia Medica II

# 3.50 Semester Credits

This course is a continuation of Level I (HRB 505), with a focus on the more subtle aspects of clinical application. Independent learning is provided through student project work. Based on both the historical record and modern research, students develop their skills in matching herbs to specific clinical patterns. Students continue development of an authoritative herbal monograph that will be completed in Level III.

# HRB 609

# Applied Biomedicine in Herbal

# Therapeutics II

# 3.50 Semester Credits

In this course, students will begin to understand the impact of genetics, various environmental inputs, and disruptions of the body's rhythms on the development of illness and disease. Emphasis will again be placed on critical thinking and a bio-psycho-social context for understanding pathophysiological processes.

#### HRB 611

#### Nourishment II

#### 4.00 Semester Credits

This class provides a general survey of important nutrition-related issues, including cultural and genetic factors that affect dietary practices and needs. The course includes a survey of the roles of vitamins and minerals in human health. Students learn strategies for working with clients, including tools for dietary assessment and practical approaches for encouraging self-awareness and change.

#### HRB 618

# Herbs for Home Use: Living in Harmony with the Seasons 3.00 Semester Credits

#### (Graduate certificate only)

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 will be discussed in terms of quality assessment, traditional use and modern research perspectives. Time will be spent tasting each herb and discussing incorporation into beverages and foods. Traditional herbal formulation will also be covered with a focus on creating seasonal blends.

#### HRB 632

# Herbal Medicine: Issues in Quality, Safety and Efficacy 3.00 Semester Credits

# (Graduate certificate only)

Standards of quality, safety and efficacy are of paramount importance in all fields of healthcare. The phytochemical complexity and natural variation of medicinal plants provides unique challenges in developing and applying these standards in the field of herbal medicine. This course provides a research framework for understanding the key issues in herbal quality, safety and efficacy. In addition the student will gain practical tools for evaluating the reliability of herbal products.

#### HRB 634

# People, Plants and Seasons II 0.50 Semester Credit

A continuation of HRB 534

# HRB 635

# Clinical Skills II

### 6.25 Semester Hours

In the continuation of Clinical Skills I, students refine the skills and techniques of the clinician in order to integrate the concept of illness and disease into their client assessment and support strategies. Students develop an understanding of common imbalances in the body, examined through the lens of wellness and bio-psycho-social integration. Further emphasis is placed on integrating short-term and long-term strategies to more fully support the client. Additional skills such as refined client interview techniques, specific assessment tools, skills for understanding conventional medical reports, and recognizing clinical 'red flags' are developed. Faculty and students continue to conduct in-class interviews and students begin formal observation in the Herbal Medicine Student Clinic.

#### HRB 654

# Herbal Pharmacology & Phytochemistry II

#### 1.0 Semester Credit

A continuation of Herbal Pharmacology and Phytochemistry from Level I, this course completes the survey of common phytochemicals and emphasizes the important role an integrative understanding of pharmacology and phytochemistry plays in both the therapeutic use of herbs and in herbal pharmacy/preparation techniques.

#### **HRB 655**

# Herbs and Wellness: Promoting Self-care

#### 3.00 Semester Credits

## (Graduate certificate only)

This course will focus on the integration of herbs into daily life. Particular emphasis will be placed on utilizing herbs in cooking and as a way to enhance nourishment. Other areas covered will include identifying and utilizing local weeds as well as cultivating garden herbs. Building on skills learned in "Fundamentals of Herbal Medicine," techniques for drying, storage and the transformation of herbs into various preparations for home use will be further developed.

#### **HRB 656**

## Practice Management

## 1.25 Semester Credits

Coursework introduces students to the importance of practicing safely, ethically and legally as clinical herbalists. This course will explore the issues of legality a practicing herbalist in the United States will encounter. An orientation and understanding of medical ethics and their application in the clinic will be covered in depth. This course will also address common concerns of herbal safety prominent in medicine today, educating students on the methods for seeking information on these topics, and for addressing the concerns of other healthcare providers. Students also receive practical skills in promotion and record-keeping in order to build and maintain their practice in the Herbal Student Clinic.

#### APP 651

# Cultivating a Healing Presence II

# 2.00 Semester Credits

Students develop a wide range of interpersonal skills that allow them to tend to others when life shows up as out of balance. Theory and skills include maintaining the observer state, sharpening the senses and the effective use of language and conversation (word as herb).

# **Level III:**

# **Restoring Balance**

HRB 705

### Materia Medica III

#### 1.50 Semester Credits

Level III material medica is self-directed study involving completion of the herbal monograph begun in HRB 505 and HRB 605. Final monographs are expected to demonstrate critical thinking skills developed throughout the program and represent a thorough review of the relevant primary literature.

# HRB 709

## Applied Biomedicine III: Case Assessment

#### 2.00 Semester Credits

Students apply the bio-psycho-social assessment model developed in HRB 509, HRB 609 in a problem-based learning format. Case studies are used to help students examine and assess the health status of individual clients.

#### HRB 711

#### Nourishment III

#### 0.75 Semester Credit

Students will focus on the appropriate use of nutritional supplements in clinical practice. Therapeutic protocols and strategies for researching and/ or recommending these supplements will be discussed.

Not required for self-guided independent study students.

# HRB 713

## Clinical Roundtable

## 1.25 Credit Hours

Students present their active clinical case files for faculty and peer review. Focus is placed on reviewing the critical thinking involved in health assessment as well as the rationale for herbal, dietary, and lifestyle recommendations.

Not required for self-guided independent study students.

#### HRB 715

# Faculty Supervised Clinic for

# Independent Study

## 1.50 Semester Credits

This course is a shortened version of HRB 720. It is designed to meet the needs of students who plan to pursue the self-guided independent study and thesis rather than the full clinical study. In this version the student is the primary practitioner for 15 supervised visits and the secondary practitioner for 5 others.

### HRB 720

# Faculty Supervised Clinic for

# Full Clinical Study

# 4.50 Semester Credits

Faculty supervised student clinic is designed to allow students to develop the clinical skills necessary to practice herbal medicine safely, effectively and competently. The clinic provides students with a supportive environment that builds the confidence and proficiency to begin independent practice upon graduation. This course is designed to cultivate growth in all areas of clinical herbalism effectively serving as a culmination of all aspects of their training from material medica, to assessment, to the application of healing presence. Students are evaluated individually to maximize opportunities for growth and to allow each student to reach his or her potential as an herbal clinician.

# HRB 721

# Faculty Supervised Core Group

0.50 Semester Credits for Full Clinic Study;

# 0.50 Semester Credit for Partial Clinic and Independent Study

Weekly 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 735

#### Clinical Skill III

#### 3.00 Semester Credits

This course is designed to cover more advanced topics clinical herbal medicine through drawing on the training in Clinical Skills I and II, and integrating the experience of the student's clinical practice in the student clinic.

#### **HRB 740**

# Independent Study/Thesis

# 9.00 Semester Credits for Partial Clinic and Independent Study

For students in the self-guided independent study, this course allows for independent study and/or internship directed toward the student's career and thesis development. A 15,000 to 20,000-word master's thesis of substantial depth is required for completion of the program. Research topics can include, but are not limited to, a literature review, an ethnobotanical investigation, or a production thesis.

#### **HRB 745**

# Volunteer Project

# 1.00 Semester Credit

In this course, the student will creatively design one or more projects of service related to herbal medicine. Completing volunteer hours provides an opportunity to refine networking and communication skills, and reinforces the concepts of community, service and cooperation that are central to our work at Tai Sophia.

#### **HRB 753**

# Clinical Strategies: Case Management

#### 2.00 Semester Credits

Working with the cases studies from HRB 709, students apply knowledge learned in HRB 505, HRB 605, HRB 535 and HRB 635 to develop herbal, dietary and behavioral recommendations. Emphasis is placed on developing personalized strategies appropriate to the individual client's needs.

### **APP 750**

# Cultivating a Healing Presence

## 2.00 Semester Credits for Full Clinic Study; I

# 1.00 Semester Credit for Partial Clinic and Independent Study

The work of this course reflects the student's movement into the clinical phase of the program. Skills include aligning client and practitioner expectations, exploring the meaning of symptoms, and designing practices that will help the client restore balance and wellness.

## **HRB 766**

#### Practice Management

# 1.50 Semester Credits

Students will receive a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in matters of business.

# Faculty Biographies

# **Program Director**

# James Snow, RH (AHG)

James Snow is the director of the Herbal Medicine program at Tai Sophia Institute and a professional member of the American Herbalist Guild. He has been working in the field of herbal medicine since 1986, completing the herbal residency program at the Southwest School of Botanical Medicine in 1991. Before moving to Maryland in 2002, he was the primary clinical instructor at the California School of Herbal Studies. Snow has been in private clinical practice since 1994, blending traditional herbal wisdom with modern research perspectives. He has a strong belief in integrative healing, having worked in consort with physicians at the Santa Rosa Medical Group and Sonoma County Indian Health Services. His favorite experience as a teacher is helping students learn to think for themselves.

# **Core Faculty**

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

Tom Balles has been a practicing acupuncturist for the past 25 years. He received a Licentiate in Acupuncture from the College of Traditional Chinese Acupuncture (U.K.) and a master's degree in Acupuncture from Tai Sophia Institute. He is the author of *Dancing with the Ten Thousand Things: Ways to Become a Powerful Healing Presence* and "Cultivating Healing Presence Chart." Tom teaches in each of the graduate degree programs at Tai Sophia. His work focuses on how our ways of being, doing, and speaking influence each other and are the essential ingredients in creating lasting change.

## Bevin Clare, M.S., RH (AHG)

Bevin Clare is the Clinical Division chair of the Herbal Medicine program. She is a clinical herbalist and nutritionist with a deep love of plants. Bevin holds a M.S. in Infectious Disease from the London School of Hygiene and Tropical Medicine, with her thesis research conducted at the NIA (National Institute on Aging) at the National Institutes of Health, and a B.S. in ethnobotany from Lesley University. Bevin has studied herbal medicine around the world and blends her knowledge of traditional uses of plants with modern science and contemporary healthcare strategies. Bevin also serves on the faculty of the Massachusetts College of Pharmacy, is on the board of directors of United Plant Savers, is codirector of the Herbal Clinic for All, and lectures nationally. Bevin is a professional member of the American Herbalists Guild and has served on their governing council since 2002.

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

Chancellor and cofounder of the Institute, Dianne Connelly has been a practitioner of traditional acupuncture since 1972, receiving her master's qualification from the College of Traditional Acupuncture (UK) in 1979. She obtained a Ph.D. in cross-cultural medicine from Union Graduate School in 1975, an M.A. from New York University School of Education in 1970, and her B.A. from Le Moyne College in 1967. An international lecturer (she lectures regularly in Italy and Germany), she is the author of *Traditional Acupuncture: The Law of the Five Elements* and *All Sickness is Home Sickness*, and coauthor of *Alive and Awake: Wisdom for Kids*. She is the mother of Blaize, Jade, and Caeli, as well as grandmother to Tamar, Lennox, Rianna, Maxim, and Roman.

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

Robert (Bob) Duggan, president and co-founder of Tai Sophia Institute, has practiced traditional acupuncture since 1972. He holds a master's degree in human relations and community studies from New York University, as well as a master's in moral theology from St. Joseph's Seminary, and received his master's certification in acupuncture from the College of Traditional Chinese Acupuncture (UK). A national leader in the development of the acupuncture profession and the emerging healing arts community, he has served as a commissioner of the Accreditation Commission for Acupuncture and Oriental Medicine, on the board of trustees of the Horizon Foundation (a community wellness foundation in Howard County, Maryland, which, in 2008, honored him with its annual Leadership Award), and a panelist at meetings sponsored by the National Institutes of Health and the White House Commission on Complementary and Alternative Medicine. Bob lectures throughout the United States and abroad, and is author of *Common Sense for the Healing Arts*.

