



**Tai Sophia
Institute**

2009-2010

Academic Catalog

Graduate Programs:

Acupuncture

Herbal Medicine

Applied Healing Arts



An Invitation from the President



Robert Duggan, President

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.

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,

A handwritten signature in black ink, which appears to read "Robert M. Duggan". The signature is fluid and cursive, with a large initial "R" and "M".

Robert M. Duggan,
President of Tai Sophia Institute



Tai Sophia Institute

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 the Applied Healing Arts.

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

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Application Form: bound in center of catalog	between 36 & 37

This catalog provides information and materials for prospective students about Tai Sophia Institute. We invite you to review this material.

If you have specific questions or wish to arrange a visit to the Institute, please contact the Office of Graduate Admissions at 800-735-2968 ext. 6647, or admissions@tai.edu.

Visit our web site:
www.tai.edu.

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.



Printed on recycled paper, supporting Tai Sophia Institute's commitment to bring about a healing relationship among people, the earth, and all life.

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SECTION ONE

The Tai Sophia Community

Where so ever
you go,
go with all
your heart.

—Confucius

A Community Dedicated to Wellness



Mission

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 applied healing arts, as well as its post-baccalaureate certificate program in Chinese herbs. Additionally, we 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.

The mission of Tai Sophia Institute is:

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.

Accreditation

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

In addition, 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 endorsed all three master's degree programs and the post-baccalaureate certificate program 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 web page 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 truth-tellers but as guides for mutual self-discovery.
- Honor the individual gifts of each member of our community and hold one another in the highest possible regard.
- Honor the diversity of all healing and philosophical traditions and build upon the common foundation that joins them at the deepest level.
- Cultivate the next generation of teachers and leaders within the community to serve the mission and ongoing life of the institution.
- Make all judgments and decisions in the context and light of the seven (past three, future three, and present) generations.
- Ground all of our actions in honesty and integrity.
- Cultivate the ability to observe ourselves and our intentions to enable us to take responsibility for our learning, actions, and well-being.
- Be coachable: able to give, receive, and effectively respond to feedback.
- Take the time to listen deeply to one another, making sure we hear one another and are being heard.
- Consciously and courageously use our words, presence, and touch as instruments of healing — with deep respect, thoughtfulness, and compassion.
- Hold healing in partnership with illness and death. Embrace all aspects of life as part of healing and health.
- Acknowledge and engage in self-reflection and transformative practice as keys to healing and healing presence.
- Recognize that there is no Tai Sophia independent of the individuals who make up the Institute.

Student Profile

Dawn Kulak

Acupuncture program (January '08)



My journey to becoming a Tai Sophia student began when I sought acupuncture treatment to help with repetitive motion injuries I developed as a professional musician.

To my surprise, not only did my arms and hands begin to heal, but I also experienced a major shift in emotional and spiritual well being. I felt as if someone had smashed a large hole in the tiny room I had been living in all my life. I knew that I had found what I needed to do for the rest of my life. In searching for acupuncture schools, I stumbled upon Tai Sophia and decided to attend Redefining Health. The teachings resonated deeply within me — I felt as if I had come home. Six years later, now as a student, I still experience the same excitement when I arrive at Tai Sophia as I had the first day of the workshop.

Being a student here is the greatest gift I have given myself and everyone around me. I never imagined that in studying acupuncture I would become a better wife, mother, friend — a better me. I am challenged to see, hear, and feel things in a brand new way, out of the realm of black and white and into a world of exquisite color. The faculty takes great care to usher each student along on their individual path, providing a safe place for growth.

As a mother of two young children, I was unsure how I would balance family, school, and work. However, as a result of what I've learned at Tai Sophia, I am more present in all that I do. When I am playing with my children, I have learned to be fully present, rather than wishing I could be studying. Then, I also can be totally focused when studying. Also, I am fortunate to have a loving and supportive husband who carries me along when I believe I can't do it on my own.

If you are feeling drawn to Tai Sophia, I say you owe it to yourself and those whose lives you touch to take the leap.

Learning and Physical Resources



Main Campus

Tai Sophia Institute is situated on a 12-acre campus in Laurel, MD, located between Baltimore and Washington, DC. We have taken advantage of adjacent untouched woodlands and stream valleys to create closeness with the environment and the changing seasons of nature. The land is adjacent to the Middle Patuxent River Valley, a major conservation area, and has footpaths leading to the Patuxent Wildlife Preserve.

The campus includes a 32,500-square-foot building featuring classrooms, meeting rooms, a clinic, a public library, a student lounge and student kitchen, and a bookstore-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 audio-visual materials, and has computers to access electronic resources. It 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 medicine, mind-body medicine, bodywork and movement health, psychology, Eastern art and history — with poetry and inspirational works sprinkled in for good measure. The online catalog can be accessed remotely through the Institute's website, www.tai.edu (click on library, then catalog). Community members and alumni are welcome online or 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.

Using six public workstations, the library provides access to online databases such as NaturalStandard, Maryland Digital Library, Cochrane Systematic Database Reviews, Planta Medica, and others, as well as search engines, catalogs at other libraries, campus email, and Microsoft Word. Workstations are available on a first-come, first-served basis, and the Institute subsidizes classroom related printing. A coin-fed photocopier is available to copy information in journals or reference books — resources that do not circulate.

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, delectable pastries and muffins, coffee, tea, and assorted refreshing beverages, the bookstore offers a unique selection of books on acupuncture, complementary medicine, herbal medicine, philosophy, health and natural healing, as well as fiction, literature and non-fiction 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 gift items such that might be found in a fine museum shop including unique cards and gift items relating to the healing arts and teachings at Tai Sophia Institute. If you can't visit in person you may shop the Meeting Point online at www.tai.edu/bookstore.

1-800-735-2968 ext. 6636 or bookstore@tai.edu

Core 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 at www.tai.edu/bookstore .

Clinical Training Sites

Tai Sophia's clinical training sites include nine 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. Specific clinic days may close due to insufficient utilization.

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. 6704

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 the CHI sites or one of the other community clinic sites presently located in Baltimore City, Howard county and Washington D.C., as part of their clinical training. This comprises a unique and important part of the curriculum for the Masters of Acupuncture Program, providing acupuncture students with a wide range of experiences in using acupuncture in public health settings.

Maryland Community Health Initiatives

In 1993, Tai Sophia Institute developed a program called Community Health Initiatives (CHI). This program has since expanded to become a separate nonprofit organization that continues to be affiliated with the Institute. At Maryland CHI, practitioners and student practitioners bring a wealth of knowledge concerning health and well-being to clients who are challenged by their relationships with addictive substances. Employment opportunities for graduates are often available at the CHI sites.

Penn North Neighborhood Center

2410 Pennsylvania Avenue

Baltimore, MD 21217

410-728-2080

Recovery in Community

31 North Fulton Avenue

Baltimore, MD 21223

410-362-1400

Other Community Clinic Sites

Tai Sophia Institute has established affiliations with the following organizations for additional experiences for acupuncture students in public health settings:

Chase Brexton Health Services

5500 Knoll North Drive, Suite 370

Columbia, MD 21045

410-884-7831

Healthcare for the Homeless

111 Park Avenue

Baltimore, MD 21201

410-837-5533

Howard Community College, Wellness Center

10901 Little Patuxent Parkway

Columbia, Maryland 21044

410-772-4640

N Street Village, Wellness Center

1333 N Street, NW

Washington, DC 20005

202-939-2092



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 otherwise 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 the office of student affairs and provide documentation of the need for a reasonable accommodation. This documentation must be issued by an appropriate professional such as a psychologist, learning disabilities specialist, or physician. 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 accom-

modation might mitigate the effect of the disability. The academic & student affairs advisor will verify the disability and collaborate with the student in identifying reasonable accommodations and ways to implement these accommodations. The advisor may require a new evaluation if the documentation submitted is outdated 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 associate vice president for business services is responsible for campus security and informs the campus community of issues related to campus security. The associate vice president 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 associate vice president for 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 residential, while the Applied Healing Arts program is not. Students in residential 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.

Financing Your Graduate Education



Types of Financial Aid Available

The Federal Family Education Loan Program

Tai Sophia participates in the Federal Family Education Loan Program (FFELP). This program offers loans that are funded by private lenders, guaranteed by guarantors, and reinsured by the federal government. The Federal Stafford Loan and the Graduate Plus Loan are offered through this program to Tai Sophia students attending at least half time and seeking a master's degree in Acupuncture, Applied Healing Arts, or Herbal Medicine.

Federal Stafford Loan

The 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 1 percent may be deducted from the loan before it is disbursed.

Repayment of the 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 Graduate PLUS Loan

The 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 Graduate PLUS loan. The interest rate is fixed at 8.5 percent; however, lenders may offer interest rate reductions. An origination fee of 3 percent and guarantee fee of 1 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 once the loan is fully disbursed. Lenders may offer deferment and/or forbearance repayment options; students should contact their lender 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 Applied Healing Arts 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 part-time status in the Applied Healing Arts 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 (full-time status in the Acupuncture and Herbal Medicine programs, or part-time status in the Applied Healing Arts 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 one-year 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 of 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 1 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.

Scholarship and Alternative Loan programs may have different requirements.

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.

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 post-baccalaureate certificate programs at the Institute.
- 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.
- Students who repeat a course for which a passing grade was awarded are ineligible for DVA benefits for that course.
- Students who audit a course or register for a non-credit course will be ineligible for DVA benefits.
- Students who wish to receive Veterans Benefits must also notify the Registrar's Office in writing one month prior to the intended start date of every trimester of enrollment.

For further information, please visit the Veterans Benefit website at www.va.gov or call 1-888-442-4551.



The journey of
a thousand miles
starts with the
first step.

—Lao Tzu

SECTION TWO

General Admissions Process

Prospective Students



The Graduate Admissions Team

(from left) Carol Schroeder, Gabrielle Julien-Molineaux (Director of Graduate Admissions), and Julie Butler

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 in the next steps.

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 and 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 to schedule your visit and to review the admissions process.

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. We recommend you apply six to eight months before the intended start date to ensure a space in the class. The completed application form, essay and resume must be submitted with a \$95 application fee. For applications received after July 31, 2009 for September 2009 classes and November 30, 2009 for January 2010 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 acceptance.

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 review for fulfilling the physiology pre-requisite. Tai Sophia Institute reserves the right to request additional transcripts and course descriptions.

International students or those who have earned degrees outside of the U.S., please refer to requirements for international students, page 19.

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 the master's degree programs will be billed a \$350 non-transferable, non-refundable new student matriculation fee. This fee holds a seat in the class for which the applicant has been accepted. Because this matriculation fee is separate from tuition, it must be paid prior to start of program. We honor cash, checks, and credit cards (MasterCard and Visa).

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 admissions director or an admissions counselor. 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 for the three graduate degree programs are set annually for the academic year (September through August).

Please note: For current tuition rates contact the office of graduate admissions or visit the 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. The cost of books required for the program runs between \$800 and \$900. Another \$1,000 could be spent on recommended books; however, purchase is not necessary and the library is an excellent resource for many of these books. Additionally, the software program, Endnote, is highly recommended to assist in writing requirements of the program; the student rate for this software is approximately \$100. Other costs include those associated with field trips (i.e., transportation, food, and lodging) and supplies in the herbal medicine program, which range from \$1,000 to \$2,000.

Each student is required to have three consultations with a clinical herbalist within Level I of the program. Individual consultation fees range from \$35 to \$100, 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.

Applied Healing Arts

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 fee-based 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, which should not exceed \$700, 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.

Graduation Fees

A \$50 non-refundable diploma fee will be required of all students at the time they complete degree requirements and apply for graduation (whether or not they participate in commencement).

A \$100 commencement activity fee will be assessed for all students wishing to participate in commencement. This non-refundable fee includes regalia and invitations, and does not include the separate \$50 diploma fee. Please note that fees are subject to change.

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.

International Students

If you were educated outside the United States for your bachelor's degree equivalent, you must submit:

1. Completed application, essay, and a non-refundable application fee in U.S. dollars.
2. Official transcript (in a sealed envelope) sent directly from the degree-granting institution.
3. Official evaluation (in a sealed envelope) from a foreign evaluation credentialing service confirming that the foreign degree earned is equivalent to a U.S. baccalaureate. Students must order this evaluation independently. Below is a recommended company (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

The Institute is authorized under U.S. law to enroll non-immigrant alien students in the Master of Acupuncture and the Master of Science in Herbal Medicine programs. *Please note that Applied Healing Arts students are not eligible to obtain I-20 visa due to the part-time nature of the program.*

Students interested in seeking Form I-20 must secure this immigration material and application (required to apply for the appropriate visa) from the registrar's office. International students seeking Form I-20 must be granted admission and request the Form I-20 **three months prior to the start date of classes.**

If accepted for admission from an academic perspective, students seeking Form I-20 must apply for the credential and begin the process by providing the Institute with a copy of a valid passport, photo identification and proof of financial support. Students must submit a financial statement before this eligibility may be considered. Applicants must be able to support themselves or be able to receive fiscal support from a sponsor.

Applicants should give careful financial consideration when considering study in the United States because United States immigration regulations regarding employment is strict and financial aid is not available. Tai Sophia is not responsible for any changes in financial circumstances once the student is enrolled. Please note that foreign currency should be converted to the U.S. equivalent.

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 awareness and currency with regard to maintaining your legal F-1 status. The following is provided solely for informational purposes:

- Ensure that your passport is valid at all times. Contact your embassy regarding extension issues at least six months prior to your passport expiration date (www.embassy.org).
- Students must be registered for a full course load in each trimester to maintain F-1 status.
- Should you move to another address, ensure that the registrar's office is notified in writing within 10 days of the move.
- Should you leave the U.S., make sure the F-1 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-1 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>.

The United States Department of Homeland Security (DHS) implemented a new system for recording information on international visitors entering and exiting the U.S. in December 2003. 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 are required to report scores from 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. If you have any questions related to fulfilling the language requirement, including minimum scores, please speak with an admissions counselor:

Commonly Asked Questions and Answers

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, of course. Please contact the office of graduate admissions to make arrangements. Open Houses 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 underpins 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, of course. Please make arrangements through the office of graduate admissions.

Am I too old to start something new?

Our students have ranged in age from 23 to 78, 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. We recommend that you contact a variety of local and online universities and colleges to investigate bachelor's programs tailored to adult learners. Admissions counselors at Tai Sophia are available to give you ideas of bachelor's level courses that will prepare you for our master's programs.

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.

May I transfer credits from another school?

The Master of Acupuncture program is largely a series of courses that are required and offered in a prescribed sequence. With few exceptions, you will attend courses with fellow students who begin the program with you. Because much of our teaching is based on an oral tradition, with highly experiential classes, our courses are often not easily compared to courses at other schools.

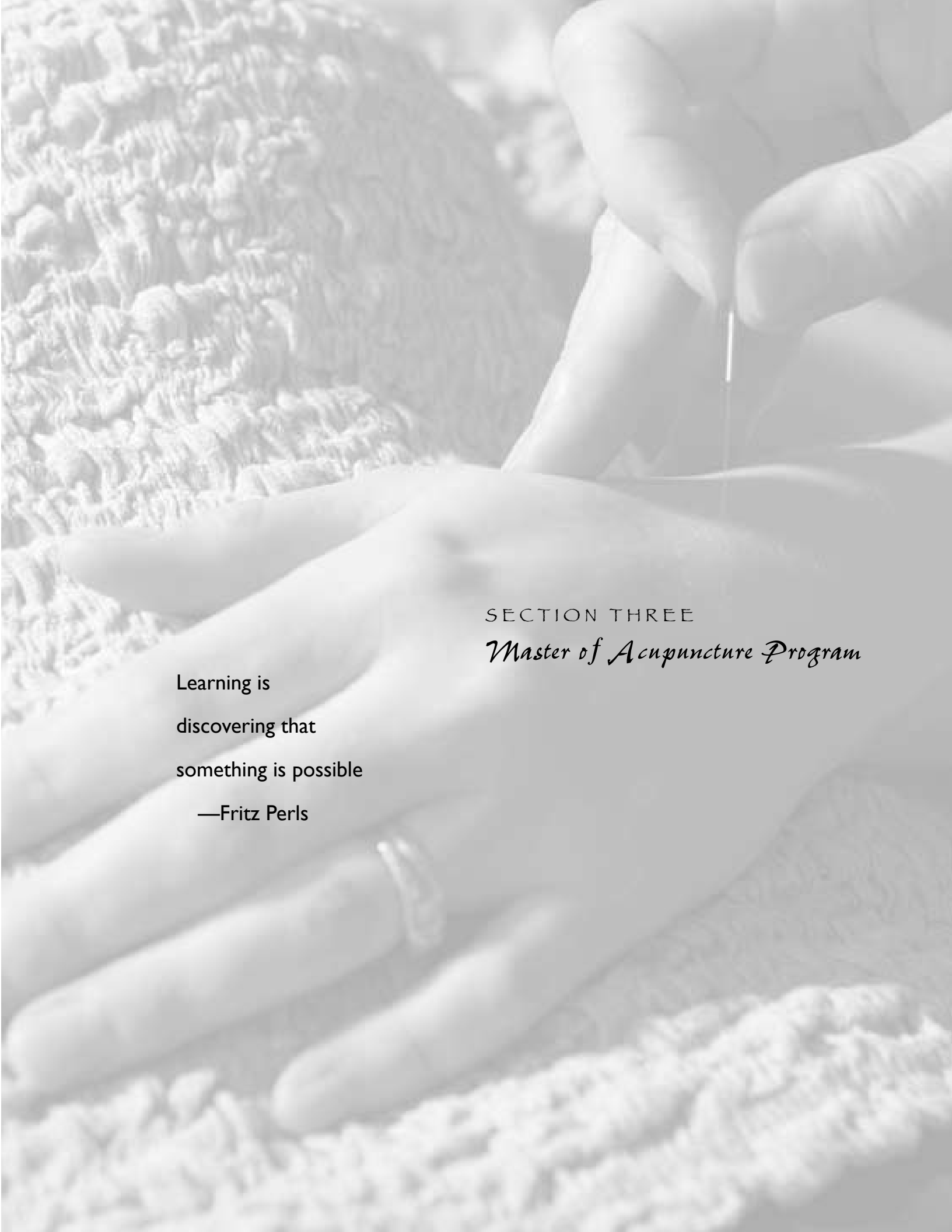
Please see page 39 for information on transfer credits in the acupuncture program. For information on transfer credit possibilities for the Herbal Medicine program, please contact the office of graduate admissions. There is no transfer credit possibility for the Applied Healing Arts program.

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 during students' clinical work. The Applied Healing Arts program is offered in an executive/part-time format, thus designed for working professionals.

Will I need access to email?

To receive institutional communications, students must have access to email. Each student is assigned an Institute email address and can use that address to access their institutional email through Tai Sophia's web page.



Learning is
discovering that
something is possible

—Fritz Perls

SECTION THREE

Master of Acupuncture Program

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 seeing the whole person. This tradition includes studying yin/yang and the five elements.

The Institute is a learning community that engenders both personal awareness and intellectual growth in order to develop students' abilities to practice effectively. We are dedicated to exemplifying high standards and norms for the development of acupuncture in the U.S. in order to further the use of acupuncture as an effective and important form of diagnosis and therapy.

Purpose

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

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

Program Goals

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.

2. Possess knowledge of the history of acupuncture and the theory of different traditions of acupuncture

- 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.
- Possess a comprehensive level of knowledge of the five elements and their applications.
- 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.
- Possess an introductory level knowledge of the Chinese Medical classics (Nei Jing and Nan Jing, etc.), and Chinese medical history.
- Possess an introductory level knowledge of the deep and secondary channels, their pathologies, and possible treatment strategies.
- 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

- Know, and be able to apply, practice-building and outreach skills.
- Know how to set up an office, manage patient files, handle basic business procedures (paying taxes, handling insurance, etc.).
- 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.
- 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

- 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.
- Exhibit a willingness to be a learner: ask for help when needed, listen receptively, be open to receiving coaching.
- Hold oneself accountable for one's actions.
- Use critical thinking as an aid to incorporating new ideas, theories, and methods into one's practice.
- Build partnerships with patients, teachers, healthcare practitioners, and others.
- Consciously and intentionally bring forth the appropriate mood, emotion, or disposition in oneself.
- 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.



Student Profile

Yan Jiang

Acupuncture program (September '05)



Yan Jiang grew up in Shanghai, China, where she earned her medical degree and practiced as a radiation oncologist for several years. She visited the United States when her husband started a cooperative research project here, and she stayed on to complete a PhD program in pharmacology at the University of Florida. Yan did her postdoctoral research in the area of gene therapy. "Still, I hadn't found what I really wanted to do," she says. "Acupuncture was the next thing I looked into."

Meanwhile, Yan moved to Baltimore and heard about Tai Sophia from several friends. "I'd looked at the admissions requirements online and wondered if they would be doable for me," she says. "The admissions office was so helpful. They looked at my credentials and made it very clear what more was needed and how to do it, and I applied. When my daughter entered first grade, I entered Tai Sophia. To study here was one of my best and most important decisions. It's been life-changing."

"What I love so much about this place is that we learn to embody the theories. In SOPHIA classes, for every theory that we learn, we also learn practices that help us live the theories every day. These practices help me tremendously in my relationships, such as with my family members and my clients. As a Buddhist, I'd struggled to live the Buddhist teaching of 'no attachment.' How do you balance not being attached or judgmental, while also recognizing that there are right or wrong choices to make? Now, the practice of being non-oppositional gives me ease to make good choices without the conversation of 'right and wrong.'"

"When I graduate, I will have my own practice. I want to serve people using the best of what I've learned in my study of Chinese medicine and Western medicine. And I have a vision for the future — I think it would be wonderful to bring back to China the deep conversation about the art of healing that we share here at Tai Sophia."

Admission Requirements

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 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. Internationally educated students, please see page 19 for additional instructions.

Health Requirements

- ☐ Current, documented tuberculosis skin test (PPD) or physician's documentation of a negative chest x-ray if PPD is positive.
- ☐ 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, regular classes are scheduled on Thursdays and Fridays, and a half day on Wednesdays; for students beginning in January, regular classes are scheduled on Mondays and Tuesdays, and a half day on Wednesdays. These days remain consistent throughout the first five trimesters.

All students also are required to attend occasional "intensive" classes which take place about four or five times each year. The term "intensive" is used to designate times when the student's attendance is required in addition to attendance on the regularly scheduled core class days. Most intensive classes range from two to five 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 this program, the regular class days remain the same but are shorter in length, typically half days, through trimester 9. 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 classes are scheduled. A student may be assigned to any one of the three Faculty-Supervised Student Clinic sites, which are located in Silver Spring, Baltimore, and Laurel (main campus). 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 2009 Class

Level I:

Trimester 1	9/8/09 – 12/19/09
Trimester 2	1/4/10 – 4/17/10

Level II:

Trimester 3	4/26/10 – 8/7/10
Trimester 4	9/7/10 – 12/18/10
Trimester 5	1/3/11 – 4/16/11

Level III:

Trimester 6	4/25/11 – 8/6/11
Trimester 7	9/6/11 – 12/17/11
Trimester 8	1/3/12 – 4/14/12
Trimester 9	4/23/12 – 8/4/12
(earliest completion – on-site classes end)	
Trimester 10	9/4/12 – 12/15/12
Trimester 11	1/7/13 – 4/20/13
(anticipated completion)	

January 2010 Class

Level I:

Trimester 1	1/4/10 – 4/17/10
Trimester 2	4/26/10 – 8/7/10

Level II:

Trimester 3	9/7/10 – 12/18/10
Trimester 4	1/3/11 – 4/16/11
Trimester 5	4/25/11 – 8/6/11

Level III:

Trimester 6	9/6/11 – 12/17/11
Trimester 7	1/3/12 – 4/14/12
Trimester 8	4/23/12 – 8/4/12
Trimester 9	9/4/12 – 12/15/12
(earliest completion – on-site classes end)	
Trimester 10	1/7/13 – 4/20/13
Trimester 11	4/29/13 – 8/10/13
(anticipated completion)	

Course of Study



Level I

Trimester I	Semester Credits ¹
ACU 501 SOPHIA: Intensive/Skills	4.25
ACU 502 Clinical Observation	0.50
ACU 505 Embodying Qi Gong	0.25
ACU 506 Touching Energy and Structure I	0.75
ACU 508 Acupuncture Theory: Elements	3.00
ACU 511 Sensory Skills	0.75
ACU 512 Officials Intensive	1.25
ACU 537 Ethics I	0.25
ACU 545 Anatomy and Physiology	3.00
ACU 550 Basic Point Location	1.00
ACU 626 Mentor Groups	0.25
Pulse Reading Skills ²	0.00
Subtotal	15.25