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

A core faculty member, Camille received her bachelor's degree from Rice University in 2000 and completed an apprenticeship in herbal studies with Desert Woman Botanicals in Gila, New Mexico, in 2001. She received her master's in herbal medicine from the Tai Sophia Institute in 2004, and is a professional member of the American Herbalists Guild. She is certified as a nutrition specialist through the American College of Nutrition, and is a licensed nutritionist in the State of Maryland. In 2007, Camille completed an M.S. in physiology and biophysics from Georgetown University. Her primary clinical focus lies in reproductive health and endocrinology. Camille is passionate about promoting sustainability in healthcare and helping women of all ages deepen their understanding of the body's many cycles.

# Simon Mills, M.A., FNIMH, MCPP

Founder, past program director, and a core faculty member of the Herbal Medicine program, Simon Mills has practiced as a medical herbalist since 1977. He holds a degree in medical sciences from Cambridge University, and also completed the four-year professional training provided by the National Institute of Medical Herbalists (UK). In 1987 he cofounded the Centre for Complementary Health Studies at the University of Exeter. In 1996 he was appointed by the Prince of Wales to chair the regulatory working group in the Prince's Foundation for Integrated Medicine. Since 1997 Mills has been secretary of the European Scientific Cooperative on Phytotherapy, the major European body working to ensure quality, safety, and efficacy for herbal medicinal products in collaboration with European medicines regulators. In 2000 he became special adviser to the House of Lords Select Committee on Complementary and Alternative Medicine. In 2005 he was appointed a professional member of the new Herbal Medicines Advisory Committee charged with advising the government of the United Kingdom. He now heads up Plant Medicine CIC, a social enterprise company based in the UK to provide highest quality information on herbal medicine through an open-access website on www. plant-medicine.com.

# Andrew Pengelly, Ph.D., RH (AHG), FNHAA

Dr. Andrew Pengelly serves Tai Sophia in several roles. He is a core faculty member, director and manager of the herbal dispensary, and lead clinical researcher. He completed professional training programs in botanical medicine, naturopathy, and homoeopathy in 1983 at the Southern Cross Herbal School (Australia), and obtained his bachelor's degree from the University of New England in 1997, and a Ph.D. in food science from the University of Newcastle in 2009. During this period, he practiced as a clinical herbalist, lectured widely in Australia, New Zealand, and the United States and was nominated a fellow of the National Herbalists Association of Australia. In 2002, he initiated a research project into the ethnopharmacology of Australian indigenous plants, submitting a doctoral thesis on the topic in 2008. Andrew has a deep love of nature and plants and how they have been utilized in traditional medicines around the world.

# Kevin Spelman, Ph.D., RH (AHG), MCPP

Kevin Spelman is a research scientist and core faculty at the Tai Sophia Institute. Past work has included molecular biology and proteomics research to investigate the activity of medicinal plants, as well as international research that has included the analysis of nutrient levels in women of early childbearing age in West Africa, working with children with neurological disorders in Central America and malaria research at the University of Paris and Le Muséum national d'Histoire naturelle, Paris. Dr. Spelman has also practiced an eclectic blend of clinical herbal medicine for fifteen years, drawing on the medical sciences and Ayurvedic medicine. Over the last decade he has provided higher education on botanical medicine to healthcare professionals and research scientists and held a number of faculty positions at various institutions. Dr. Spelman was a founding faculty member of the first Bachelors of Science degree in botanical medicine in the U.S. and most recently of the first Masters of Science degree in clinical herbal medicine in the U.S. He is also a member of the prestigious College of Practitioners of Phytotherapy in the United Kingdom.

# **Distinguished Lecturer**

James A."Jim" Duke, Ph.D.

As an economic botanist with a Ph.D. in botany from the University of North Carolina, Jim Duke had a 32-year career with the United States Department of Agriculture. Today, in his Green Farmacy Garden, he serves as distinguished lecturer in the Master of Science in Herbal Medicine program. He continues to compile data on medicinal plants and to update several of his 30 published books. Fluent in Spanish, Dr. Duke leads ethnobotanical trips with Tai Sophia Institute to ecologically rich areas of the world. Dr. Duke is a Phi Eta Sigma and Phi Beta Kappa graduate of University of North Carolina (Chapel Hill), where he was elected distinguished alumnus some 50 years after his degree was conferred.

# **Commonly Asked Questions**

What is the difference between the Master of Science in Herbal Medicine program and the Chinese Herb Certificate program?

The Herbal Medicine degree program is a graduate program centered primarily on Western herbalism. It is open to students who meet the prerequisites of having a bachelor's degree, three credits of physiology, and a number of health requirements, as outlined in the Herbal Medicine admissions section (page 54). For information about the Chinese Herb Certificate program, please contact the Office of Graduate Admissions.

#### What do graduates gain from completing this program?

Natural products sales continue to grow in the U.S. and are now reported by the Natural Products Association to be in excess of 85 billion dollars (2006). These significant numbers suggest that the public is looking for ways to support their own health. Millions of people rely on the media for information about herbal products and nutritional supplements. Our graduates serve the public by providing a deeper understanding of herbal medicine, one that honors traditional wisdom and modern research while recognizing individual differences, as well as the need to support the entire person-body, mind and spirit. Graduates with a Master of Science degree in herbal medicine are well-trained in these areas and are skilled in teaching people about self-care.

Currently, the American Herbalists Guild, a well established organization in the United States for practicing clinical herbalists, has just over 200 professional members. It is clear there is a great national need for herbalists in this country. Graduates of the Herbal Medicine program are helping to fill this need by working as professional practitioners, consultants and educators. With a pioneering spirit, these graduates have joined integrative medical clinics, community wellness centers or have established private clinical practices. Alumni have found jobs teaching at universities, in community colleges and herbal schools. Others have been recruited to work for premier herbal companies providing education to health professionals. Two graduates have used this program as a foundation for their PhD work in the field of Nursing and in Public Health.

Mostly importantly our graduates are living their passion. Our graduates work to make a difference in the health of the individual, helping people to make informed self care choices about herbs, nourishment and ways of being. They are engaged in deep listening and conversations about how to support one another and create ease in our world community. They are embracing a truly satisfying way of life that honors the plants and people who share this planet.

# Do students work while attending the program?

The Herbal Medicine program is considered a full time program. Classes are scheduled two days a week and one weekend a month, with the expectation of 15-20 hours per week of outside study. If students must work, the faculty suggests that students limit working hours to 16 hours per week or less.

Revised 10/6/10

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Master of Science in Herbal Medicine



# **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 simple 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 food preparation and the dietary regimen. Nine of the credits from the Graduate Certificate in Herbal Studies can be applied to the Master of Science degree in Herbal Medicine.

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

# **Program Goals**

Those awarded the Tai Sophia Graduate Certificate in Herbal Studies will be able to:

- Identify the principles of a wellness-based model of health care and apply these principles in self-care.
- Identify local herbs in the field, recognize raw materials, and manufacture simple 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.

# Admission Requirements

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

- 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.

Internationally educated students please refer to the additional instructions outlined under the heading International Students in the Admissions section of this catalog.

# Academic Calendar

Foundations of Health and Wellness	April 8-10, 2011
	April 15-17, 2011
Fundamentals of Herbal Medicine:	
Past to Present & Soil to Clinic	May 21-22, 2011
	June 25-26, 2011
	July 23, 2011
Herbs and Wellness: Promoting Self Care	July 24, 2011
	August 27, 2011
	September 24-25, 2011
	October 22, 2011
Herbs for Home Use:	
Living in Harmony with the Seasons	October 23, 2011
	November 19-20, 2011
	December 17-18, 2011

# Course of Study

Number	Course Name	Semester Credits
ISci 632	Foundations of Health and Welln	ess 3.0
HRB 530	Fundamentals of Herbal Medicine	<u>;</u>
	Past to Present & Soil to Clinic	3.0
HRB 655	Herbs and Wellness: Promoting S	self-Care 3.0
HRB 618	Herbs for Home Use:	
	Living in Harmony with the Seaso	ons 3.0
	TOTAL REQUIRED CREDITS	12.0

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# Curriculum

#### ISci 632

## Foundations of Wellness

# 3 Semester Credits

This course provides a context for a wide variety of studies relating to perspectives on wellness by introducing basic health philosophies, history of the current healthcare system, proposed health-care reform legislation, balance/imbalance in health, and the investigation of how these issues apply to an informed perspective on our current health-care system. Concepts of wellness and sickness are discussed, including the role that language plays in supporting wellness. The foundations of health and wellness are further examined focusing on the knowledge of the physiologic basis for wellness practices.

#### **HRB 530**

#### Fundamentals of Herbal Medicine:

## Past to Present & Soil to Clinic

## 3 Semester Credits

This survey course begins by looking at history and use of herbal medicine around the world and in the United States, exploring how these traditional systems have influenced modern practice in the United States. Subsequently this survey course will familiarize the student with the fundamentals of herbal medicine; providing an overview of botany, phytochemistry, pharmacology, materia medica, and pharmacy. The course gives students an introduction to harvesting plants and turning raw plant material into water and alcohol extractions.

# HRB 655

# Herbs and Wellness: Promoting Self-Care

# 3 Semester Credits

This course focuses on the integration of herbs into daily life. Building on skills learned in Fundamentals of Herbal Medicine, techniques for drying, storage, and the transformation of herbs into various preparations for home use will be incorporated. Particular emphasis is placed on utilizing herbs in cooking and as a way to enhance nourishment. Other areas covered include identifying and utilizing local weeds as well as cultivating garden herbs.

### HRB 618

# Herbs for Home Use: Living in Harmony with the Seasons 3 Semester Credits

Applying the knowledge developed in previous coursework, this course looks in-depth at approximately 30 herbs that are locally available and appropriate for self care and use in the home. Exploring the seasonal influences on health, students learn how to incorporate each herb into beverages, foods, and a seasonal wellness plan. Each herb will be discussed in terms of quality assessment, traditional use, modern research perspectives, dosage, nutrition, and safety parameters. The course provides the student with the skills to effectively research herbs not covered in the class.

# Faculty Biographies

## Karl Ardo, M.F.A.

Karl Ardo is a certified Five Element teacher of Qi Gong and a National Qi Gong Association-certified Qi Gong clinical therapist, a Level III Advanced Qi Gong Instructor as well as a certified Zero Balancer®. He has studied, practiced, and taught several types of Chinese disciplines including Medical Qi Gong, meditation, and Tai Chi since 1974. In addition, Karl teaches advanced Qi Gong healing techniques and offers Zero Balancing services and individual Qi Gong sessions through his private practice.

# Elizabeth Bartlett M.S., LDN, CNS

After receiving her Masters of Science in Herbal Medicine from Tai Sophia Institute in Laurel, MD in 2006, Liz Bartlett founded the Joy of Herbs, LLC, in New Market, Maryland and developed a successful 6-week seminar series on eating for health (Detox and Renewal Seminar Series). Ms. Bartlett has been a Master Gardener with Frederick County for the past 11 years, and she is a licensed nutritionist and a Certified Nutrition Specialist through the American College of Nutrition. Ms. Bartlett holds a Bachelor of Science in Human Nutrition and Foods from Virginia.

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

Division chair for the Theory Division of the Master of Acupuncture program at Tai Sophia Institute from 2002 to 2007, David has been a primary instructor for Institute students over the past ten years. A graduate of the Traditional Acupuncture Institute, he also holds a certificate in Chinese herbology and received an M.A. in English literature from the University of Leeds. For seven years David served as president of the Maryland Acupuncture Society. He maintains private clinical practices in Takoma Park and Columbia, Maryland.

# Jillian Borchard M.S., RH(AHG)

Jillian Borchard is a clinical herbalist with a private practice in Maryland. She is on the faculty at Tai Sophia Institute and also is a visiting teacher for The Mountain Spirit School of Herbalism in Asheville, North Carolina. Ms. Borchard is a graduate of Tai Sophia Institute's Master of Science in Herbal Medicine program. Prior to her studies at Tai Sophia, Ms. Borchard studied at the California School of Herbal Studies on Roots of Herbalism, Foundations of Health, and Clinical Herbalism.