Trimester 2

ACU 608 Spirit of the Points: Introduction	0.25
ACU 611 Acupuncture Theory I	2.25
ACU 613 Skills/Physiology	0.50
ACU 618 Partnership with Nature	0.25
ACU 623 Diagnosis and Treatment— Observation	0.50
ACU 626 Mentor Groups	0.25
ACU 630 SOPHIA: Theory I	0.50
ACU 640 Pulse Development I	0.00
ACU 645 Clinical Sciences I	2.50
ACU 650 Point Location I	1.25
ACU 655 Whole Foods Nutrition	3.00
Pulse Reading Skills ²	0.00

Subtotal

11.25

Level II

Trimester 3

ACU 606 T'ai Chi	0.25
ACU 609 Spirit of the Points	0.50
ACU 616 Diagnostic Interaction I	0.75
ACU 618 Partnership with Nature	0.25
ACU 620 Traditional Diagnosis: Patient Examination	1.75
ACU 621 Traditional Diagnosis: Physical Diagnosis	0.25
ACU 623 Diagnosis and Treatment—Observation	0.50
ACU 624 Interpersonal Skills/Rapport	0.75
ACU 626 Mentor Groups	0.25
ACU 631 SOPHIA: Theory II	0.50
ACU 637 Ethics II	0.25
ACU 641 Pulse Development II	0.25
ACU 646 Clinical Sciences II	0.50
ACU 651 Point Location II	1.50
ACU 656 Medicinal Herbs	3.00
Pulse Reading Skills ²	0.00
Independent Study Project ³	0.00

Subtotal

11.25

Trimester 4

ACU 601	Needle Ceremony	0.25
ACU 607	Fall Symposium (Trimester 3 or 4)	0.75
ACU 609	Spirit of the Points	0.50
ACU 612	Zang Fu	1.75
ACU 614	Introduction to Chinese Language and Classical Literature	1.00
ACU 615	Classical Chinese Medical Literature	1.25
ACU 618	Partnership with Nature	0.00
ACU 619	History of Chinese Medicine and Philosophy	1.00
ACU 622	Being Practitioner I	0.25
ACU 626	Mentor Groups	0.25
ACU 628	Diagnostic Interaction II	0.50
ACU 635	Introduction to Addiction and Community Health	0.75
ACU 642	Pulse Development III	0.00
ACU 644	Independent Study Project Presentations ³	0.75
ACU 647	Clinical Sciences III	1.50
ACU 648	Bloodborne Pathogens Training	0.25
ACU 652	Point Location III	1.25
ACU 657	New Science, New Thinking	3.00
ACU 718	Introduction to Community Health/Supervised Treatment ⁴	0.50
	Pulse Reading Skills ²	0.00
Subtotal		15.50

Trimester 5

ACU 602	Introduction to Treatment Planning	2.75
ACU 605	Clean Needle Technique	0.50
ACU 609	Spirit of the Points	0.50
ACU 623	Diagnosis and Treatment—Observation	0.50
ACU 625	Small Group Observation—Treatment Lab	1.25
ACU 626	Mentor Groups	0.25
ACU 633	Academic Book Discussion (Su Wen: Chapter 2)	0.75
ACU 636	Pre-Orientation to Clinic	0.00
ACU 638	Ethics III	0.25
ACU 653	Point Location IV	1.50
ACU 658	Pathophysiology	3.00
ACU 715	Building and Maintaining a Successful Practice	0.50
ACU 718	Introduction to Community Health/Supervised Treatment ⁴	0.50
	Pulse Reading Skills ²	0.00
Subtotal		12.25

Level III**Trimester 6**

ACU 609	Spirit of the Points	0.50
ACU 615	Classical Chinese Medical Literature	1.25
ACU 626	Mentor Groups	0.25
ACU 659	Acupuncture and Complementary Medicine Research	3.00
ACU 701	Clinical Transition: Retreat	0.75
ACU 711	Acupuncture Theory II	1.50
ACU 717	Engaging the Emotions	0.75
ACU 718	Introduction to Community Health/Supervised Treatment ⁴	0.50
ACU 720	Supervised Diagnosis and Treatment ⁴	1.00
ACU 721	Supervised Core Groups	1.00
ACU 723	Treatment Planning and Case Presentation	0.25

ACU 727	Insurance I	0.00
ACU 730	SOPHIA: Redefining Health	0.00
ACU 735	Orientation to Clinic	0.50
ACU 736	Group Practice	0.00
ACU 745	Clinical Pathology I	0.50
ACU 750	Advanced Point Location I	0.50
Subtotal		12.25

Trimester 7

ACU 607	Fall Symposium (Trimester 6 or 7)	0.75
ACU 609	Spirit of the Points	0.50
ACU 615	Classical Chinese Medical Literature	1.25
ACU 626	Mentor Groups	0.25
ACU 648	Bloodborne Pathogens Training	0.25
ACU 713	Advanced Diagnosis and Treatment Planning I	0.50
ACU 718	Introduction to Community Health/Supervised Treatment ⁴	0.50
ACU 720	Supervised Diagnosis and Treatment ⁴	1.25
ACU 721	Supervised Core Groups	1.00
ACU 723	Treatment Planning and Case Presentation	0.25
ACU 730	SOPHIA: Redefining Health	0.00
ACU 736	Group Practice	0.00
ACU 737	Ethics IV	0.25
ACU 746	Clinical Pathology II	1.75
ACU 751	Advanced Point Location II	0.50
Subtotal		9.00

Trimester 8

ACU 626	Mentor Groups	0.25
ACU 706	Touching Energy and Structure II	0.75
ACU 712	Patterns of Disharmony	1.75
ACU 714	Advanced Diagnosis and Treatment Planning II	0.25
ACU 720	Supervised Diagnosis and Treatment ⁴	3.75
ACU 721	Supervised Core Groups	1.00
ACU 722	Being Practitioner II	0.50
ACU 724	Deep and Secondary Pathways I	0.25
ACU 730	SOPHIA: Redefining Health	0.00
ACU 736	Group Practice	0.00
ACU 747	Clinical Pathology III	0.50
ACU 752	Advanced Point Location III	1.00
Subtotal		10.00

Trimester 9

ACU 615	Classical Chinese Medical Literature	1.25
ACU 716	Advanced Diagnosis and Treatment Planning III	0.50
ACU 720	Supervised Diagnosis and Treatment ⁴	3.75
ACU 721	Supervised Core Groups	1.00
ACU 725	Deep and Secondary Pathways II	0.50
ACU 728	Insurance II	0.25
ACU 729	The Tao of Taxes	0.25
ACU 730	SOPHIA: Redefining Health	0.00
ACU 734	Professional Project: Research/Communication	3.25
ACU 736	Group Practice	0.00
ACU 738	Ethics V	0.25
ACU 748	Clinical Pathology IV	1.25
ACU	Senior Selection Course	0.50
Subtotal		12.75

Graduate Profile

Suzanne Tershak
Acupuncture Alumna ('99)



Choosing a college major was a challenge for Suzanne Tershak. "I was interested in learning about everything — science, psychology, liberal arts, politics...so I pursued a degree in geography emphasizing environmental concerns." Then she completed a nursing degree at Johns Hopkins University, intending to become a midwife. "I figured that this would perfectly blend my strong interest in women's health issues, my appreciation for what is natural, and my desire for one-on-one interaction with people," she says.

Around that same time, Suzanne started receiving treatment from a Tai Sophia-trained acupuncturist, and she discovered a healing tool that promoted her professional dream as well as balance in her own life. "Almost immediately I saw that studying and practicing acupuncture fulfilled my profound curiosities in the human body, the mind and spirit of a person, as well as how we as individuals interact with or are influenced by our surroundings," she says. "What drew me to Tai Sophia was the school's emphasis on personal growth, on embracing ancient traditions of Chinese Medicine and making them applicable to the world today...to consider the elders who have come before and the children who will come after us. I recognized this expanded perspective as essential for the evolution of our species, and for dealing with the ecological crisis as well as personal healthcare concerns."

Suzanne is grateful that Tai Sophia provided skills to enjoy a fulfilling professional path. She now serves as Acupuncture and Oriental Medicine Team Leader for an integrative health and wellness center in Cambridge, Massachusetts. "Blending Eastern traditions with Western science is the direction I believe medicine and healthcare must go. I plan to continue pursuing this integration in my own work and studies," she says.

"I love learning, and I love what I do. I will never retire and never be bored. In large part, I have the Tai Sophia Institute to thank for this."

Trimester 10

ACU 720	Supervised Diagnosis and Treatment ⁴ (continued unless completed in Trimester 9)	3.50
ACU 721	Supervised Core Groups (continued with ACU 720)	1.00
Subtotal		4.50

Trimester 11

ACU 720	Supervised Diagnosis and Treatment ⁴ (continued unless completed in Trimester 10)	3.50
ACU 721	Supervised Core Groups (continued with ACU 720)	1.00
Subtotal		4.50

Optional Level III Courses

ACU 761	E Addiction and Community Health: Advanced (elective)	0.50
ACU 762	E NCCAOM Review (elective)	0.00

Total semester credits⁵ **118.50**

Total program hours⁶ **2,604.25**

Tai Sophia's Master of Acupuncture degree program offers students 560 hours of hands-on supervised clinical practice and an additional 150 hours in clinical observation.

¹Credit hour conversion:

15 hours (lecture) = 1 semester credit;

30 hours (lab) = 1 semester credit;

60 hours (independent study) = 1 semester credit.

²Pulse reading practice is required; however, no semester credit is assigned.

³Students begin working on an Independent Study Project in Trimester 3; semester credits are granted after the project is completed and presented in Trimester 4 (ACU 644).

⁴Semester credits granted for clinical requirements completed in the ACU 718 series and the ACU 720 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. A total of 2.00 semester credits is granted for successful completion of the ACU 718 series, and a total of 16.75 semester credits is granted for successful completion of the ACU 720 series.

⁵Does not include credit for elective courses.

⁶Does not include hours for elective courses.

Curriculum



Level I

Level I consists of Trimesters 1 and 2, and begins with a School of Philosophy and Healing in Action (SOPHIA) intensive, which introduces the experience of chi and basic laws of nature and lays the philosophical groundwork for the program (ACU 501). 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. Students are in class approximately 18 hours per week, and should allow 13 to 18 hours for outside study and practice.

The content in Level I includes the following major topics:

- Tao
- Yin/Yang
- Chi
- Building rapport, awareness of how energy moves in ourselves and in others
- Five element cycle and the seasons
- Laws of mother/child, midday/midnight, and husband/wife
- Sheng and K'o cycles
- Concepts of health/ill health
- 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

Beginning in Level I and continuing throughout the program, point location and physical diagnosis skills are practiced by students on each other in a classroom setting. Students are introduced to and encouraged to maintain regular practice of qi gong movements (ACU 505). They also begin clinical observation of patients in Level I (ACU 502). Additionally, they develop and expand on the material presented in the classroom by practicing pulse-reading each week, and by creating a personal notebook that becomes a textbook to be used as a reference for years to come. Students also take written and practical examinations at various points in Levels I, II, and III.

Throughout all program Levels, students must comply with health-related requirements. For example, they must remain current for PPD tests (tuberculosis screening), bloodborne pathogen training, and cardiopulmonary resuscitation certification (CPR). Each student also must be vaccinated for hepatitis B or specifically decline to do so. 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 registrar's office. In addition, students must be under the regular care of an acupuncture practitioner; understood as receiving treatment at least five times per year (seasonally). Requirement details are included in the Student Handbook.

Level II

At the end of Level I, each student must be formally accepted into Level II by the faculty at a faculty consensus meeting held to evaluate student progress. Level II consists of Trimesters 3, 4, and 5, and the Level II coursework focuses on theory, diagnosis, treatment planning, and skills development.

Students attend classes approximately 18 hours per week and should allow at least 18 hours for outside study and practice. Outside study includes work in Trimesters 3 and 4 on a major project — a work of quality and substance — that demonstrates an embodied understanding of the five elements (ACU 644).

Students continue to observe clinical practice throughout Level II (ACU 622 and ACU 623); they also begin supervised clinical work in Trimester 4 (ACU 718). 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. These hours are generally self-scheduled by students at times when they do not attend regular classes; most students complete this requirement in approximately eight to ten sessions per trimester.

Students continue to read the specified number of pulses each week, and subject examinations are held at the conclusion of each trimester in Level II.

Graduate Profile

Lincoln Tran

Acupuncture Alumnus ('05)



Lincoln Tran was headed to medical school in Germany after finishing his undergraduate degree in biology at the University of Maryland. "Then I realized that the western medical profession wasn't right for me. I wanted more control of my time and my life—yet I wanted to work in a healing profession. I wanted to help people be well and happy." Lincoln began to consider alternatives.