# James A. "Jim" Duke, Ph.D.

As an economic botanist with a Ph.D. in botany from the University of North Carolina, Jim Duke had a 32-year career with the United States Department of Agriculture. While at the USDA, Dr. Duke developed the agency's Phytochemical and Ethnobotantical Databases. Today, Duke is a world-renowned ethnobotanist, owns and operates the Green Farmacy Garden, serves as distinguished lecturer in the Master of Science in Herbal Medicine program at Tai Sophia Institute, and continues to compile data on medicinal plants and update several of his 30 published books. Fluent in Spanish, Dr. Duke leads ethnobotanical trips to ecologically rich areas of the world. Duke is a Phi Eta Sigma and Phi Beta Kappa graduate of University of North Carolina (Chapel Hill), where he was elected distinguished alumnus some 50 years after his degree was conferred.

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

Robert Duggan is president and co-founder of Tai Sophia Institute and a leading international voice on wellness and integrative medicine. A practicing acupuncturist since 1973, Mr. Duggan has served as a White House advisor and is the author of *Common Sense for the Healing Arts*. He holds a master's degree in Human Relations and Community Studies from New York University and a master's degree in Moral Theology from St. Joseph's Seminary.

## Sara Eisenburg, M.S.

Sara Eisenberg is a clinical herbalist practicing at Ruscombe Community Health Center in Baltimore, Maryland, where she offers herbal consultations, healing work, and workshops based in the Jewish wisdom tradition. With more than 30 years of experience as a guide, facilitator, and educator in the healing arts, Ms. Eisenberg also holds a Masters of Science degree in Herbal Medicine from Tai Sophia Institute. Prior to her studies at Tai Sophia she served for six years as Director of The Center for Health Enhancement, a full-service complementary care center at St. Joseph Medical Center.

# Rosemary Gladstar

Rosemary Gladstar is a pioneer in the herbal movement and has been called the 'godmother of American Herbalism.' She has been practicing, living, teaching, and writing about herbs for more than 35 years. Over the years, she has founded the California School of Herbal Studies, United Plant Savers - a nonprofit organization dedicated to the conservation and cultivation of at risk North American medicinal plants, and co-founded Sage Mountain Herbal Retreat Center, a 500-acre botanical preserve in central Vermont. Ms. Gladstar is also the co-founder of Traditional Medicinal Tea Company and did all of the original formulations for the company. She is the co-director of the International Herb Symposium and The New England Women's Herbal Conference. Gladstar is the author of nine books, including the bestseller Herbal Healing for Women and the newly released Gladstar Family Herbal.

# James S. Gordon, M.D., FACP

Jim Gordon is a world-renowned expert in using mind-body medicine to heal depression, anxiety, and psychological trauma. He is the Founder and Director of The Center for Mind-Body Medicine (CMBM), Dean of the Graduate School of Mind-Body Medicine at Saybook University, a Clinical Professor in the Departments of Psychiatry and Family Medicine at Georgetown Medical School, and recently served as Chairman of the White House Commission on Complementary and Alternative Medicine Policy. Dr. Gordon has created ground-breaking programs of comprehensive mind-body healing for physicians, medical students, and other health professionals. He and his colleagues have trained 3,000 health and mental health professionals in the U.S. and overseas to more effectively address the psychological trauma within their communities, as well as to deal with chronic illness. Dr. Gordon's most recent book is Unstuck: Your Guide to the Seven Stage Journey Out of Depression (Penguin). He's also the author of Comprehensive Cancer Care: Integrating Alternative, Complementary and Conventional Therapies (with Sharon Curtin) and Manifesto for a New Medicine: Your Guide to Healing Partnerships and the Wise Use of Alternative Therapies.

#### Marta E. Hanson, Ph.D.

Marta Hanson writes on the history of disease, Chinese epidemiology, the geographic imagination, and arts of memory in Chinese Medicine. She completed her dissertation "Inventing a Tradition in Chinese Medicine: From Universal Canon to Local Medical Knowledge in South China, The Seventeenth to the Nineteenth Century" in 1997 in the History and Sociology of Science at the University of Pennsylvania. Her first academic position was as a historian of late imperial China in the Department of History, University of California, San Diego. She currently holds a position as an historian of East Asian medicine in the Department of the History of Medicine at The Johns Hopkins University. Dr. Hanson is currently finishing her book manuscript entitled *The Geographic Imagination in Chinese Medicine*. All of her publications are available on her Web site.

## Jamiel Hafiz, M.Ac., RYT

Jamiel Hafiz studied with Dr.Vasant Lad and at the Ayurvedic Institute, practiced Panchakarma at Maharishi International University, and apprenticed in naturopathy with Vaidya Agam Baghel. He also holds a Master of Acupuncture from the Tai Sophia Institute as well as a degree in evolutionary biology. Hafiz has taught ayurveda, yoga, bodywork, and physiology since 2002. He has a private practice in Ellicott City, Maryland.

# Paige Lescure, J.D., LL.M., M.S.

Paige Lescure is a health-care attorney with the Health Care Law Group of Miles & Stockbridge, a large regional law firm headquartered in Baltimore, Maryland. Ms. Lescure is a 2009 graduate of Tai Sophia Institute's Herbal Medicine master of science program and teaches law and ethics at Tai Sophia Institute and Goucher College. Her 20-year health-care practice has included representation of a diverse variety of clients in issues related to state and federal health regulatory law, healthcare contracting, HIPAA and state privacy law, as well as research and health law ethics. Increasingly, her work involves integrative medicine joint ventures with hospitals, physicians, and alternative and complementary health-care providers.

# Tricia McCauley, M.S.

Tricia McCauley uses her creativity and passion for plants to inspire people to take charge of their health through food and herbs. She earned a Master of Science in Herbal Medicine from Tai Sophia Institute and is a certified health coach. McCauley aspires to forge relationships between plants and people through her work with clients and her work as the resident herbalist at Common Good City Farm in Washington, D.C.

# Helen Metzman, M.S.

Helen Lowe Metzman is the director of Jim Duke's Green Pharmacy Garden. The Green Pharmacy Garden is an educational garden situated in Fulton, Maryland, that contains approximately 300 plants that have been researched and/or used traditionally for medicinal purposes. Ms. Metzman also works part-time for the Howard County Maryland Department of Recreation and Parks in the Natural Resources Division as a Natural Resource Specialist and an Environmental Educator. The study of natural history, plants, gardening, and art has been her lifelong passion, and she is able to integrate these passions in her work in the garden and for Howard County. Metzman is a graduate of the University of Vermont and of Tai Sophia Institute's Master of Science in Herbal Medicine program.

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# Andrew Pengelly Ph.D., RH(AHG), FNHAA

Andrew Pengelly completed professional training programs in botanical medicine, naturopathy, and homeopathy in 1983 at the Southern Cross Herbal School in Australia and obtained his doctorate in Food Science from the University of Newcastle in Australia in 2009. During this period, he practiced as a clinical herbalist, lectured widely in Australia, New Zealand, and the United States, and was nominated a Fellow of the National Herbalists Association of Australia. Dr. Pengelly is the director of Tai Sophia's herbal dispensary and is the principal investigator of a current Tai Sophia clinical trial on the medicinal qualities of culinary herbs.

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

Rebecca Snow has been working in the field of herbal medicine since 1998. She is a professional member of the American Herbalists Guild. She completed coursework at the Dreamtime Center of Herbal Studies with herbalists Kathleen Maier, Matthew Wood, and Stephen Buhner. After receiving a Master of Science in Herbal Medicine from Tai Sophia Institute in 2004, Ms. Snow practiced as an herbalist and nutritionist at an integrative medical practice for 5 years. Ms. Snow is certified as a nutrition specialist (CNS) through the American College of Nutrition and is a licensed nutritionist in the State of Maryland.

# James Snow, RH(AHG)

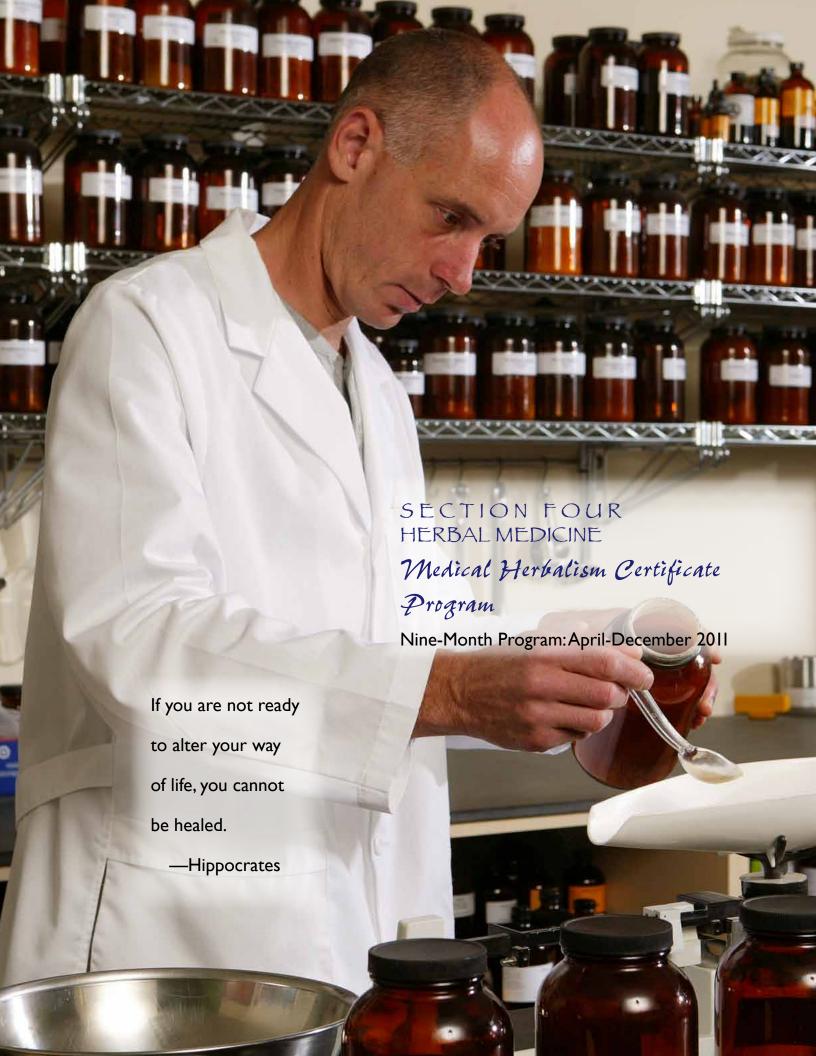
James Snow is the director of the Master of Science in Herbal Medicine program at Tai Sophia Institute and a professional member of the American Herbalist Guild (AHG). He has been working in the field of herbal medicine since 1986, completing the herbal residency program at the Southwest School of Botanical Medicine in 1991. Mr. Snow has been in private clinical practice since 1994, blending traditional herbal wisdom with modern research perspectives. He has recently served as a reviewer for the American Herbal Pharmacopoeia.

# Kevin Spelman, Ph.D., RH(AHG), MCPP

Dr. Spelman is a research scientist and core faculty member in the Herbal Medicine Program at Tai Sophia Institute. His work has included molecular biology and proteomics research investigating the activity of medicinal plants, as well as research that has included the analysis of nutrient levels in women of early childbearing age in West Africa, and malaria research at the University of Paris. Dr. Spelman has practiced an eclectic blend of clinical herbal medicine for 15 years, drawing on the medical sciences and Ayurvedic medicine. He is a member of the prestigious College of Practitioners of Phytotherapy in the United Kingdom and is a postdoctoral fellow at the Gerontology Research Center, National Institute on Aging, National Institutes of Health(NIH).

# Cheryl Walker M.L., MCC

Cheryl Walker serves as interim director of Tai Sophia Institute's Transformative Leadership and Social Change (TLSC) program and is program manager for the Institute's Health Coaching and Wellness Coaching graduate certificate programs. Cheryl has been a senior consultant and executive coach with a leading international organization development firm, consulting and coaching in the areas of leadership effectiveness, communication skills, team building, conflict resolution, diversity, change management, and transitional strategies. Ms. Walker received a bachelor's degree from Antioch University and has a Master of Leadership from Georgetown University's McDonough School of Business. She also holds a Master Certified Coach (MCC) certification from the International Coach Federation.



# **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 that emphasizes issues of quality, safety, and efficacy. 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. Combining theory with practical applications, the program empowers health care professionals with the necessary tools to engage patients and clients in an informed discussion of herbal supplements, understand the implications of proposed treatments, and determine the safety and efficacy of herbal options.

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

# **Program Goals**

Those awarded the Tai Sophia Graduate Certificate in Medical Herbalism will:

- Be able to help patients understand and differentiate between the application of herbs in a wellness-based and disease-based model of health care.
- Be able to contextualize isolated herbal research or traditional uses within a broader body of knowledge, allowing for a balanced assessment of clinical relevance and safety concerns.
- Be able to describe the safe and appropriate use of a limited number of herbs as dietary supplements within the framework of modern health care.
- Be able to gather and assess relevant data regarding quality, safety, and efficacy for any herbs of interest.

# Admission Requirements

Applicants for admission to the Medical Herbalism Graduate Certificate program must submit:

- 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.
- 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.

Internationally educated students please refer to the additional instructions outlined under the heading International Students in the Admissions section of this catalog.

# Academic Calendar

April 8-10, 2011
April 15-17, 2011
May 21-22, 2011
June 25-26, 2011
July 23, 2011
July 24, 2011
August 28, 2011
September 17-18, 2011
October 22, 2011
October 23, 2011

November 12-13, 2011 December 10-11, 2011

# Course of Study

Number	Course Name	Semester Credits
ISci 632	Foundations of Health and Wellne	ss 3.0
HRB 530	Fundamentals of Herbal Medicine:	
	Past to Present & Soil to Clinic	3.0
HRB 632	Herbal Medicine:	
	Issues in Quality, Safety and Efficac	y 3.0
HRB 604	Frequently Used Herbs:	
	Understanding for the Health Prof	fessional 3.0
	TOTAL REQUIRED CREDITS	12.0

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# Curriculum

#### ISci 632

## Foundations of Wellness

# 3 Semester Credits

This course provides a context for a wide variety of studies relating to perspectives on wellness by introducing basic health philosophies, history of the current health-care system, proposed health-care reform legislation, balance/imbalance in health, and the investigation of how these issues apply to an informed perspective on our current health-care system. Concepts of wellness and sickness are discussed, including the role that language plays in supporting wellness. The foundations of health and wellness are further examined focusing on the knowledge of the physiologic basis for wellness practices.

#### **HRB 530**

# Fundamentals of Herbal Medicine: Past to Present & Soil to Clinic 3 Semester Credits

This survey course begins by looking at history and use of herbal medicine around the world and in the United States, exploring how these traditional systems have influenced modern practice in the United States. Subsequently this survey course will familiarize the student with the fundamentals of herbal medicine; providing an overview of botany, phytochemistry, pharmacology, materia medica, and pharmacy. The course gives students an introduction to harvesting plants and turning raw plant material into water and alcohol extractions.

# HRB 632

# Herbal Medicine: Issues in Quality, Safety and Efficacy 3 Semester Credits

Standards of quality, safety, and efficacy are of paramount importance in all fields of health care. The phytochemical complexity and natural variation of medicinal plants provides unique challenges in developing and applying these standards in the field of herbal medicine. This course provides a research framework for understanding the key issues in herbal quality, safety, and efficacy as they apply in a health-care setting.

# HRB 604

# Frequently Used Herbs: Understanding for the Health Professional 3 Semester Credits

Applying the knowledge developed in previous coursework, this course investigates approximately 30 of the most frequently used herbal medicines and related supplements. Each herb will be discussed from the ethnobotanical perspective as well as the modern phytotherapeutic perspective, providing a contextual understanding of usage by the general public. Available in vivo, ex vivo, and in vitro data also will be reviewed to evaluate the therapeutic activity of the covered herbs. Topics such as quality control, pharmacology, traditional use, clinical trials, dosage range, interactions, and safety parameters will provide an overview of the covered herbs. In addition to addressing the most commonly used medicinal plants, the course provides the student with the skills to effectively research herbs not covered in the class.

# Faculty Biographies

# Karl Ardo, M.F.A.

Karl Ardo is a certified Five Element teacher of Qi Gong and a National Qi Gong Association-certified Qi Gong clinical therapist, a Level III Advanced Qi Gong Instructor as well as a certified Zero Balancer®. He has studied, practiced, and taught several types of Chinese disciplines including Medical Qi Gong, meditation, and Tai Chi since 1974. In addition, Karl teaches advanced Qi Gong healing techniques and offers Zero Balancing services and individual Qi Gong sessions through his private practice.

# Jillian Borchard M.S., RH(AHG)

Jillian Borchard is a clinical herbalist with a private practice in Maryland. She is on the faculty at Tai Sophia Institute and also is a visiting teacher for The Mountain Spirit School of Herbalism in Asheville, North Carolina. Ms. Borchard is a graduate of Tai Sophia Institute's Master of Science in Herbal Medicine program. Prior to her studies at Tai Sophia, Ms. Borchard studied at the California School of Herbal Studies on Roots of Herbalism, Foundations of Health, and Clinical Herbalism.

# Jerry Cott, Ph.D.

Jerry Cott is a researcher, writer, lecturer, and scientific consultant for conventional and complementary health care and academia. He has lectured at major universities and international meetings for more than 25 years. His research interests include psychotherapeutic drug development and the treatment of mental disorders by the rational use of conventional drugs and/or nutritional and botanical supplements. Dr. Cott has more than 80 scientific publications and was most recently Chief of the Psychopharmacology Research Program at the National Institute of Mental Health at the National Institutes of Health (NIH). Dr. Cott has also done research in the pharmaceutical industry and currently reviews new drugs with the U.S. Food and Drug Administration (FDA).

# Peg Cushman Ph.D., RN, FHHC, FAAN

Peg Cushman is currently a Research Associate at The Pennsylvania State University, School of Nursing, University Park. A graduate of Tai Sophia Institute's Herbal Medicine master's degree program and The John's Hopkins Hospital School of Nursing, her primary research interest is in the use of complementary therapies, particularly herbs, from both health services research and clinical perspectives. Dr. Cushman has served as adjunct faculty at Yale University's School of Nursing, Massachusetts College of Pharmacy and Health Services' School of Pharmacy, and University of Texas - San Antonio, School of Nursing. She has guest lectured at University of Massachusetts-Boston and University of Southern Maine. A former home care executive, she is a Fellow of Hospice and Home Care and of the American Academy of Nursing.

# Steven Dentali, Ph.D.

Steven Dentali is Chief Science Officer at the American Herbal Products Association (AHPA). He has 17 years of post- graduate experience in the U.S. herbal and dietary supplement industry and earned his doctorate in Pharmaceutical Sciences with a specialization in Natural Products Chemistry from the University of Arizona, Tucson. He is a U.S. Pharmacopoeia Convention delegate and a member of the USP Committee of Experts, Dietary Supplements – General Chapters. He is also Editorial Board Chair of AOAC and Secretary of the AOAC Presidential Task Force on Dietary Supplements, and an advisory board member of the American Botanical Council and the American Herbal Pharmacopoeia.

# James A. "Jim" Duke, Ph.D.

As an economic botanist with a Ph.D. in botany from the University of North Carolina, Jim Duke had a 32-year career with the United States Department of Agriculture. While at the USDA, Dr. Duke developed the agency's Phytochemical and Ethnobotantical Databases. Today, Duke is a world-renowned ethnobotanist, owns and operates the Green Farmacy Garden, serves as distinguished lecturer in the Master of Science in Herbal Medicine program at Tai Sophia Institute, and continues to compile data on medicinal plants and update several of his 30 published books. Fluent in Spanish, Dr. Duke leads ethnobotanical trips to ecologically rich areas of the world. Duke is a Phi Eta Sigma and Phi Beta Kappa graduate of University of North Carolina (Chapel Hill), where he was elected distinguished alumnus some 50 years after his degree was conferred.

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

Robert Duggan is president and co-founder of Tai Sophia Institute and a leading international voice on wellness and integrative medicine. A practicing acupuncturist since 1973, Mr. Duggan has served as a White House advisor and is the author of *Common Sense for the Healing Arts*. He holds a master's degree in Human Relations and Community Studies from New York University and a master's degree in Moral Theology from St. Joseph's Seminary.

# Margo Gladding, M.S., CNS, LDN

Margo Gladding is an herbalist and nutritionist whose knowledge base is the result of a unique blend of educational and professional experience. She received a Master of Science in Herbal Medicine from Tai Sophia Institute in 2005. In 2009, she became certified as a Nutrition Specialist through the American College of Nutrition and licensed as a nutritionist in Maryland. Since 2005, she has been working at an integrative pharmacy in Bethesda, MD, where she has been providing individual wellness counseling, conducting lectures, and writing health education materials. In February 2010, she also started practicing at the Center for Integrative Medicine in Baltimore.

## James S. Gordon, M.D., FACP

Jim Gordon is a world-renowned expert in using mind-body medicine to heal depression, anxiety, and psychological trauma. He is the Founder and Director of The Center for Mind-Body Medicine (CMBM), Dean of the Graduate School of Mind-Body Medicine at Saybook University, a Clinical Professor in the Departments of Psychiatry and Family Medicine at Georgetown Medical School, and recently served as Chairman of the White House Commission on Complementary and Alternative Medicine Policy, Dr. Gordon has created ground-breaking programs of comprehensive mind-body healing for physicians, medical students, and other health professionals. He and his colleagues have trained 3,000 health and mental health professionals in the U.S. and overseas to more effectively address the psychological trauma within their communities, as well as to deal with chronic illness. Dr. Gordon's most recent book is Unstuck: Your Guide to the Seven Stage Journey Out of Depression (Penguin). He's also the author of Comprehensive Cancer Care: Integrating Alternative, Complementary and Conventional Therapies (with Sharon Curtin) and Manifesto for a New Medicine: Your Guide to Healing Partnerships and the Wise Use of Alternative Therapies.

#### Marta E. Hanson, Ph.D.

Marta Hanson writes on the history of disease, Chinese epidemiology, the geographic imagination, and arts of memory in Chinese Medicine. She completed her dissertation "Inventing a Tradition in Chinese Medicine: From Universal Canon to Local Medical Knowledge in South China, The Seventeenth to the Nineteenth Century" in 1997 in the History and Sociology of Science at the University of Pennsylvania. Her first academic position was as a historian of late imperial China in the Department of History, University of California, San Diego. She currently holds a position as an historian of East Asian medicine in the Department of the History of Medicine at The Johns Hopkins University. Dr. Hanson is currently finishing her book manuscript entitled *The Geographic Imagination in Chinese Medicine*. All of her publications are available on her Web site.

### Leena Hilakivi-Clarke, Ph.D.

Leena Hilakivi-Clarke is a Professor of Oncology at Georgetown University's School of Medicine, as well as Co-Chair, Division of Molecular Endocrinology, Nutrition & Obesity, Director, Tumor Biology Master's Program, and Co-Director, Animal Shared Resource. Dr. Hilakivi-Clarke completed her dissertation at the University of Helsinki, Finland in 1987. Her current research interests include understanding the importance of timing of exposure to estrogens, phytoestrogens, and other dietary/ nutrition components on the programming of mammary gland development and its effects on breast cancer susceptibility.