"My acupuncturist was a great inspiration for my choice of acupuncture as a career. She showed me that I didn't have to go to medical school to make people better; and that I could be in control of my practice and free time." Recalling that she was a graduate of Tai Sophia, Lincoln went to the Institute's website and submitted an application from Germany. Three weeks later he was enrolled.

"The Master of Acupuncture program at Tai Sophia has been a profoundly rewarding experience for me. The teachings of this institute have deeply influenced the way that I think and act. I have learned that this medicine is not just a career choice but also an exciting and extremely rewarding lifestyle. Through this program, I am proud to say that I have matured into a much fuller human being.

"Thinking back through the program, I can say that my experience has been overwhelmingly positive. I cannot think of anywhere else I can get this caliber of learning. The richest experience in the program came for me in the clinical phase. Treating patients in the student clinic was finally where I could practice all that I had been learning since I started school. After all the hours of studying and the steps it took to get to clinic, nothing is more rewarding than to have patients hug me in thanks for helping them with their health concerns. That is the reason I continue to be equal parts grateful and ecstatic to be in this profession.

"I've always been very impressed with the Tai Sophia community. I enjoy being amongst like-minded individuals and have begun many life-long friendships here. Everyone is so supportive, and I always get an upbeat vibe from the folks that I meet here. I hope that you will give yourself the opportunity to take part in this deep and transformative experience."

Level III

Students are formally admitted to Level III upon completion of all requirements of Levels I and II, including a skills practicum and passing a comprehensive examination. They must have passed all courses with no outstanding incomplete classes, and have completed all pulse-taking requirements.

Level III consists of Trimesters 6, 7, 8, 9, 10, and 11,¹ and begins with a retreat off campus (ACU 701). 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.

Students continue to attend regular classes during Trimesters 6, 7, 8 and 9 in Level III; however, the course load and the schedule shift to allow more emphasis on clinical practice. Approximately nine hours are spent weekly in regular classes (two mornings); students should allow at least nine supplementary hours for outside study and practice related to their regular coursework. Outside study includes the design and implementation of a project of service that supports the current development of the profession on a community, local, or national level (ACU 734). (Regular classes conclude after Trimester 9, and students focus on completion of their clinical requirements.)

Throughout Level III, students spend approximately nine additional hours weekly in fulfillment of their clinical requirements. Level III is largely a period of supervised diagnosis and treatment of the student's own patients (ACU 720), as well as patients in community-based health clinics (ACU 718, begun in Level II). (Weekly hours vary depending on the pace of the individual student. However, minimum requirements for clinical hours must be fulfilled each trimester in order for the student to advance to the next trimester. About nine clinical hours per week sets the pace for a student to complete the program at the end of Trimester 9.)

Although students complete their clinical work in a partially self-scheduled manner, each student is assigned to a core supervisory group that meets at the same time each week throughout Level III. Thus, each Level III student has one half-day (about five hours) of weekly clinical work in which the time slot is predetermined. The Supervised Core Groups (ACU 721) serve as a clinical learning base for student practitioners, and focus on drawing out the full implications of clinical learning in order to apply it to present and future situations.

Over the course of Level III, each student must generate a minimum of 10 patients and complete, under supervision, a minimum of 250 treatments (ACU 720). In addition, each student performs at least 180 treatments on patients provided through Community Clinic Sites (ACU 718, begun in Level II). Throughout the program, students spend at least 560 total hours in hands-on supervised clinical practice and an additional 150 hours in clinical observation.

As part of the clinical learning outcomes that support practice-building and practice-management skills, a portion of the clinic fees paid by patients to students for examinations and treatments are paid back to the Institute by the students, and are used to subsidize clinical overhead and supervision.

¹Students 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. Most students progress at a more moderate pace, however, and continue their clinical work through Trimester 11.

Course Descriptions

ACU 501

School of Philosophy and Healing in Action (SOPHIA): Intensive/Skills

4.25 Semester Credits

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

ACU 502

Clinical Observation

0.50 Semester Credits

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

ACU 505

Embodying Qi Gong

0.25 Semester Credits

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

ACU 506

Touching Energy and Structure I

0.75 Semester Credits

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

ACU 508

Acupuncture Theory: Elements

3.00 Semester Credits

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

ACU 511

Sensory Skills

0.75 Semester Credits

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

ACU 512

Officials Intensive

1.25 Semester Credits

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

ACU 537

Ethics I

0.25 Semester Credits

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

ACU 545

Anatomy & Physiology

3.00 Semester Credits

This course provides a survey of the organ systems of the human body. Both structure and function are covered, with an emphasis on the skeletal and muscular systems.

ACU 550

Basic Point Location

1.00 Semester Credits

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

ACU 601

Needle Ceremony

0.25 Semester Credits

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

ACU 602

Introduction to Treatment Planning

2.75 Semester Credits

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

ACU 605

Clean Needle Technique

0.50 Semester Credits

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

ACU 606

T'ai Chi

0.25 Semester Credits

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

ACU 607 series

Fall Symposium

1.50 Semester Credits (total)

In this series of two courses, students attend presentations on current science and research in biosciences related to healing. Tai Sophia's two-day symposium, which is held each year on a Friday and Saturday in the Fall trimester, is conducted by a number of scientists from around the world who are engaged in this work. Faculty, alumni, and the wider community also attend.

ACU 608**Spirit of the Points: Introduction****0.25 Semester Credits**

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

ACU 609 series**Spirit of the Points****2.50 Semester Credits (total)**

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

ACU 611**Acupuncture Theory I****2.25 Semester Credits**

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

ACU 612**Zang Fu****1.75 Semester Credits**

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

ACU 613**Skills/Physiology****0.50 Semester Credits**

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

ACU 614**Introduction to Chinese Language and Classical Literature****1.00 Semester Credits**

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

ACU 615 series**Classical Chinese Medical Literature****5.00 Semester Credits (total)**

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

ACU 616**Diagnostic Interaction I****0.75 Semester Credits**

Students experience the energetics of the five elements through self-observation and interpersonal exercises.

ACU 618 series**Partnership with Nature****0.50 Semester Credits (total)**

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

ACU 619**History of Chinese Medicine and Philosophy****1.00 Semester Credits**

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

ACU 620**Traditional Diagnosis: Patient Examination****1.75 Semester Credits**

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

ACU 621**Traditional Diagnosis: Physical Diagnosis****0.25 Semester Credits**

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

ACU 622**Being Practitioner I****0.25 Semester Credits**

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

ACU 623 series**Diagnosis and Treatment—Observation****1.50 Semester Credits (total)**

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

ACU 624**Interpersonal Skills/Rapport****0.75 Semester Credits**

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

ACU 625**Small Group Observation — Treatment Lab****1.25 Semester Credits**

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

ACU 626 series**Mentor Groups****2.00 Semester Credits (total)**

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

ACU 628**Diagnostic Interaction II****0.50 Semester Credits**

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

ACU 630**SOPHIA: Theory I****0.50 Semester Credits**

This course is a continuation of ACU 501.

ACU 631**SOPHIA:Theory II****0.50 Semester Credits**

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

ACU 633**Academic Book Discussion****(Su Wen: Chapter 2)****0.75 Semester Credits**

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

ACU 635**Introduction to Addiction and Community Health****0.75 Semester Credits**

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

ACU 636**Pre-Orientation to Clinic****0.00 Semester Credits**

Students gain a basic understanding of the learning objectives, outcomes, and requirements of the Faculty-Supervised Student Clinic and Level III of the M.Ac. program. They choose their individual clinical sites for Level III from the currently available spaces.

ACU 637**Ethics II****0.25 Semester Credits**

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

ACU 638**Ethics III****0.25 Semester Credits**

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

ACU 640**Pulse Development I****0.00 Semester Credits**

This is the first class in a series of periodic sessions focusing on the development of pulse-

reading skills. The students will have refined their ability to distinguish what is felt on the pulse, and will expand their understanding of the pulse in support of diagnosis and treatment planning.

ACU 641**Pulse Development II****0.25 Semester Credits**

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

ACU 642**Pulse Development III****0.00 Semester Credits**

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

ACU 644**Independent Study Project Presentations****0.75 Semester Credits**

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

ACU 645**Clinical Sciences I****2.50 Semester Credits**

In this first half (three trimesters) of a six-trimester sequence of classes, the Level II acupuncture student will learn Western bio-science concepts, principles and practices, including systems and wellness models, while simultaneously developing skills in critical thinking, group practice, and information literacy. Students with medical degrees (physicians, nurses, etc.) may be eligible for exemption. Requests for exemptions should be made to the Theory Division chair.

ACU 646**Clinical Sciences II****0.50 Semester Credits**

This course builds on the material presented in ACU 645.

ACU 647**Clinical Sciences III****1.50 Semester Credits**

This course builds on the material presented in ACU 645 and ACU 646.

ACU 648 series**Bloodborne Pathogens Training****0.50 Semester Credits (total)**

The training provided in this two-course series covers the definition of an exposure incident; who is at risk; epidemiology, symptoms and modes of transmission for HIV and hepatitis B and C; universal precautions taken to reduce or prevent exposure; special circumstances that require special room cleaning; step-by-step instructions on how to follow up on an exposure incident; and the Institute's hepatitis B policy.

ACU 650**Point Location I****1.25 Semester Credits**

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

ACU 651**Point Location II****1.50 Semester Credits**

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

ACU 652**Point Location III****1.25 Semester Credits**

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

ACU 653**Point Location IV****1.50 Semester Credits**

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

ACU 655**Whole Foods Nutrition****3.00 Semester Credits**

Food plays a crucial role in our lives as a vital source of nutrients, a daily ritual, and a healing medicine. In this course, students will explore the principles and concepts of human nutrition, tasting and experiencing along the way. The food groups will be explored in depth in addition to the patterns students have developed with food in their own lives, with the goal of learning to eat wisely, responsibly, and diversely.

ACU 656**Medicinal Herbs****3.00 Semester Credits**

This course offers an introduction and overview of herbal medicine and the natural products industry. Students will explore different traditional models of herbal medicine and learn to communicate about herb and drug interactions and issues of the natural products industry. Students will also be exposed to herbal therapeutics in three key areas of clinical practice: weight management, stress management, detoxification and digestion. By exploring the interdependence of humans and plants, students will come to a greater awareness of natural rhythms and cycles in the body and environment.

ACU 657**New Science; New Thinking****3.00 Semester Credits**

The implications of the new currents in science pose special challenges for research in this transitional time. This course offers a new look at developments that are redefining notions of science and research in the 21st century. A wider, non-reductionist view of science 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 co-exist.

ACU 658**Pathophysiology****3.00 Semester Credits**

This course will explore the functional changes in the human body that accompany particular syndromes or diseases.

ACU 659**Acupuncture and Complementary Medicine Research****3.00 Semester Credits**

This course will introduce the student to current research in the field and engage the student in his or her own research into a topic or topics of interest.

ACU 701**Clinical Transition: Retreat****0.75 Semester Credits**

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

ACU 706**Touching Energy and Structure II****0.75 Semester Credits**

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

ACU 711**Acupuncture Theory II****1.50 Semester Credits**

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

ACU 712**Patterns of Disharmony****1.75 Semester Credits**

Building on Zang Fu theory (ACU 612), this course explores the fundamental body substances of Chinese Medicine and gives students a working knowledge of diagnosis and treatment using the Patterns of Disharmony model.

ACU 713**Advanced Diagnosis and Treatment Planning I****0.50 Semester Credits**

Led by a team of senior faculty, students increase their diagnostic and treatment planning skills. Combined with ACU 714 and ACU 716, Advanced Diagnosis and Treatment Planning coursework spans the entire clinical level and

utilizes patient presentations (clinical observation), case studies, practical demonstrations, and videos.

ACU 714**Advanced Diagnosis and Treatment Planning II****0.25 Semester Credits**

This course builds on the work in ACU 713.

ACU 715**Building and Maintaining a Successful Practice****0.50 Semester Credits**

In this course, student practitioners are guided as they begin to establish their practices in the student clinic. The course illustrates the steps practitioners must take in order to plan, establish, manage, and promote their private practices after graduation. Student practitioners also are coached regarding how to communicate who they are as acupuncturists and what they offer in their acupuncture practices.

ACU 716**Advanced Diagnosis and Treatment Planning III****0.50 Semester Credits**

This course builds on the work in ACU 713 and ACU 714.

ACU 717**Engaging the Emotions****0.75 Semester Credits**

In this three-day, experiential workshop, students deepen their development of an essential treatment-room tool — the ability to recognize the energy of the five emotions.

ACU 718 series**Introduction to Community Health/Supervised Treatment
2.00 Semester Credits (total)**

Following course ACU 635, students spend a minimum of 60 hours at the off-campus Community Clinic Sites where they gain experience in using acupuncture and life-skills treatment models for detoxification. Credits are granted at the end of each trimester over the span of this clinical series. (Although most students use four trimesters to complete all of their ACU 718 requirements, individual students may complete their requirements in less time. Students must meet minimum treatment requirements each trimester; and they must complete the series within four trimesters.)

ACU 720 series**Supervised Diagnosis and Treatment****16.75 Semester Credits (total)**

Students perform treatments on their own patients or assist another student practitioner under the close supervision of clinical faculty. Students learn the skills necessary to become effective, safe, and independent practitioners of acupuncture. Credits are granted at the end of each trimester over the span of the ACU 720 coursework, which can be completed in a minimum of four trimesters. (It is common for students to take six trimesters to fulfill all ACU 720 supervised clinical requirements.)

ACU 721 series**Supervised Core Groups****6.00 Semester Credits (total)**

This weekly class, held throughout Level III, is led by the faculty core group leader and focuses on patient management and treatment issues that arise as students develop into practitioners. The content for each class is determined by the style and creativity of the supervisor and the needs of the students in the class. Students continue to attend Supervised Core Groups throughout the time they are completing their ACU 720 clinical requirements.

ACU 722**Being Practitioner II****0.50 Semester Credits**

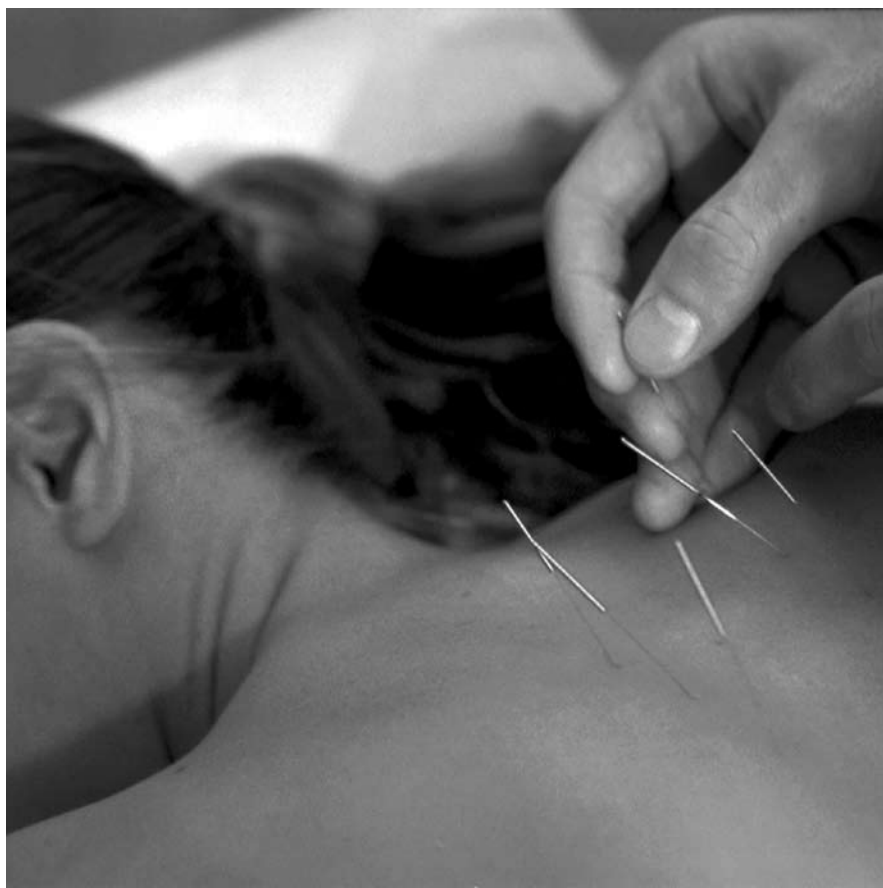
A patient is presented in class for discussion and observation, looking at issues that arise in diagnosis, patient management, and long-range treatment goals.

ACU 723 series**Treatment Planning and Case Presentation****0.50 Semester Credits (total)**

This two-course series is a continuation of the clinical observation begun in ACU 623. Level III students present patients, discuss diagnosis, and plan treatments with input from faculty and students.

ACU 724**Deep and Secondary Pathways I****0.25 Semester Credits**

This class introduces the senior level acupuncture student to the general concepts of the jing luo, alternative functions of acupoints, the six-jiao, the six stages of disease, the deep pathways of the twelve primary channels, use of the five-shu points, and the collateral system.

**ACU 725****Deep and Secondary Pathways II****0.50 Semester Credits**

This class continues the introduction to the deep and secondary pathways, and the signs and symptoms associated with invasions and blocks therein for the senior level acupuncture student. In particular, the tendinomuscular, divergent, and eight extraordinary meridians are discussed, as well as auriculotherapy and the use of electrical acupuncture.

ACU 727**Insurance I****0.00 Semester Credits**

This course introduces the Level III acupuncture student to his/her role and responsibility regarding client health insurance, including the preparation, processing, and submission of client insurance statements. The student also is introduced to insurance terminology, client medical record maintenance, release of client information, and proper handling of legal cases.

ACU 728**Insurance II****0.25 Semester Credits**

This course introduces the student to participation and non-participation with an insurance company, and the advantages and disadvantages associated with each. It informs the students of the responsibilities involved, develops skills in processing medical insurance claim forms, and clarifies HIPAA regulations.

ACU 729**The Tao of Taxes****0.25 Semester Credits**

This course introduces students to the process of maintaining responsibly the financial records of their practice, both for their own purposes and for the purpose of meeting tax requirements.

ACU 730 series**SOPHIA: Redefining Health****0.00 Semester Credits (total)**

This four-course discussion series provides a review and deepening of the distinctions taught in the earlier SOPHIA courses. The discourse touches on issues that are pertinent to students who will soon graduate, create their own practices, and interface with other healthcare professionals.

ACU 734**Professional Project: Research/
Communication****3.25 Semester Credits**

Students design and implement a project of service that supports the current development of the profession on a community, local, or national level. Projects begin in Level II and are completed in Level III.

ACU 735**Orientation to Clinic****0.50 Semester Credits**

This course prepares students to participate in the Faculty Supervised Student Clinic, familiarizing them with clinic objectives, outcomes, requirements, stages of learning, policies and procedures. The course also explores issues of patient confidentiality, HIPAA, legal policies, and patient management, as well as how to generate their own practices.

ACU 736 series**Group Practice****0.00 Semester Credits (total)**

This four-course series provides guidance on moving smoothly through the clinical portion of the program, with emphasis on practical details. It provides an opportunity to raise concerns about clinic and explore solutions to those concerns.

ACU 737**Ethics IV****0.25 Semester Credits**

This course is a continuation of the ethics coursework begun in ACU 537, ACU 637, and ACU 638.

ACU 738**Ethics V****0.25 Semester Credits**

This course is a continuation of the ethics coursework begun in ACU 537, ACU 637, ACU 638, and ACU 737.

ACU 745**Clinical Pathology I****0.50 Semester Credits**

The four-part Clinical Pathology coursework series continues the work begun in ACU 645, ACU 646, and ACU 647. The purpose of this series of lectures is to orient acupuncture students to the principles and practice of Western medicine, and to familiarize them with Western medical terminology. Its primary aim is to improve their ability to recognize symptoms that are of critical significance — 'red flags' — and anticipate impending medical problems requiring further medical investigation. Students with medical degrees (physicians, nurses, etc.) may be eligible for exemption. Requests for exemptions should be made to the Theory Division chair.

ACU 746**Clinical Pathology II****1.75 Semester Credits**

Please see the description of ACU 745 for an overview of the Clinical Pathology coursework.

ACU 747**Clinical Pathology III****0.50 Semester Credits**

Please see the description of ACU 745 for an overview of the Clinical Pathology coursework.

ACU 748**Clinical Pathology IV****1.25 Semester Credits**

Please see the description of ACU 745 for an overview of the Clinical Pathology coursework.

ACU 750**Advanced Point Location I****0.50 Semester Credits**

This course is one of three advanced point location courses given in the student's first year of clinic. The series of Level III courses builds on the solid foundation of Level II. By the end of this advanced series, which emphasizes important anatomical landmarks in areas of the body, students will have the knowledge and skills to locate all points on the twelve main and eight extraordinary meridians as well as to continue to refine their knowledge and skills as independent learners.

ACU 751**Advanced Point Location II****0.50 Semester Credits**

This course is a continuation of ACU 750.

ACU 752**Advanced Point Location III****1.00 Semester Credits**

This course is a continuation of ACU 750 and ACU 751.

ACU 761 E**Addiction and Community Health:****Advanced (Elective)****0.50 Semester Credits**

This elective course — designed for the Level III acupuncture student who has completed the Introduction to Community Health/Supervised Treatment (ACU 718 series) requirements — provides the student with additional information so that he or she can apply to the National Acupuncture Detoxification Association (NADA) to receive an Acupuncture Detoxification Specialist (ADS) certificate.

ACU 762 E**NCCAOM Review (Elective)****0.00 Semester Credits**

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

ACU 810**Senior Selection****0.50 Semester Credits**

In keeping with the Institute's philosophy of encouraging students to develop their own unique styles of practice in acupuncture, each student will choose (and complete) at least one Senior Selection course from a number of advanced courses offered to students in their ninth trimester. This required elective will allow each student to explore more deeply an area of acupuncture that is of particular interest. Examples of course topics presented for Senior Selection include advanced work in five element traditions and perspectives, specific treatment situations and considerations, and advanced treatment techniques and applications.

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. 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 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

Tatyana Maltseva, 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 holds a private practice at the Greenspring Valley Healing Arts Center in Owings Mills. Tatyana is chair of the Touching Energy and Structure division.

David Paton, M.Ac. L.Ac.

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. In addition to his role as chair of the M.Ac. program Theory Division, David teaches several courses at Tai Sophia and maintains a private acupuncture practice.

Marla Rosenthal Peoples, L.Ac., M.Ac.

A graduate of Tai Sophia Institute, Marla currently serves as division chair for the Clinical Practices Division in the M.Ac. program. After earning a Bachelor of Science degree in Psychology from the University of Utah, Marla continued her graduate education at Loyola College in Counseling Psychology. As healthcare policies shifted, she utilized her background in psychology and moved towards a role in human resources. Her eight-year journey in the corporate world included extensive executive recruiting and training and development. Marla brings her organizational experience and passion for building a successful acupuncture practice to students' clinical phase of study at Tai Sophia. She maintains a private practice in Ellicott City.

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

In clinical practice since 1992, Deanna currently serves as division chair for the Clinical Foundations Division. She 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. She holds a private practice in Crofton, Maryland, and since 1999 has been teaching at Tai Sophia. From 1993 to 1995, she taught at the Worsley Institute in Florida. Deanna views teaching and treating as different facets of the same inspiring work. Deanna is the mother of two daughters, ages 19 and 23.

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 since 2002, David Blaiwas 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.

Wendy Childs, M.Ac., Dipl.Ac. (NCCAOM)

Wendy received her M.Ac. degree from the Traditional Acupuncture Institute in 1998. She continued her education with The Academy of Five Element Acupuncture in Hallandale, Florida, for her Chinese herb certificate. In addition to practicing acupuncture and Chinese herbs in Baltimore, she has served as a faculty member at Tai Sophia for the past five years. Currently one of our core faculty members, Wendy teaches Chinese Medical History and Literature, and Partnership with Nature in the Acupuncture program. Wendy Childs also is a clinic supervisor.

Dianne M. Connelly, Ph.D., M.Ac., 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, and Rianna.

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

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., L.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 serves 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 Sensory Skills, Spirit of the Points, 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 in Acupuncture from the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), and teaches the preparatory course for the NCCAOM national examination.

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. She has attended workshops and seminars covering a wide variety of topics, such as Gynecological Acupuncture, Pulse Diagnosis, the Extraordinary Meridians, and Total Body Assessment. Sherry is a member of the American Association of Acupuncture and Oriental Medicine (AAOM) and the Maryland Acupuncture Society (MAS); and she has served as the treasurer of MAS. She has a private practice in Columbia, Maryland.

Additional Information



Course 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 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 exemptions based on this previously acquired knowledge and/or skill. The maximum number of credits for which course exemptions 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 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 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 exemption, he or she must:

- Submit to Tai Sophia the course catalog of the school(s) attended, along with the course description(s) and syllabi of the course or courses for which 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 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 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 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:

- Go through 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.