#### Paige Lescure, J.D., LL.M., M.S.

Paige Lescure is a health-care attorney with the Health Care Law Group of Miles & Stockbridge, a large regional law firm headquartered in Baltimore, Maryland. Ms. Lescure is a 2009 graduate of Tai Sophia Institute's Herbal Medicine master of science program and teaches law and ethics at Tai Sophia Institute and Goucher College. Her 20-year health-care practice has included representation of a diverse variety of clients in issues related to state and federal health regulatory law, healthcare contracting, HIPAA and state privacy law, as well as research and health law ethics. Increasingly, her work involves integrative medicine joint ventures with hospitals, physicians, and alternative and complementary health-care providers.

# Helen Metzman, M.S.

Helen Lowe Metzman is the director of Jim Duke's Green Pharmacy Garden. The Green Pharmacy Garden is an educational garden situated in Fulton, Maryland, that contains approximately 300 plants that have been researched and/or used traditionally for medicinal purposes. Ms. Metzman also works part-time for the Howard County Maryland Department of Recreation and Parks in the Natural Resources Division as a Natural Resource Specialist and an Environmental Educator. The study of natural history, plants, gardening, and art has been her lifelong passion, and she is able to integrate these passions in her work in the garden and for Howard County. Metzman is a graduate of the University of Vermont and of Tai Sophia Institute's Master of Science in Herbal Medicine program.

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# Simon Mills, M.A., FNIMH, MCPP

Simon Mills has practiced as a medical herbalist since 1977. He holds a degree in Medical Sciences from Cambridge University and also completed the four-year professional training provided by the National Institute of Medical Herbalists (UK). In 1987, he co-founded the Centre for Complementary Health Studies at the University of Exeter: Since 1997, Mr. Mills has been Secretary of the European Scientific Cooperative on Phytotherapy, the major European body working to ensure quality, safety, and efficacy for herbal medicinal products in collaboration with European medicines regulators. In 2000, he became special adviser to the House of Lords Select Committee on Complementary and Alternative Medicine. In 2005, he was appointed a professional member of the new Herbal Medicines Advisory Committee charged with advising the government of the United Kingdom. He is the author of *Principles and Practice of Phytotherapy* and *The Essential Guide to Herbal Safety*, two authoritative textbooks in herbal medicine.

#### Gerard Mullin, M.D.

Gerard Mullin is an associate professor in the Department of Medicine at The Johns Hopkins University, as well as Director of Integrative GI Nutrition Services at The Johns Hopkins Hospital. An internist, gastroenterologist, and nutritionist, Dr. Mullin is internationally renowned for his work in integrative gastroenterology and nutrition, having accumulated over 15 years of clinical experience in the field. Dr. Mullin is the only physician in the United States who is board- certified by the American Board of Internal Medicine for Gastroenterology, the American Society of Enteral and Parenteral Nutrition, the American College of Nutrition, and the American Board of Nutrition Physician Specialists. He is an associate editor of Integrative Medicine: a Clinicians Journal and has recently been selected by Dr. Andrew Weil to serve as a senior editor for the first book for physicians on integrative gastroenterology by Oxford Press.

# Andrew Pengelly Ph.D., RH(AHG), FNHAA

Andrew Pengelly completed professional training programs in botanical medicine, naturopathy, and homeopathy in 1983 at the Southern Cross Herbal School in Australia and obtained his doctorate in Food Science from the University of Newcastle in Australia in 2009. During this period, he practiced as a clinical herbalist, lectured widely in Australia, New Zealand, and the United States, and was nominated a Fellow of the National Herbalists Association of Australia. Dr. Pengelly is the director of Tai Sophia's herbal dispensary and is the principal investigator of a current Tai Sophia clinical trial on the medicinal qualities of culinary herbs.

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

Rebecca Snow has been working in the field of herbal medicine since 1998. She is a professional member of the American Herbalists Guild. She completed coursework at the Dreamtime Center of Herbal Studies with herbalists Kathleen Maier, Matthew Wood, and Stephen Buhner. After receiving a Master of Science in Herbal Medicine from Tai Sophia Institute in 2004, Ms. Snow practiced as an herbalist and nutritionist at an integrative medical practice for 5 years. Ms. Snow is certified as a nutrition specialist (CNS) through the American College of Nutrition and is a licensed nutritionist in the State of Maryland.

# James Snow, RH(AHG)

James Snow is the director of the Master of Science in Herbal Medicine program at Tai Sophia Institute and a professional member of the American Herbalist Guild (AHG). He has been working in the field of herbal medicine since 1986, completing the herbal residency program at the Southwest School of Botanical Medicine in 1991. Mr. Snow has been in private clinical practice since 1994, blending traditional herbal wisdom with modern research perspectives. He has recently served as a reviewer for the American Herbal Pharmacopoeia.

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# Cheryl Walker M.L., MCC

Cheryl Walker serves as interim director of Tai Sophia Institute's Transformative Leadership and Social Change (TLSC) program and is program manager for the Institute's Health Coaching and Wellness Coaching graduate certificate programs. Cheryl has been a senior consultant and executive coach with a leading international organization development firm, consulting and coaching in the areas of leadership effectiveness, communication skills, team building, conflict resolution, diversity, change management, and transitional strategies. Ms. Walker received a bachelor's degree from Antioch University and has a Master of Leadership from Georgetown University's McDonough School of Business. She also holds a Master Certified Coach (MCC) certification from the International Coach Federation.

Revised 10/7/10



# **Overview**

Tai Sophia's Master of Arts in Transformative Leadership and Social Change, an enhancement of the Master of Arts in Applied Healing Arts degree, is a life-changing program, designed for both established and developing leaders seeking to realize and enhance their skills to create constructive change in their personal lives, in the workplace, and in the larger community.

The curriculum focuses on three primary goals. The first goal is the development of a wider worldview rooted in nature and timeless wisdom traditions. The second is the engagement in a deeper work of daily transformative practice — healing habits of mind and heart. The third is the bringing of one's vision and practice to a specific arena of life where one commits to making a positive difference. We speak about inviting participants to a Wider World, a Deeper Work, and a Grateful Gift.

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, engineering, consulting, and others — find this program to be life-changing and empowering.

# **Program Goals**

The Tai Sophia graduate in Transformative Leadership and Social Change will:

- Gain clarity, vision, and commitment to personal and professional goals
- · Recognize areas of possibility for personal growth
- Effectively challenge institutional and cultural assumptions (held by self and others) and create and sustain partnerships that support efforts to manifest change
- Engage in daily transformative practices that foster mindful action and reflective awareness
- Ground a wider worldview and daily practice in timeless wisdom traditions of East and West
- Dwell in greater harmony with nature, its cycles and transformations, so that all thoughts and actions stem from a paradigm of interconnection
- Learn leadership principles grounded in ancient wisdom and healing traditions
- Take new ideas and visions into work, home, and the community to effect positive change

# Samples of ways students have effected change as a result of the program

Whether they are enhancing and deepening their existing work or creating a new career path, students produce a variety of projects through the program, spanning and integrating a vast array of fields and concentrations, all intended to serve the wider world in some aspect. Some examples of students' work are:

- A nurse practitioner designed and implemented an integrated medicinehealing arts program for the cardiac care and trauma care centers of a Maryland hospital, incorporating holistic healing/practice (Reiki, yoga, guided imagery, and breathing techniques) into the existing conventional medical treatment patients receive.
- An executive coach and psychologist created workshops and a nonprofit to coach and teach children and families to develop healthy lifestyle choices through mindful cooking and eating.
- A lawyer designed, developed and organized a now-annual conference on Restorative Justice to address specific issues around law in an effort to bring about a healing approach to criminal justice.
- A marketing and communications director created "Radical-Soul Sabbaticals," a green group travel program that reconnects individuals to the inspiration and insights found in nature and world cultures, reawakening them to a deeper understanding of their own purpose, gifts, and calling in life, all to support a stronger mind, body and spirit.
- A retired computer programmer and business manager created a new model of collaboration for leaders working towards sustainability from a variety of angles within the bioregion of "Cascadia" to share resources, ideas, and funding sources, and co-created a conference of these leaders to explore a different model of working together.

# Admission Requirements

# **Degree Requirements**

Applicants for admission to Tai Sophia Institute must submit:  $\ \square$  Official transcripts to verify completion of a baccalaureate (bachelor's) degree.

☐ Official transcripts of the highest degree earned beyond a baccalaureate.

Internationally educated students please refer to the additional instructions outlined under the heading *International Students* in the General Admissions Process section of this catalog.

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

# Academic Calendar

# **Overview**

The program begins once yearly in January. Please contact the Office of Graduate Admissions for a formal schedule of class meetings. Between scheduled class sessions students meet with their Transformative Practice Groups; however, the group decides the schedule for these meetings.

The Transformative Leadership and Social Change program weekends are held Friday evenings 6:00-9:00 p.m., Saturdays 9:00 a.m. to 5:00 p.m., and Sundays 8:30 a.m. to 4:30 p.m.

The seven core courses are taken in sequential order over the first two years of the program, followed by an individual application phase consisting of 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.

# Course of Study

# **Core Requirements**

(to develop a Larger World and Deeper Work)

Number	Course Name	Semester Credits
TLSC 600	SOPHIA®	
	(School of Philosophy and He	aling
	in Action®)	6.0
TLSC 610	Revisioning a Sense of Calling	
	and Commitment	3.0
TLSC 615	Practicing Leadership	3.0
TLSC 620	Recovering Oneness with Nature	3.0
TLSC 630	New Science; New Thinking	3.0
TLSC 640	Practicing Stillness through the	
	Timeless Wisdom Traditions	3.0
TLSC 650	Practicing Service in All the Arenas	;
	of Life	3.0

# **Individualized Application Phase**

(to offer a Focused, Grateful Gift)

Course Name

Independent Study I

Number

TLSC 661

Four Independent Studies (relevant to the learner's deepening and his or her Project of Excellence)

Semester Credits

3.0

TLSC 662	Independent Study II	3.0
TLSC 663	Independent Study III	3.0
TLSC 664	3.0	
Project	t of Excellence	
TLSC 690	Project of Excellence	3.0
	TOTAL REQUIRED CREDITS	39.0

**Please Note:** Semester credit for Transformative Practice Groups and Consolidation Weekends that are part of core coursework is subsumed within the 39-semester credits noted above.

Students will be able to complete the 39-credit-hour program in three years. The seven required core courses (24 Semester Credits) are offered the first two years. This leaves four independent studies (12 Semester Credits) and the Project of Excellence (3 Semester Credits) to be completed in the third year.

# 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.

## **TLSC 600**

# SOPHIA® (School of Philosophy and Healing in Action®)

Intensive Course

#### 6.00 Semester Credits

Based on the cycles of nature, this opening intensive introduces the philosophical underpinnings of the Institute and includes the experience of chi, the rhythms of nature, life skills, language and theory. In the concluding weekend, students apply the healing functions to the smallest relational field: partnerships. They learn how to see life as partnership and how to bring partnership to life more fully.

#### **TLSC 610**

# Revisioning a Sense of Calling and Commitment:

Gifts to Serve the Next Generation

#### 3.00 Semester Credits

Students are invited to explore their personal and professional gifts in the context of the human story. This course sets the stage for selecting an area of emphasis for our life's work as it will be created through the individualized application phase. Structurally, the course explores several themes: moving away to gain distance, a time to discover one's gifts, and a return to share those gifts in new ways. This process involves reassessing personal goals, reanimating the deep nature of professions, and embedding all in the context of service.

# **TLSC 615**

# Practicing Leadership 3.00 Semester Credits

This innovative unit weaves together the wisdom of nature, language skills, and contemporary practices to create a unique model of effective leadership. In this interactive course students will begin to apply these skills to the larger relational fields of organizations and communities. On-the-job opportunities and challenges will be the source for developing leadership competencies.

## **TLSC 620**

# Recovering Oneness with Nature 3.00 Semester Credits

This course focuses on understanding the "great work," to use Thomas Berry's phrase. In it, students explore cosmologies — ancient and modern — and ecological themes. The course is designed to open our hearts and senses so we may dwell more fully in harmony with nature, its cycles and transformations. Here, we see the profound differences between paradigms that start from interconnection and those that take separateness as fundamental.