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. Tai Sophia students who wish to take the California Acupuncture Licensing Examination must complete 350 hours of basic science coursework that includes all of the topics listed below. (Please note that California requires specific coursework and additional course hours beyond those required by Tai Sophia.)

Basic Sciences coursework must include:

- General Biology
- Chemistry, including organic and biochemistry;
- General Physics, including a general survey of biophysics;
- General psychology, including counseling skills;
- Anatomy — a survey of microscopic, gross anatomy, and neuroanatomy;
- Physiology — a survey of basic physiology, including neurophysiology, endocrinology, and neurochemistry;

Pathology and Pathophysiology — a survey of the nature of disease and illness, including microbiology, immunology, psychopathology, and epidemiology

Nutrition and vitamins.

- 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.
- 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 certificate program in Chinese herbs. Contact the Office of Graduate Admissions for information on the Chinese herbs program.
- Oriental massage. Students who wish to take the California Acupuncture Licensing Examination must complete basic training in Oriental massage. Students who do not have this experience in their background can take a 15-hour Oriental Massage course, which is typically offered through Tai Sophia's community programs department.
- Special Law seminar. Tai Sophia students who wish to take the California Acupuncture Licensing Examination are required to take Tai Sophia's one-hour Special Law Seminar, which provides information regarding regulatory compliance and jurisprudence specifically in the State of California.
- Graduate Trainee program. Tai Sophia students who wish to take the California Acupuncture Licensing Examination must complete 30 hours of supervised clinical treatment in the Institute's Graduate Trainee program. (Details regarding this program are published in Tai Sophia's Clinical Student Handbook.)

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, consult Acupuncture and Oriental Medicine Laws, which is available in Tai Sophia's Meeting Point Bookstore or can be ordered through Bookmasters (800-247-6553). You also may contact the medical or acupuncture regulating agency in each state.

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, the fee charged in the Faculty-Supervised Student Clinic is the same as the fee charged by the practitioners in our professional clinic. Thus, the answer is no, treatment with a student practitioner is not free or discounted.

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. This work will enhance your treatment of the ten patients you generate — the patients with whom you will work more consistently and deeply.

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 — patients you have generated — in the Faculty-Supervised Clinic.

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

Students are responsible for generating their own patients. This is a unique and valuable feature of our program because it prepares you for beginning and managing your own practice. During the program, you will 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.

Student Profile

Reginald Gooden

Acupuncture program (January '06)



Before Reginald Gooden began his studies at Tai Sophia, he had earned his bachelor's degree in business management and was employed as an accountant. "I became interested in studying acupuncture after many years of studying various martial arts and Eastern philosophical topics," he says. "I discovered the acupuncture program at Tai Sophia after speaking with a qi gong instructor who was familiar with the school and its outstanding reputation in the healing arts community.

"This acupuncture program has impacted my daily life in many ways. I've learned how to use my basic senses in a unique way, which allows me to serve most effectively all that I encounter in life." He points to the program's "Bobobservation" sessions, where students observe acupuncturist Bob Duggan interacting with patients. "I've gained much wisdom and insight into patient/practitioner interactions," he says. "And that wisdom also applies to everyday life."

One of Reginald's goals is to establish a practice in his home area, the Columbia-Baltimore region, and specialize in providing treatment to those who traditionally don't have access to alternative healing methods. As part of his commitment to bring healing to the wider community, he seeks to allot a percentage of his time to volunteering, especially, he says, to "expanding awareness about the various possibilities of well-being."

Reginald says that what he has gained at Tai Sophia provides tools he needs to fulfill his life goal of service, of bringing healing and a deeper understanding of health and wellness to a wide spectrum of individuals and communities.

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 3909 National Drive, Suite 125, Burtonsville, MD 20866; 301-476-7790. 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.

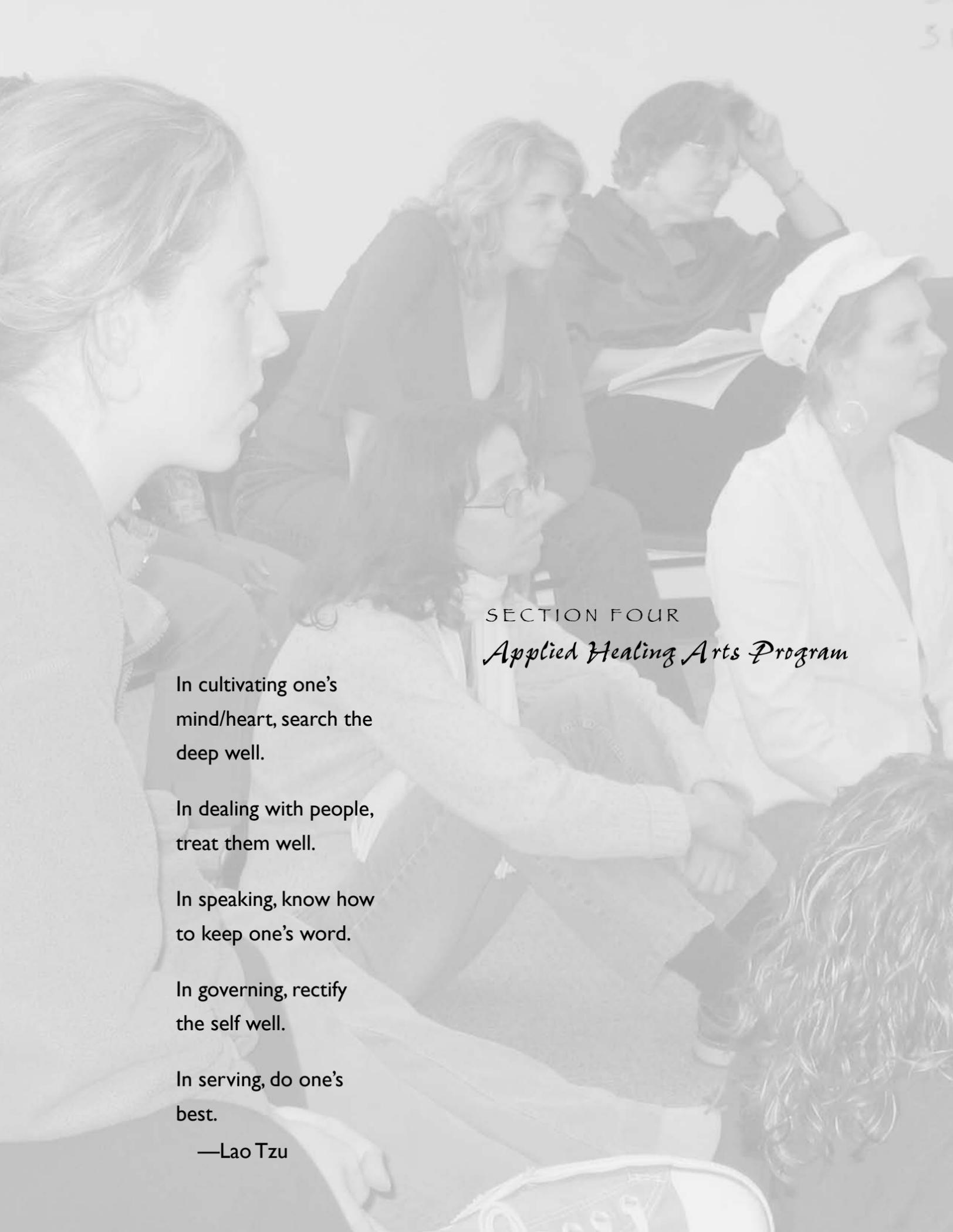
National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, 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 diplomats 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); 904-598-5001 (fax); 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.

Certificate Program in Chinese Herbs

Tai Sophia Institute offers a 660-hour stand-alone post-baccalaureate Chinese herb certificate program that is unique and remarkable for its integration of the five-element and eight-principle Zang/Fu diagnostic and treatment models. The course includes a comprehensive didactic component as well as a clinical rotation. Students learn how to move seamlessly from intake through pattern discrimination, and formula selections and modifications, while developing a thorough and integrated picture of each patient. Proposed start date for the next intake of the Chinese Herbs Program is September 2011.

Please contact the Office of Graduate Admissions for more information on the Certificate Program in Chinese Herbs.



SECTION FOUR

Applied Healing Arts Program

In cultivating one's
mind/heart, search the
deep well.

In dealing with people,
treat them well.

In speaking, know how
to keep one's word.

In governing, rectify
the self well.

In serving, do one's
best.

—Lao Tzu

Graduate Profile

Anna Kelly, M.D.
Applied Healing Arts Alumna ('04)



"I'd chosen medicine as a career because I wanted to be in partnership with people, and it wasn't happening," says Anna Kelly, M.D., a board certified anesthesiologist. Looking for new ways to connect with her patients, Anna completed a 300-hour medical acupuncture program through the UCLA School of Medicine. It was a good move; her new skills gave her new and satisfying ways to work with patients. Then, through a friend studying at Tai Sophia, Anna discovered the applied healing arts program. "It's totally changed my life," she says.

"My fiancé (partner in my practice and now my husband) and I came up from Atlanta to visit Tai Sophia, even though it seemed unlikely we'd choose to take a program so far from home. Very quickly I knew I wanted to be around this place and its energy. I signed up without really knowing all the details. I just felt it would be helpful."

Through her experience in the AHA program, Anna says she's become truly present in the treatment room and relates to her patients in a different way. "Instead of being 'Dr. Fix-it,' I'm in partnership with my patients. I learn as much from them as they get from me. It's a wonderful interchange."

"In my personal life, AHA shows up in my day-to-day relationships with my children, my husband, and all my family. If I'd not done this program, for example, I think I'd still be needing therapy to deal with issues around my father, who is schizophrenic. I've shifted how I view his situation, and that shift makes all the difference. I've let go of the pain and worry I'd carried for so long. Just as he is, I love and appreciate my daddy."

"AHA has helped me observe the assumptions I make and the stories I create, to see circumstances more clearly, to bow to what is, and to choose actions that serve the greater good. Looking back, I think that taking this program was something God intended me to do."

About the Program

Overview

Tai Sophia's Master of Arts in Applied Healing Arts degree is a transformative program, designed for both established and developing leaders seeking to enhance their skills to create constructive change in their personal lives, in the workplace, and in the larger community of our fellow humans and all of life.

The curriculum focuses on three primary goals. The first goal is the development of a wider worldview with learning 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 the working professional. Individuals from all types of backgrounds — including business, education, social justice, healthcare, and consulting — find this program to be life-changing and empowering.

Program Goals

- Gain clarity about and commitment to a professional and/or personal life path
- 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
- Take new ideas and visions into work, home, and the community to effect positive change

Admission Requirements Academic Calendar

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.

Internationally educated students, please see page 19 for additional instructions and requirements.

If 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.

Creative Leadership Program

Six-Month Program / January-June 2010

The Creative Leadership Program 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. Students come from a variety of professional backgrounds and find this program powerfully applicable to their own unique setting.

This program is the first six months of the M.A. in Applied Healing Arts degree program. The coursework includes SOPHIA, Revisioning a Sense of Calling and Commitment, and the Transformative Practice Group, as well as an optional Consolidation Weekend in September 2010.

Participants who are accepted for this executive-format educational experience are simultaneously accepted into the degree program and have the option to continue study after the initial six months. The admissions process is identical for degree seeking students and those applying to the Creative Leadership Program. Program costs include the application and matriculation fees and the first tuition payment of the Applied Healing Arts program. Contact the Office of Admissions for more information.

The program begins once yearly in January, and dates are listed below. Between scheduled class sessions students meet with their transformative practice group; however, the format for the meeting is left up to the group to decide.

Please note: The Applied Healing Arts program weekends commence on Friday evenings at 6:00 p.m.

This program averages 36 months for completion, depending on the pace you set when completing the Independent Study and Project of Excellence portion of the program. The maximum amount of time allowed to complete the program is 60 months.

January 2010 Class

Jan 4, 2010	Opening Ceremony
Jan 4-8, 2010	AHA 500 School of Philosophy and Healing in Action (SOPHIA)
Mar 5-7, 2010	AHA 500 School of Philosophy and Healing in Action (SOPHIA)
Apr 23-25, 2010	AHA 510 Revisioning a Sense of Calling and Commitment
June 25-27, 2010	AHA 510 Revisioning a Sense of Calling and Commitment
Sept 10-12, 2010	1st Consolidation Weekend
Oct 22-24, 2010	AHA 520 Recovering Oneness with Nature
Dec 3-5, 2010	AHA 520 Recovering Oneness with Nature
Jan 21-23, 2011	AHA 530 New Science; New Thinking
Mar 4-6, 2011	AHA 530 New Science; New Thinking
Apr 23-24, 2011	2nd Consolidation Weekend
June 24-26, 2011	AHA 540 Practicing Stillness through the Timeless Wisdom Traditions
Sept 9-11, 2011	AHA 540 Practicing Stillness through the Timeless Wisdom Traditions
Oct 21-23, 2011	AHA 550 Practicing Service in All Arenas of Life
Dec 2-4, 2011	AHA 550 Practicing Service in All Arenas of Life
Jan 19-22, 2012	3rd Consolidation 4-Day Weekend
Winter/Spring 2012	Two Independent Studies
Summer/Fall 2012	Two Independent Studies
Winter 2013	Project of Excellence
March 2013	Anticipated Completion Date
June 2013	Anticipated Graduation Date

Student Profile

Ivor Edmonds

Applied Healing Arts program (January '07)



My name is Ivor Edmonds. My spiritual family knows me as Ibsahu Ma'akmaha. I am a Reiki Master, a Qi Gong Master, and an Initiate of the Dogon Priesthood. The photo above is a picture of my wife and me on our wedding day.

Two Master Healers that I studied with for years told me that they were hindered by not having a graduate degree and met resistance in their endeavors. Their financial realities were also imbalanced because of lack of education. This led me to an MBA program that turned out to be disharmonious with my personality and destiny. So I left that program early and continued to search for a graduate education that would enhance me spiritually and professionally. My search was over when I found Tai Sophia.

Being a student is enjoyable. The environment is welcoming, and I am challenged constantly. Some of the greatest things I've learned have been through the experiences of my classmates. The New Science, New Thinking course spoke to me because it constantly questioned my assumptions. We were also exposed to new technologies and principles that are truly extraordinary and applicable to my life. Wisdom is the main course of study in the Applied Healing Arts program. Also you will be enhanced financially as well as spiritually if that's what you seek.

My experience as a student extends primarily to my wife. Balancing and enhancing our relationship has been a major benefit. These teachings also extend to my professional endeavors in Massachusetts and to my activities with the Dogon Priesthood, helping to live more wisely and improve my decision making. The format of the Applied Healing Arts program has been perfect to fit into my family, social, professional, and spiritual life. There is enough stimulus to foster my growth, but not so much that I become overwhelmed or overworked.

I care for the people at Tai Sophia, I find the energy irresistible, and I adore the campus.

Course of Study

Core Requirements

(to develop a Larger World and Deeper Work)

Number	Course Name	Semester Credits
AHA 500	School of Philosophy and Healing in Action (SOPHIA)	6.00
AHA 510	Revisioning a Sense of Calling and Commitment	3.00
AHA 520	Recovering Oneness with Nature	3.00
AHA 530	New Science; New Thinking	3.00
AHA 540	Practicing Stillness through the Timeless Wisdom Traditions	3.00
AHA 550	Practicing Service in All the Arenas of Life	3.00

Individualized Application Phase

(to offer a Focused, Grateful Gift)

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

Number	Course Name	Semester Credits
AHA 561	Independent Study I	3.00
AHA 562	Independent Study II	3.00
AHA 563	Independent Study III	3.00
AHA 564	Independent Study IV	3.00

Project of Excellence

AHA 590	Project of Excellence	3.00
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TOTAL REQUIRED CREDITS 36.00

Please Note: Semester credit for Transformative Practice Groups and consolidation weekends that are part of core coursework is subsumed within the 36-semester credits noted above.

Students will be able to complete the 36-credit-hour program in three years. The six required core courses (21 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.

AHA 500

School of Philosophy and Healing in Action Intensive (SOPHIA)

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.

AHA 510

Revising 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. The course sets the stage for selecting an area of emphasis. 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.

AHA 520

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.

AHA 530

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.

AHA 540

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.

AHA 550

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 (AHA 510) 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.

AHA 561,AHA 562,AHA 563,AHA 564

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 an advisor who guides them in developing their own course of study, which will lead them to their ultimate product, the Project of Excellence.

AHA 590

Project of Excellence

3.00 Semester Credits

The Project of Excellence will be a tangible product that demonstrates the integration of all of the student's learning, 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 be in a tangible form that may be archived, and that evidence of its effect or potential effect be explicitly addressed. The Project of Excellence is to be presented to faculty and peers at an appropriate time and place.

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. At each meeting, the conversation will be initiated by the participants of the group and may include an exercise, a discussion, or a presentation.

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. Demonstration in the Master of Arts in Applied Healing Arts includes:

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

Commonly Asked Questions

What do I do with a degree in the Applied Healing Arts?

Examples of students' work:

- **Lifelong Educator:** Helping students and their teachers find ways to access stillness and, in turn, create more balance in their lives; offering seminars on de-stressing our schools.
- **Critical Care Nurse:** Shifting the larger cultural conversation around death from one of opposition to one of acceptance; creating healing rituals, focused on poetry, for families of those who are moving toward this last stage in the life cycle.
- **Marketing Consultant:** Offering "Radical-Soul Sabbaticals" that reconnect individuals to the inspiration and insights found in nature, reawakening them to a deeper understanding of their own purpose, gifts, and calling in life.
- **Former Real Estate Broker:** Expanding the collective consciousness and encouraging action around peaceful and sustainable living on the planet; creating Circles within Circles, an international community of individuals committed to healing, which will engage larger and larger circles of communities in this vision.
- **Lawyer:** Revitalizing the principles of restorative justice in our legal system; creating a forum/training to promote the partnering of the State's Attorney Offices with restorative justice programs; educating the prosecutor's offices on the benefits of developing and sustaining these partnerships.
- **Cardiac Care Nurse:** Integrating Reiki, yoga practice and breathing, and guided imagery into the treatment of Cardiac Care patients.
- **Former healthcare administrator:** Addressing obesity, health and nutritional concerns and issues in America by developing workshops to coach families and youth to eat mindfully and healthfully.
- **Former Corporate Businessman:** Creating a larger conversation around spirituality by incorporating conflict mediation, coaching and personal stillness into overall spiritual care transcending any one particular religion or philosophy.

How does the Master of Arts in Applied Healing Arts program compare to more conventional master's degree programs?

A close cousin to the Master of Arts in Applied Healing Arts at other institutions is the Master of Arts in Liberal Studies.

Similarities: These degrees are similar in that neither claims to deliver and accredit a set of professional skills. The vision offered and the virtues cultivated tend to be more fundamental than those belonging to a specific profession. Both degree programs seek to deepen our humanity and broaden our ability to be fruitful and productive members of communities and organizations, as well as more peaceful and self-aware. Hence, they are often experienced as places of retreat and renewal, places of challenge and new possibility.

Differences: Our Master of Arts in Applied Healing Arts differs from Liberal Arts master's programs in that it promises (1) a coherent worldview, (2) healing habits of mind-and-heart developed through transformative practices, and (3) a call to join vision and practices in service of some arena of life.

Graduate Profile

Rosemarie Perla
Applied Healing Arts alumna ('04)



In 2003, I had begun developing a coaching business in my hometown, Pittsburgh, PA, and wanted to get a clearer vision of what I had to offer my clients and how I wanted to define my life's work. I had a deep concern for this country's growing obesity issue and a desire to marry my life's work with offering a contribution to the community around this issue.

A close friend suggested studying at Tai Sophia, knowing it would offer me a community in which to further create a personal and business vision. Indeed, this community allowed me to explore leading-edge philosophies in an interactive environment both challenging and supportive. Frederick Buechner's quote, often used in our classes, inspired me: "To find our calling is to find the intersection between our own deep gladness and the world's deep hunger." At Tai Sophia, I gave myself the gift of exploring that deep gladness and ways to apply my gifts.

Because it is an executive program where most study is independent, with group gatherings every other month, this schedule was easy to fit into my work and personal life. The drive was not difficult—about four and a half hours—and I used that time to listen to books-on-tape. In our electronic age, which pushes a fast-paced lifestyle, we all need opportunities to pause, reflect, contemplate, and act in a way that allows us to be our best. We owe that to ourselves, our families, our communities...the world. This program allowed me the space, time, teachers and support to do so.

Overall my "being in the world" has been enhanced in that I show up more intentionally, seeing a bigger picture, empowered, and speaking more clearly. Since leaving the program, I was able to finish a house renovation, incorporate my executive coaching practice, and offer a children's cooking skills program at Whole Foods Market in Pittsburgh. My coaching clients benefit from my studies in that I assist them in developing their own visions of being their best and do so with a knowledge born of my own journey of discovery.

Faculty Biographies

Program Director

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 Applied Healing Arts 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 lifelong 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 Catherine Baker Boyd, of Boston.

Core Faculty

Dianne M. Connelly, Ph.D., M.Ac., 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, and Rianna.

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

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, Ph.D.

John Sullivan is Powell Professor of Philosophy Emeritus and Distinguished University Professor Emeritus at Elon University. He holds a Ph.D. in Philosophy from the University of North Carolina at Chapel Hill and a J.C.D. from Lateran University in Rome. A long-time participant in the work of Tai Sophia, he is the principal designer of Tai Sophia's Master of Applied Healing Arts program. Dr. Sullivan is the author of *Living Large: Transformative Work at the Intersection of Ethics and Spirituality* (2004) and *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.



SECTION FIVE
Herbal Medicine Program

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

—William

Wordsworth

About the Program



Overview

The Herbal Medicine program is a graduate program leading to a Master of Science degree in herbal medicine. 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 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 long-term 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



Graduate Profile

Larken Bunce
Herbal Medicine Alumna ('02)



"I'd been lucky enough to study herbal medicine in college, so by the time I came to Tai Sophia I'd been farming herbs, making medicines, teaching workshops, and helping friends and family for eight years. Yet even though I had lots of training in the art of herbalism, I hadn't gotten the science I wanted. I wanted to know for sure that I wasn't going to harm anyone — to feel confident when I recommended herbs to people who were taking pharmaceuticals, for example. I also wanted to feel confident talking to other healthcare practitioners — to know their language so I could serve as a translator between my work and theirs.

"At Tai Sophia I got just what I wanted, and so much more. In addition to the excellent science-based curriculum, the chance to work in a supervised clinic was perhaps the most exciting aspect of the program. Combined with the SOPHIA coursework, the clinical experience helped me hone my skills as a practitioner and to feel I could step out into the world and just keep practicing.

"Earning a graduate degree opened the door for me to teach at the college level; now I serve on the faculty of Goddard College in its Health Arts and Sciences program. I've also cofounded a non-profit, the Vermont Center for Integrative Herbalism, which provides free clinical services to low-income individuals, neighborhood classes in self-care, and an herbalist training program that will include supervised clinical work in the free clinic setting.

"The opportunities available to me are a direct result of earning my graduate degree at Tai Sophia and studying with such an incredible faculty. Their words and presence are still with me each time I sit with a client, sometimes bringing to mind a specific plant or some physiological process, but most often just reminding me to be myself and let the plants work their magic!"

Admission Requirements

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 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 will be required and course syllabi may be requested.

Health Requirements

- ☐ Current, documented tuberculosis skin test (PPD) or physician's documentation of a negative chest x-ray if PPD is positive.
- ☐ 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 online 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.
- Internationally educated students, please see page 19 for additional instructions and requirements.

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 2009, the class days are Thursday and Friday 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.

Continuing Health Requirements

Throughout all program levels, students must comply with health-related requirements. For example, they must remain current for PPD tests (tuberculosis screening) as well as complete cardiopulmonary resuscitation certification (CPR) training and 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 registrar's office. Complete requirement details are included in the Acupuncture and Herbal Medicine Student Handbook.

September 2009 Class

Level I

Trimester 1	09/08/09 – 12/19/09
Trimester 2	01/04/10 – 04/17/10
Trimester 3	04/26/10 – 08/07/10

Level II

Trimester 4	09/07/10 – 12/18/10
Trimester 5	01/03/11 – 04/16/11

Level III:

Trimester 6	04/25/11 – 08/06/11
Trimester 7	09/06/11 – 12/17/11
Trimester 8	01/03/12 – 04/14/12

Commencement	06/06/12
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Student Profile

Patrick Ndumbi

Herbal Medicine program (September '07)



I was born and raised in the rural mountainous village of Tinechung in the North West Province of Cameroon. Our native primary health care system is founded on age-old herbal traditions. In my village, as elsewhere in traditional Cameroonian society, the knowledge and practice of herbal medicine is based largely in individual families, and this quasi-proprietary herbal knowledge is passed down through many generations. Incidentally, I am co-custodian of my family's herbal heritage. Thus my coming to the Tai Sophia's Herbal Medicine program is traceable to my herbal roots.