## **TLSC 630**

# New Science; New Thinking 3.00 Semester Credits

This course offers a new look at the developments in science that are redefining notions of science and research in the 21st century. A wider (nonreductionist) view of science now makes it possible to honor several ways of knowing and to begin to build a framework large enough to allow science, art, and spirituality to peacefully coexist. The implications of the new currents in science pose special challenges for research in this transitional time. This course perturbs students' old ways of thinking and challenges them to uncover and realize the "cherished certitudes" they hold as truth to allow for greater possibility.

#### **TLSC 640**

# Practicing Stillness through the Timeless Wisdom Traditions 3.00 Semester Credits

In this course we explore Eastern, Western, and African wisdom traditions, including traditions of native peoples; the mystic core of great world religions; and modern voices of peace, justice, and life in nature. Students learn to live from meditative mind, to experience symbolic, poetic mind, and to open a healing heart.

## **TLSC 650**

# Practicing Service in All the Arenas of Life 3.00 Semester Credits

This course assists students in embodying skills for effective action. Students gain skills to open their hearts in service, to uncover institutional and cultural assumptions, to foster creative problem-solving, to seek social justice, to practice ethical leadership, and to inspire collaboration for the sake of the common good.

# **Individualized Application Phase**

The design of the Independent Studies and the Project of Excellence begins in the Calling & Commitment (TLSC 610) core course when students define their own unique gifts and area of passion and commitment.

The Independent Studies and Project of Excellence are typically done after the core coursework has been completed; however, this work may be started earlier with the permission of the program director.

# TLSC 661,TLSC 662,TLSC 663,TLSC 664

# Independent Studies

# 12.00 Semester Credits (total)

Learners answer two basic questions so that the Project of Excellence will produce extraordinary results: Who will be served by this work? What learning needs to be done during the Independent Studies? Then, with these questions addressed, students work with a faculty advisor who guides them in developing their own course of study, which will lead them to their ultimate product, the Project of Excellence.

# **TLSC 690**

# Project of Excellence 3.00 Semester Credits

The Project of Excellence will be a tangible product that demonstrates the integration of the student's learning through the program, and that demonstrates a positive contribution for development or change made by the student in a particular arena of life where he or she has committed to making a difference. A student's work in his or her area of emphasis will be part of the work leading toward the creation of the Project of Excellence. The project may take a wide variety of forms (e.g., a workshop, a community program, an artistic, literary, or scholarly work, a workshop curriculum, a television show, etc.). The primary requirement is that it is in a tangible form that may be archived, and that evidence of its effect or potential effect is explicitly addressed. The Project of Excellence will be presented to faculty and peers upon completion of the work.

# **Transformative Practice Groups**

Students are assigned to small practice groups. These groups, facilitated by faculty, give students the opportunity to explore and teach one another about what the group is learning in daily practice through observing nature, dwelling in the wisdom traditions, and being attentive to their life with others. Work in a practice group is an integral part of the required core courses. At each meeting, learners will create conversations based on structured assignments that demonstrate increased ability to serve life and to embody the intended outcomes of the program. These include both knowledge and practice components. Participants will practice coaching one another in honing their skills of mind and heart. These groups meet on the Friday evenings of the "weekend format" units, and at least once between units — either in person or via electronic means. Students are required to maintain daily logbooks to document their experiences with the practices assigned in each course.

# **Consolidation Weekends & Intensives**

Students will 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; the second in April of the second year of core coursework; and the third — a four-day intensive at the conclusion of the core courses and moving into independent work — in January of the third year. The Consolidation Weekends are a unique feature of our program. These sessions are codesigned 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) course participation
- (c) writing essays on the readings
- (d) peer coaching
- (e) self-assessment forms filled out and discussed after the first six months of the program and prior to the final core course, TLSC 650.
- (f) other assignments related to specific course and program goals and outcomes

# Faculty Biographies

# **Interim Program Director**

# Cheryl Walker M.L., MCC

In addition to serving as interim director of the Transformative Leadership and Social Change (TLSC) Program, Cheryl is Program Manager for Tai Sophia Institute's Health and Wellness Coaching graduate certificate programs, a faculty member in the TLSC program, and an independent leadership development consultant. Ms. Walker has a Master of Leadership from Georgetown University's McDonough School of Business and holds a Master Certified Coach (MCC) certification from the International Coach Federation.

# **Core faculty**

# Anne Huyler Baker, M.A.

Anne Huyler Baker, a graduate of the first Applied Healing Arts class, came to Tai Sophia Institute from a lifelong career in education where she taught mathematics and science, and served as a school administrator. In these roles, she also implemented community service and outdoor education programs, and directed creative arts camps. At Tai Sophia, in addition to serving as director of the Transformative Leadership and Social Change program, Anne is a teacher, advisor, and Transformative Practice Group facilitator. Beyond her work for Tai Sophia, she is a practitioner of Aquatic Integration Therapy, Reiki, Zero Balancing, Cranio Sacral Therapy, Emotional Freedom Technique (EFT), and other energy modalities. In addition, she holds retreats at her farm/retreat center in Maryland and has taught numerous workshops on topics including: stillness, meditation, the sacred Labyrinth, EFT, and psychokinesis. Anne is a life long educator whose passion is empowering people of all ages to find their own personal stillness. She brings a promise to life of "joyful grounded nurturing of infinite possibilities." Anne is the mother of Margaret Huyler Baker, of New York, and of Catherine Baker Boyd, of Boston and grandmother to Christopher Joseph Boyd, Jr.

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

Tom Balles has been a practicing acupuncturist for the past 25 years. He received a Licentiate in Acupuncture from the College of Traditional Chinese Acupuncture (U.K.) and a master's degree in Acupuncture from Tai Sophia Institute. He is the author of *Dancing with the Ten Thousand Things: Ways to Become a Powerful Healing Presence* and "Cultivating Healing Presence Chart." Tom teaches in each of the graduate degree programs at Tai Sophia. His work focuses on how our ways of being, doing, and speaking influence each other and are the essential ingredients in creating lasting change.

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

A practitioner of traditional acupuncture since 1972 and cofounder and chancellor of the Institute, Dianne Connelly received her master's qualification from the College of Traditional Acupuncture (UK) in 1979. She obtained a Ph.D. in cross-cultural medicine from Union Graduate School in 1975, an M.A. from New York University School of Education in 1970, and her B.A. from Le Moyne College in 1967. Chancellor of the Institute and an international lecturer (she lectures regularly in Italy and Germany), she is the author of *Traditional Acupuncture: The Law of the Five Elements and All Sickness is Home Sickness*, and coauthor of *Alive and Awake: Wisdom for Kids*. She is the mother of Blaize, Jade, and Caeli, as well as grandmother to Tamar, Lennox, Rianna, Maxim, and Roman.

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

Robert (Bob) Duggan, president and co-founder of Tai Sophia Institute, has practiced traditional acupuncture since 1972. He holds a master's degree in human relations and community studies from New York University, as well as a master's in moral theology from St. Joseph's Seminary, and received his master's certification in acupuncture from the College of Traditional Chinese Acupuncture (UK). A national leader in the development of the acupuncture profession and the emerging healing arts community, he has served as a commissioner of the Accreditation Commission for Acupuncture and Oriental Medicine, on the board of trustees of the Horizon Foundation (a community wellness foundation in Howard County, Maryland, which, in 2008, honored him with its annual Leadership Award), and a panelist at meetings sponsored by the National Institutes of Health and the White House Commission on Complementary and Alternative Medicine. Bob lectures throughout the United States and abroad, and is author of Common Sense for the Healing Arts.

# John G. Sullivan, J.C.D., Ph.D.

John Sullivan is Maude Sharpe Powell Professor of Philosophy Emeritus and Distinguished University Professor Emeritus at Elon University in North Carolina. He holds two earned doctorates: a J.C.D. (canon law) from Lateran University in Rome (1966) and a Ph.D. in philosophy from the University of North Carolina at Chapel Hill (1985). A long-time participant in the work of Tai Sophia, he is the principal designer of Tai Sophia's Master of Arts in Transformative Leadership and Social Change program. Dr. Sullivan is the author of three books: The Spiral of the Seasons: Welcoming the Gifts of Later Life (2009); Living Large: Transformative Work at the Intersection of Ethics and Spirituality (2004); To Come to Life More Fully: An East West Journey (1990). His abiding interest is the place where philosophy, psychology, and spirituality - East, West, and beyond - intersect and mutually enhance one another: He is currently working on issues of spirituality and later life. See his essays at www.secondjourney.org/ JohnsCorner:htm



# **Overview**

The Graduate Certificate in Transformative Leadership is designed for established and developing leaders seeking a non-traditional path to enhance their skills in order to create constructive change personally, in the workplace, and in the larger community. Through deeply personal transformation and daily practice, leadership is redefined. Students discern and implement ways to take new ideas and insight into their work and all relationships in order to affect change. Students come from a variety of professional backgrounds and find this program to be life changing and powerfully applicable to their own unique setting.

The graduate certificate is the first nine months (12 credits) of the Masters of Arts in Transformative Leadership and Social Change program. The coursework includes the following courses: **SOPHIA®** (**School of Philosophy and Healing in Action®**), Revisioning a Sense of Calling and Commitment, and Practicing Leadership. Students in the program are also required to participate in the Transformative Practice Groups and Consolidation Weekend.

Participants who are accepted for this executive-format educational experience have the option to continue study for the master's degree in transformative leadership and social change after receiving the graduate certificate. The admissions requirements are identical for both the master's degree and the graduate certificate. Program costs include application fees, matriculation fees and program tuition. Please contact the Office of Admissions for more information.

# Program Goals

Those awarded the Tai Sophia graduate certificate in transformative leadership will:

- Gain clarity, vision and commitment to personal and professional goals
- Engage in daily transformative practices that foster mindful action and reflective awareness
- Learn leadership principles grounded in ancient wisdom and healing traditions
- Take new ideas and visions into work, home, and the community to effect positive change

# Admission Requirements

# **Degree Requirements**

Applicants for admission to Tai Sophia Institute must submit:

Official transcripts to verify completion of a baccalaureate (bachelor's) degree.

☐ Official transcripts of the highest degree earned beyond a baccalaureate.

Internationally educated students please refer to the additional instructions outlined under the heading International Students in the General Admissions Process section of this catalog.

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

In exceptional circumstances, individuals who have not completed a bachelor's degree may be eligible for enrollment. Please contact the office of graduate admissions for further details.

# Academic Calendar

The program begins once yearly in January. Please contact the Office of Graduate Admissions for a formal schedule of class meetings. Between scheduled class sessions students meet with their Transformative Practice Groups; however, the group decides the schedule for these meetings. The Transformative Leadership and Social Change program weekends are held Friday evenings 6:00-9:00 p.m., Saturdays 9:00 a.m. to 5:00 p.m., and Sundays 8:30 a.m. to 4:30 p.m.

# Course of Study

# **Core Requirements**

(to develop	a Larger World and Deeper Work)	
Number	Course Name Semester Cree	dits
TLSC 600	<b>SOPHIA</b> ®	
	(School of Philosophy and Healing	
	in Action®)	6.0
TLSC 610	Revisioning a Sense of Calling	
	and Commitment	3.0
TLSC 615	Practicing Leadership & Consolidation Weekend I	3.0
	TOTAL REQUIRED CREDITS	12.0

# 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.

## **TLSC 600**

# **SOPHIA®** (School of Philosophy and Healing in Action®) Intensive Course

### 6.00 Semester Credits

Based on the cycles of nature, this opening intensive introduces the philosophical underpinnings of the Institute and includes the experience of chi, the rhythms of nature, life skills, language and theory. In the concluding weekend, students apply the healing functions to the smallest relational field: partnerships. They learn how to see life as partnership and how to bring partnership to life more fully.

## **TLSC 610**

# Revisioning a Sense of Calling and Commitment: Gifts to Serve the Next Generation 3.00 Semester Credits

Students are invited to explore their personal and professional gifts in the context of the human story. This course sets the stage for selecting an area of emphasis for our life's work as it will be created through the individualized application phase. Structurally, the course explores several themes: moving away to gain distance, a time to discover one's gifts, and a return to share those gifts in new ways. This process involves reassessing personal goals, reanimating the deep nature of professions, and embedding all in the context of service.

# TLSC 615

# Practicing Leadership 3.00 Semester Credits

This innovative unit weaves together the wisdom of nature, language skills, and contemporary practices to create a unique model of effective leadership. In this interactive course students will begin to apply these skills to the larger relational fields of organizations and communities. On-the-job opportunities and challenges will be the source for developing leadership competencies.

# **Transformative Practice Groups**

Students are assigned to small practice groups. These groups, facilitated by faculty, give students the opportunity to explore and teach one another about what the group is learning in daily practice through observing nature, dwelling in the wisdom traditions, and being attentive to their life with others. Work in a practice group is an integral part of the required core courses. At each meeting, learners will create conversations based on structured assignments that demonstrate increased ability to serve life and to embody the intended outcomes of the program. These include both knowledge and practice components. Participants will practice coaching one another in honing their skills of mind and heart. These groups meet on the Friday evenings of the "weekend format" units, and at least once

# Faculty Biographies

between units — either in person or via electronic means. Students are required to maintain daily logbooks to document their experiences with the practices assigned in each course.

Biographies of core faculty are included at the end of the Master of Arts in Transformative Leadership and Social Change program section of the catalog.

# **Consolidation Weekends & Intensives**

Students will begin the program with a five-day SOPHIA intensive in January. The Consolidation Weekend, which provides the opportunity for review and integration of the work conducted during previous weeks, including coaching and mentoring, occurs in September. The Consolidation Weekend is a unique feature of our program. They 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 Graduate Certificate program this includes:

- (a) maintaining daily practice logs
- (b) course participation
- (c) writing essays on the readings
- (d) peer coaching
- (e) self-assessment forms filled out and discussed after the first six months of the program
- (f) other assignments related to specific course and program goals and outcomes



# **Overview**

Tai Sophia Institute's Graduate Certificate in Health Coaching program is at the forefront of a growing field in the health care industry. This groundbreaking program is designed for already established health care professionals to prepare them to work as coaches in a multitude of practice settings including hospitals, clinics, health educational facilities, private practice, corporations, and schools. 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 learn to reconnect with the cycles of nature and be able to teach 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 a ten-month period and is offered in an executive, weekend and evening format to accommodate working health care professionals. Professional disciplines appropriate for the graduate certificate in health coaching include nursing, acupuncture, naturopathy, chiropractic, allopathic medicine, mental health, physical therapy, herbal medicine, and other allied health fields.

# **Program Goals**

Those awarded the Tai Sophia graduate certificate in health coaching will be able to:

- Use language, listening, and composure as a means to inspire and motivate clients to make health generating changes.
- Demonstrate proficiency in designing and implementing personalized health and wellness plans with clients.
- Demonstrate the skills necessary to inspire accountability in their clients to adhere to goals.
- Demonstrate proficiency in 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.
- Demonstrate the ability to 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 demonstrate application to motivating others toward health generating behaviors.
- Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles of the profession.
- Demonstrate the ability to apply health coaching skills in a workplace setting.

# Admission Requirements

For consideration for the Graduate Certificate in Health Coaching, applicants must submit:

- 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.
- · Professional licensure in an allied health field.

Foundations of Health and Wellness

Internationally educated students please refer to the additional instructions outlined under the heading International Students in the Admissions section of this catalog.

# Academic Calendar

	April 15-17, 2011
Becoming a Healing Presence	May 14-15, 2011
	June 4-5, 2011
	July 9, 2011
Fundamentals of Health and Wellness Coaching	July 10, 2011
	August 13-14, 2011
	September 10-11, 2011
Principles and Practices of Health &	
Wellness Coaching	October 1-2, 2011
	November 5-6, 2011
	December 3, 2011
Applied Healing Strategies	December 4, 2011
	January 7-8, 2012

April 8-10, 2011

6:2

# Course of Study

Number	Course Name	Semester Credit	s
APP 632	Foundations of Health and Wellnes	SS	3.0
COA 601	Becoming a Healing Presence		3.0
COA 610	Fundamentals of Health and Welln	ess Coaching	3.0
COA 611	Principles and Practices of Health a	and Wellness	
	Coaching		3.0
COA 620	Applied Healing Strategies		3.0
	TOTAL REQUIRED CREDITS	1.	5.0

Tai Sophia Institute www.tai.edu Health Coaching Certificate Program

# Curriculum

#### APP 632

### Foundations of Health and Wellness

#### 3 Semester Credits

This course provides a context for a wide variety of studies relating to perspectives on health and wellness by introducing basic health philosophies, history of the current health-care system, proposed health-care reform legislation, balance/imbalance in health, and the investigation of how these issues apply to an informed perspective on our current health-care system. Concepts of wellness and sickness are discussed, including the role that language plays in supporting health and wellness. The foundations of health and wellness are further examined focusing on the current knowledge of the physiologic basis for wellness practices.

## COA 601

## Becoming a Healing Presence

## 3 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 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 Semester Credits

This class delves deeper into the spirit and practice of health and wellness coaching using the theory and skills of Motivational Interviewing, a widely recognized, evidence-based approach to behavioral change. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, and insuring client accountability.

# COA 620

# Applied Healing Strategies

# 3 Semester Credits

This class introduces students to integrative modalities such as acupuncture, herbal medicine, chiropractic, homeopathy, and energy medicine. Students will design a practicum to apply coaching principles and skills to their own specific field of practice. Students will receive mentoring, coaching, and feedback from instructor and peers as they develop the skills of mind and heart necessary to being effective health coaches.

# Core Faculty and Program Advisor

A complete list of faculty and detailed biographies are available online at www.tai.edu.

## Stephen T. Wegener, Ph.D., ABPP (Program Advisor)

Stephen Wegener is an Associate Professor and Director of Rehabilitation Psychology at The Johns Hopkins University School of Medicine. He also holds an appointment as Associate Professor of Health Policy and Management at the Johns Hopkins University Bloomberg School of Public Health. Dr. Wegener received his doctorate from St. Louis University and completed his residency in clinical psychology at the University of Virginia, where he also served on the faculty.

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

A practicing acupuncturist since 1985, Tom Balles teaches in all three of Tai Sophia Institute's master's degree programs. He also facilitates one-on-one and group business workshops in team building, communication skills, improving work habits, conflict resolution, and leadership development. Mr. Balles is the author of *Dancing with the Ten Thousand Things: Ways to Become a Healing Presence* and "Cultivating a Healing Presence," a guide.

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

Robert Duggan is president and co-founder of Tai Sophia Institute and a leading international voice on wellness and integrative medicine. A practicing acupuncturist since 1973, Mr. Duggan has served as a White House advisor and is the author of *Common Sense for the Healing Arts*. He holds a master's degree in Human Relations and Community Studies from New York University and a master's degree in Moral Theology from St. loseph's Seminary.

# Katherine E. Johnson, Ed.D., PCC

Katherine Johnson is a life coach, a teacher-facilitator, and a consultant. She holds a doctorate in Professional and Organization Development in Education from the University of Maryland and a Professional Certified Coach (PCC) certificate from the International Coach Federation. Dr. Johnson has had a 25-year career in the field of professional development and university teaching.

# Cheryl Walker M.L., MCC

Cheryl Walker is Interim Director of Tai Sophia Institute's Transformative Leadership and Social Change Program and Program Manager of the Institute's Health and Wellness Coaching graduate certificate programs. Ms. Walker also is an independent leadership development consultant and holds a Master of Leadership from Georgetown University's McDonough School of Business and a Master Certified Coach (MCC) certification from the International Coach Federation

6:3



# **Overview**

Tai Sophia Institute's Graduate Certificate in Wellness Coaching program is at the forefront of the growing field of wellness education, preparing students with the skills and expertise to empower people to take charge of their own health by adopting healthy life styles. This ground-breaking program, the only graduate certificate in wellness coaching in the country, is designed to prepare educators, life coaches, fitness instructors, employee assistance specialists, human resource specialists, and others with a strong interest in health and wellness to practice in a multitude of settings including health educational facilities, gyms, spas, corporations, and schools.

The curriculum focuses on three primary goals. The first goal is the development of a wider view of the field of wellness in contrast to our current disease-focused model. The second is to teach coaches to listen to the wisdom of their own bodies, to learn to reconnect with the cycles of nature, and to teach 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 12-credit graduate certificate consists of four courses delivered over a nine-month period and is offered in a weekend format to accommodate working professionals.

# **Program Goals**

Those awarded the Tai Sophia graduate certificate in wellness coaching will be able to:

- Use language, listening, and composure as a means to inspire and motivate clients to make health generating changes.
- Demonstrate proficiency in designing and implementing personalized health and wellness plans with clients.
- Demonstrate the skills necessary to inspire accountability in their clients to adhere to goals.
- Demonstrate proficiency in 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.
- Demonstrate the ability to 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 demonstrate application to motivating others toward health generating behaviors.
- Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles of the profession.

# Admission Requirements

For consideration for the Graduate Certificate in Wellness Coaching, applicants must submit:

- 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.

Internationally educated students please refer to the additional instructions outlined under the heading International Students in the Admissions section of this catalog.

# Academic Calendar

Foundations of Health and Wellness April 8-10, 2011
April 15-17, 2011

Becoming a Healing Presence May 14-15, 2011
June 4-5, 2011
July 9, 2011

Fundamentals of Health and Wellness Coaching July 10, 2011
August 13-14, 2011
September 10-11, 2011

Principles and Practices of Health & Wellness Coaching

October 1-2, 2011 November 5-6, 2011 December 3, 2011

# Course of Study

Number	Course Name Se	emester Credits
APP 632	Foundations of Health and Wellness	3.0
COA 601	Becoming a Healing Presence	3.0
COA 610	Fundamentals of Health and Wellness	Coaching 3.0
COA 611	Principles and Practices of Health and	d Wellness
	Coaching	3.0
COA 612	Applied Wellness: Internship (Optional	al)* 3.0
	TOTAL REQUIRED CREDITS	12.0*

<sup>\*</sup> Students taking the optional Internship will earn a total of 15 credits for the program.

# Curriculum

#### APP 632

#### Foundations of Health and Wellness

### 3 Semester Credits

This course provides a context for a wide variety of studies relating to perspectives on health and wellness by introducing basic health philosophies, history of the current health-care system, proposed health-care reform legislation, balance/imbalance in health, and the investigation of how these issues apply to an informed perspective on our current health-care system. Concepts of wellness and sickness are discussed, including the role that language plays in supporting health and wellness. The foundations of health and wellness are further examined focusing on the current knowledge of the physiologic basis for wellness practices.

## COA 601

## Becoming a Healing Presence

# 3 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 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 Semester Credits

This class delves deeper into the spirit and practice of health and wellness coaching using the theory and skills of Motivational Interviewing, a widely recognized, evidence-based approach to behavioral change. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, and insuring client accountability.

# COA 612

# Applied Wellness: Internship (Optional)

# 3 Semester Credits

In this class, students will work with a client or clients in a workplace setting. Student will receive mentoring, coaching, and feedback from the instructor as they develop the skills of mind and heart necessary to being effective wellness coaches.

# Core Faculty and Program Advisor

A complete list of faculty and detailed biographies are available online at www.tai.edu.

## Stephen T. Wegener, Ph.D., ABPP (Program Advisor)

Stephen Wegener is an Associate Professor and Director of Rehabilitation Psychology at The Johns Hopkins University School of Medicine. He also holds an appointment as Associate Professor of Health Policy and Management at the Johns Hopkins University Bloomberg School of Public Health. Dr. Wegener received his doctorate from St. Louis University and completed his residency in clinical psychology at the University of Virginia, where he also served on the faculty.

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

A practicing acupuncturist since 1985, Tom Balles teaches in all three of Tai Sophia Institute's master's degree programs. He also facilitates one-on-one and group business workshops in team building, communication skills, improving work habits, conflict resolution, and leadership development. Mr. Balles is the author of *Dancing with the Ten Thousand Things: Ways to Become a Healing Presence* and "Cultivating a Healing Presence," a guide.

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

Robert Duggan is president and co-founder of Tai Sophia Institute and a leading international voice on wellness and integrative medicine. A practicing acupuncturist since 1973, Mr. Duggan has served as a White House advisor and is the author of *Common Sense for the Healing Arts*. He holds a master's degree in Human Relations and Community Studies from New York University and a master's degree in Moral Theology from St. loseph's Seminary.

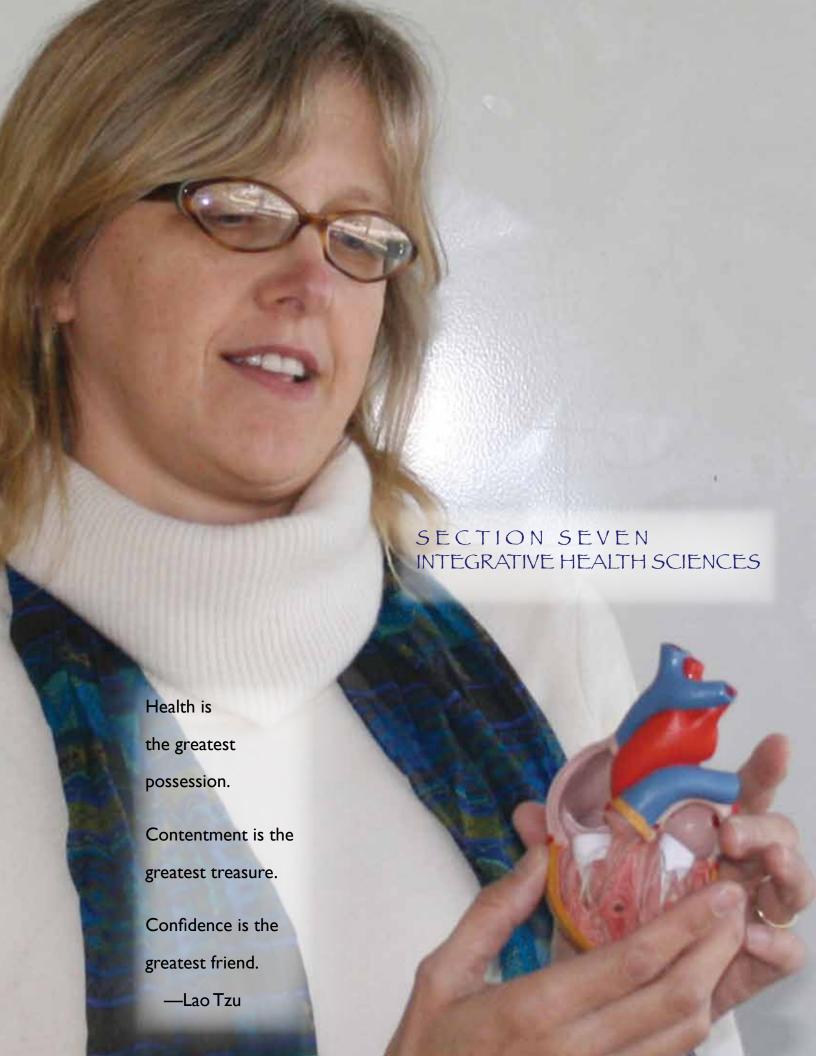
# Katherine E. Johnson, Ed.D., PCC

Katherine Johnson is a life coach, a teacher-facilitator, and a consultant. She holds a doctorate in Professional and Organization Development in Education from the University of Maryland and a Professional Certified Coach (PCC) certificate from the International Coach Federation. Dr. Johnson has had a 25-year career in the field of professional development and university teaching.

# Cheryl Walker M.L., MCC

Cheryl Walker is Interim Director of Tai Sophia Institute's Transformative Leadership and Social Change Program and Program Manager of the Institute's Health and Wellness Coaching graduate certificate programs. Ms. Walker also is an independent leadership development consultant and holds a Master of Leadership from Georgetown University's McDonough School of Business and a Master Certified Coach (MCC) certification from the International Coach Federation

6:6



# **Overview**

The key word describing Tai Sophia's newly formed Integrative Health Sciences program (ISci) is integration: integration of modern cuttingedge science and ancient traditions; integration of a variety of world perspectives on healing; integration of all of the graduate degree programs in the Institute - our programs based on healing presence, on wellness and on the mission of Tai Sophia.

# **Purpose**

The ISci program provides a foundational underpinning in health sciences in support of all the Institute's programs. As a requirement for the master's degree in acupuncture, the ISci program offers 30 credits in bioscience as required by ACAOM. The program supports prerequisite offerings in physiology for herbal medicine students. In the future, we will integrate new courses with the Master of Arts in Transformative Leadership and Social Change program and other new degree programs within the Institute. In the ISci program, courses have been designed around the science of wellness to uniquely meet the needs of our current students and to serve as a foundation for future students.

# **Program Goal**

The goal of the ISci program is to support learning in every aspect of the Institute by offering novel and unique foundational biosciences focused on cutting-edge science and research that supports wellness and complements traditional teachings.

# **Admissions & Academic Calendar**

Currently, courses offered in the ISci program primarily support the Master of Acupuncture program. For information on admissions and academic programs, please refer to the Acupuncture program section in the catalog.

# Course Descriptions

#### ISci 602

# Critical Thinking Skills

## 3 Semester Credits

"Thinking about Thinking" could be an alternative title to this Tai Sophia course, which empowers students with a set of skills that support efforts to conceptualize, apply, analyze, synthesize and/or evaluate information, and to expand their approach to new concepts in bioscience. A special emphasis will be placed on research pertinent to wellness and complementary medicine.

### ISci 613B

# Cultural Perspectives on Health

#### 2 Semester Credits

This course is an examination of the diversity of healing systems around the planet. Students will study in depth various cultural approaches to major health issues and to bioscientific perspectives.

#### ISci 615

# Mind-Brain-Spirit

#### 3 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. Prerequisites: ISci 640 & 645.

# ISci 621B

# Physics & Energy

## 2 Semester Credits

The relationship between modern physics and complementary medicine is rarely defined in a careful, systematic manner. This course will start with an examination of core concepts in modern physics (including particle physics), and look at the relationship between these ideas and current thoughts around healing modalities.

# ISci 623B

# Ecobiology & Human Health

## 2 Semester Credits

Humans have evolved in a symbiotic relationship with many other plant and animal species on Earth; biologists use the term "co-evolution" to describe this process. In this course, students will look at the health of our planet and the way changes in our ecosystem may affect our health and wellness.

#### ISci 629

### Fall Bioscience Symposium

## I Semester Credit

Tai Sophia's annual Fall Bioscience Symposium draws experts and leaders in existing and emerging scientific fields from around the world to discuss complementary medicine and the science of wellness and healing. The symposium is open to the community and presents an opportunity for discussion of current theories and new ideas. Students must attend both days and complete all assessments for credit. This course may be repeated for additional credits.

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#### ISci 632

## Foundations of Health and Wellness

#### 3 Semester Credits

## (Graduate certificate programs only)

This course provides a context for a wide variety of studies relating to perspectives on wellness by introducing basic health philosophies, history of the current health care system, current proposed healthcare reform legislation, balance/imbalance in health, and the investigation of how these issues apply to an informed perspective on our current healthcare system. The foundations of health and wellness are further examined focusing on the current knowledge of the physiologic basis for common wellness practices.

#### ISci 640

## Clinical Anatomy

## 3 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 and may be useful for anyone entering a healthcare field.

#### ISci 441/641

# Functional Physiology

# 3 Semester Credits

This course reviews the essential elements of physiology, focusing on each of the body's systems from a bioscientific perspective. This course may be used as a prerequisite for entry into the Herbal Medicine Program.

#### ISci 645

## The Physiology of Wellness

# 3 Semester Credits

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.

# ISci 650

# Imbalance: Pathophysiology

# 3 Semester Credits

In this course the student will examine the role played by external forces (toxins, infections, trauma) and internal changes (imbalances in chemical messengers) that lead to pathophysiologic changes associated with biomedical disease. This course examines what moves the body out of balance. Prerequisites: ISci 640 & 645.

#### ISci 660

#### Seasons of Life: Human Development

#### 3 Semester Credits

This course examines the art of living and dying in various stages of the human life cycle. Students are asked to note phenomena about each stage from a variety of perspectives including physical, cognitive, social and spiritual. After examining the phenomena, we will review theories about each stage from bioscience and from other cultures. Prerequisites: ISci 640 & 645.

#### ISci 665

## Community & Health in Balance

## 3 Semester Credits

As an examination of the role of societal causes of imbalance (e.g., violence, crime, poverty, addictions), this course supports the students' work at Tai Sophia's Community Clinic sites. The course will also emphasize skills that students can use to respond appropriately to different social/cultural groups. Training in emergency situations and blood-borne pathogens is included in this course.

#### ISci 690

# Independent Project

# I 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 Director and 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 737

# Food as Medicine

# 3 Semester Credits

Nutrition is one of many tools that can help support balance and wellness in one's life. After reviewing basic principles in nutritional science, students will 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 will support students wishing to integrate nutrition into their personal life and/or future careers. Prerequisites: ISci 640 & 645.

# ISci 755

### Biomedicine

#### 3 Semester Credits

This course will examine the approaches used in conventional medicine to 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 will 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. Prerequisites: ISci 640, 645 & 650.

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# Faculty Biographies

# **Program Director**

# Kimberly L.K. Duncan, PhD

Kimberly received her Ph.D. in pharmacology from the Mayo Graduate School of Medicine and worked in drug development for close to 30 years at the NIH and the Johns Hopkins University in the United States and at Cambridge University, in England. She holds a faculty appointment at Johns Hopkins University School of Medicine. Kimberly joined the faculty of Tai Sophia Institute in 2006 teaching Clinical Sciences and Clinical Pathology in the Acupuncture program and exploring research opportunities for the Institute. In addition to her role as director of the Integrative Health Sciences program, she teaches and designs courses for the program that seek to integrate studies in wellness and biomedicine with the traditional teachings of the Institute.

# Additional Information

# Bioscience Requirements in the Master of Acupuncture Program

Students in the Master of Acupuncture program are required to complete 30 credits in the ISci program. The required sequence of courses is listed below. Students must complete all nine three-credit courses as indicated below plus three additional credits of elective coursework.

# **ACU Bioscience Course Requirements**

Trimes	ter	Course
Level I:The body in balance		nce
1	ISci 640	Clinical Anatomy
2	ISci 645	Wellness Physiology
3	ISci 660	Seasons of Life: Human Developmen

# Level II: Moving out of balance

4	ISci 665	Community & Health In Balance
5	ISci 650	Imbalance: Path physiology

# Level III: Approaches to recovering balance

6	ISci 602	Critical Thinking Skills
7	ISci 737	Food as Medicine
8	ISci 615	Mind-Brain-Spirit
9	ISci 755	Biomedicine

### Electives:

Acupuncture students are required to complete three elective credits in the Integrative Health Sciences. Options for elective courses are listed below and should be completed by the seventh trimester. Many are offered in a weekend format. Elective courses will be taught only at least seven students are registered. Options include:

# Two-Credit Courses:

ISci 613B Cultural Perspectives on Health ISci 621B Physics & Energy ISci 623B Ecobiology & Human Health

# One-credit Courses:

ISci 629 Fall Bioscience Symposium\* ISci 690 Independent study\*

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<sup>\*</sup>May be taken more than once