Being a full-time student is a most exhilarating experience for me after a 25-year interval. It is very rewarding for me to become humble and discipline myself back into student life. Tai Sophia has top-notch teachers, and each herbal faculty member has a unique set of skills that enhances my learning. During the fieldtrip to United Plant Savers, my teachers and field guides helped me to positively identify herbs in their natural habitat. The SOPHIA class with Bob and Dianne "spoke" to me in a life-changing way; I have not been the same since I learnt that "upset is optional" and that "large mind" is the best way to relate to every given circumstance. These I consider to be among my greatest gifts from Tai Sophia.

I must admit that the course work coupled with the exigencies of family and work life has been quite demanding. I was having some health issues and went to the Tai Sophia Clinic. One of the clinical herbal students (level III) brilliantly assessed my needs and made recommendations (a combination of herbal remedies, dietary supplements, & lifestyle modifications) which I implemented, and this turned my health around positively and dramatically.

Tai Sophia is a school and family wrapped in one beautiful package, unique in its ability to make the learning process enjoyable and rewarding. My one regret is that I did not think about the school much earlier. However, I am glad to be part of the Tai Sophia family and busy dreaming big dreams.

Course of Study



Level I

Trimester I - September - December 2009

Course #	Title	Credits
H501a	SOPHIA Intensive	4.0
H505a	Materia Medica I	1.0
H507	Symposium	0
H508a	Herbal Preparations I	1.0
H509a	Applied Biomedicine in Herbal Therapeutics I	1.5
H532	Literature Research & Writing	1.5
H534a	People, Plants and Seasons I	1.5
H550	Clinical Foundations	1.0
H557a	Cultivating a Healing Presence I	1.0
Subtotal		12.5

Trimester 2 - January - April 2010

H505b	Materia Medica I	1.5
H508b	Herbal Preparations I	1.0
H509b	Applied Biomedicine in Herbal Therapeutics I	1.5
H533a	Medicinal Plants & Culture	1.5
H534b	People, Plants and Seasons I	0.5
H552a	Clinical Assessment I	1.75
H553a	Clinical Strategies I	1.75
H554a	Herbal Pharmacology & Phytochemistry I	2.0
H557b	Cultivating a Healing Presence I	1.0
Subtotal		12.5

Trimester 3 - April - August 2010

H503	Field Trip	1.0
H505c	Materia Medica I	1.5
H508c	Herbal Preparations I	0.5
H509c	Applied Biomedicine in Herbal Therapeutics I	2.0
H533b	Medicinal Plants & Culture	1.0
H534c	People, Plants & Seasons I	1.0
H511	Nourishment I	1.0
H552b	Clinical Assessment I	.75
H553b	Clinical Strategies I	.75
H554b	Herbal Pharmacology & Phytochemistry I	1.0
H557c	Cultivating a Healing Presence I	1.0
Subtotal		11.5

Level II

Trimester 4 - September - December 2010

H605a	Materia Medica II	2.0
H607	Fall Symposium REQUIRED	.75
H609a	Applied Biomedicine in Herbal Therapeutics II	2.0
H611a	Nourishment II	1.0
H634a	People, Plants and Seasons II	0.5
H652a	Clinical Assessments II	1.5
H653a	Clinical Strategies II	1.5
H654	Herbal Pharmacology & Phytochemistry II	1.0
H656	Practice Management I	1.25
H657a	Cultivating a Healing Presence II	1.0
Subtotal		12.50

Trimester 5 - January - April 2011

H603	Retreat in Preparation for Clinic	0.5
H605b	Materia Medica II	2.0
H608	Herbal Preparations II	1.0
H609b	Applied Biomedicine in Herbal Therapeutics II	2.0
H611b	Nourishment II	1.0
H652b	Clinical Assessments II	.75
H653b	Clinical Strategies II	2.50
H657b	Cultivating a Healing Presence II	1.0
Subtotal		10.75

Level III

Trimester 6- April - August 2011

Full Clinical Study

H708	Herbal Preparations III	1.0
H709a	Applied Biomedicine III: Case Assessment	3.0
H720a	Supervised Clinic	1.5
H721a	Supervised Core Groups	0.5
H752a	Clinical Assessments III	1.0
H753	Clinical Strategies III: Case Management	2.0
H757a	Cultivating a Healing Presence III	1.0
Subtotal		10.0

Curriculum

Partial Clinic and Independent Study Project

H753	Clinical Strategies III: Case Management	2.0
H708	Herbal Preparations III	1.0
H709a	Applied Biomedicine III: Case Assessment	3.0
H715a	Clinic for Independent Study (15 clients: 7-- 3x's + 5 partnered)	1.5
H721a	Supervised Core Groups	0.5
H740a	Independent Study Project	1.0
H757a	Cultivating a Healing Presence III	1.0
Subtotal		10.0

Trimester 7 - September - December 2011

Full Clinical Study

H707	Symposium	.75
H711	Nourishment III	.75
H713	Clinical Round Table	1.75
H720b	Supervised Clinic	1.5
H721b	Supervised Core Groups	0.5
H752b	Clinical Assessment III	1.0
H757b	Cultivating a Healing Presence III	1.0
H766	Practice Management II	1.5
Subtotal for Full Clinical Study		8.75

Partial Clinic and Independent Study Project

H707	Symposium	0.75
H740	Independent Study Project	2.25
H766	Practice Management II	1.5
Subtotal for Partial Clinic & Independent Study		4.50

Trimester 8 - January - April 2012

Full Clinical Study

H705	Materia Medica III	1.5
H720c	Supervised Clinic	1.5
H721c	Supervised Core Groups	0.5
H745	Volunteer Project	1.0
Subtotal for Full Clinical Study		4.50

Program Total Credits Full Clinical Study **83.00**

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 Total Credits for Partial Clinic and Independent Study **82.50**

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.

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

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

4.00 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 plant sanctuary in Ohio immerses students in one of our nation's richest forests. Students learn conservation, plant identification, ethical harvesting, appreciation of the natural world, and processing of collected plant material.

HRB 505

Materia Medica I

4.00 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 100 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 507

Fall Symposium

0.00 Semester Credit

Students attend presentations on emerging concepts in biosciences and other health-related fields. This two-day symposium is conducted by a number of researchers from around the world who are engaged in this work. Faculty, alumni, and the wider community also attend. Students are required to attend four days out the six symposium days offered over three fall trimesters.

HRB 508

Herbal Preparations I

2.50 Semester Credits

Coursework introduces students to the fundamentals of herbal preparation: converting plant material to effective oral and topical extracts. Class time involves theoretical and practical sessions, including introductory plant microscopy. Coursework also covers the concepts of quality in herbal products in the marketplace, and the current issues facing product quality including GMP's.

HRB 509

Applied Biomedicine in Herbal Therapeutics I

5.00 Semester Credits

Coursework in Level I provides an in-depth overview of the physiology necessary to practice competent, safe, and effective herbal medicine. Physiological processes are presented within the context of the whole living system, stressing the importance of messaging dynamics and environmental inputs that initiate changes in the system. Critical thinking skills are developed through integrating contemporary physiology with traditional concepts of health.

HRB 511

Nourishment I

1.00 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 532

Literature Research and Writing

1.50 Semester Credits

In this course students will 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

2.50 Semester Credits

Over two trimesters, students are introduced to the fundamental concepts of medical anthropology as well as the founding principles of herbal medicine that inform the contemporary practice of herbalism. During the first trimester the focus is on Western traditions and their relationship to systems and cultures from around the world. 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

3.00 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 550**Clinical Foundations****1.00 Semester Credit**

Examining the principles and practices of modern herbal medicine, this course provides a contextual understanding of the herbalist as healthcare provider. Foundational concepts of wellness and sickness are discussed as well as an overview of the interventions utilized by herbal practitioners. The course introduces a bio-psycho-social model of assessment and an integrated approach to supporting clients.

HRB 552**Clinical Assessment I****2.50 Semester Credits**

Working from the bio-psycho-social perspective, this course develops the framework and skills necessary for effective client assessment. Interview skills and techniques that encourage clients to share their subjective experience of wellness and sickness are fostered. Emphasis is also placed on developing both the sensory awareness critical to observing clinically relevant phenomena as well as the skills necessary to interpret this information in a meaningful way. Traditional methods of evaluation such as tongue and pulse reading are introduced and demonstrated by instructors. In-class client interviews offer opportunities to build clinical skills through active participation. An observation practicum outside of classroom time is also required.

HRB 553**Clinical Strategies I****2.50 Semester Credits**

This course develops the theoretical framework and practical skills needed to use herbs, nutrition and behavioral recommendations as tools to support health. Classwork focuses on an individualized approach to working with clients and students learn to formulate herbal combinations from this perspective. 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.

HRB 554**Herbal Pharmacology & Phytochemistry I****3.00 Semester Credits**

Following the ancient classification of plants by taste and temperament, this pharmacology course links modern research to traditional use and interpretations. Students learn to recognize relevant chemistry and its implications for clinic work and preparation of herbal extracts.

HRB 557**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**Retreat****0.50 Semester Credit**

This retreat closes out 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 605**Materia Medica II****4.00 Semester Credits**

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 607**Fall Symposium****0.75 Semester Credit**

This is the annual symposium held each fall. Attendance is required for four days out of six symposium days offered over three fall trimesters (See description for HRB 507)

HRB 608**Herbal Preparations II****1.00 Semester Credit**

This course expands the skills and methods of herbal preparation in HRB 508, while shifting the focus to clinical application of herbal medicines.

HRB 609**Applied Biomedicine in Herbal Therapeutics II****4.00 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****2.00 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 634**People, Plants and Seasons II****0.50 Semester Credit**

A continuation of HRB 534

HRB 652**Clinical Assessment II****2.25 Semester Credits**

In this extension of Clinical Assessment I, students continue to refine observation and evaluation skills necessary to create comprehensive clinical assessments. Students integrate the tools of traditional clinical assessment with more conventional methods. Skills for understanding conventional medical lab reports, recognizing clinical 'red flags' and referring appropriately are developed. Faculty and students continue to conduct in-class interviews and students begin formal observation in the Student Clinic.

HRB 653**Clinical Strategies II****4.00 Semester Credits**

This course is a continuation of Clinical Strategies I. In this level, the focus is placed on developing strategies for supporting wellness in the face of significant illness and disease. Further emphasis is placed on integrating short-term and long-term strategies to more fully support the client.

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 656**Practice Management****1.25 Semester Credits**

Coursework introduces students to the importance of practicing safely and legally as clinical herbalists. This course will explore the issues of legality a practicing herbalist in the United States will encounter. 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.

HRB 657**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 materia 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 707**Fall Symposium****0.75 Semester Credit**

This is the annual symposium held each fall. Attendance is required for four days out of six symposium days offered over three fall trimesters (See description for HRB 507).

HRB 708**Herbal Preparations III****1.00 Semester Credit**

Utilizing a case study format, this course addresses issues of personalized herbal formulations and preparations for clients. Practical issues such as expense and client adherence are addressed.

HRB 709**Applied Biomedicine III: Case Assessment****3.00 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****1.75 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**

To meet the needs of students who plan to pursue the self-guided independent study and thesis rather than the full clinical study, students will receive an introduction to clinical practice. This clinical component includes 20 supervised clinical interactions, 15 of which are self-generated clients, and five of which are partnered with another student. This must also include three clients who are seen at least three times each.

HRB 720**Faculty Supervised Clinic for Full Clinical Study****4.50 Semester Credits**

Faculty supervised student clinic is designed to allow students to develop clinical skills necessary to practice herbal medicine safely, effectively and competently in a supportive environment with a view to beginning their own independent practice. Requirement for successful course completion is 100 clinical consultations in total, consisting of 50 self-generated consultations and 50 partnerings. Of the 50 consultations, the student must see seven different clients at least three times each.

HRB 721**Faculty Supervised Core Group**

**1.50 Semester Credits for Full Clinic Study;
.50 Semester Credit for Partial Clinic and
Independent Study**

These weekly pre-clinic meetings are designed to facilitate the efficacious and safe practice of herbal medicine by student intern herbalists. This forum gives students a chance to present relevant case histories based on their clinical experience and receive feedback from experienced clinical herbalist supervisors, intern supervisors and fellow student herbalists. It introduces students to different methods of herbal practice, helping them develop skills needed to begin private practice.

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 fulfills a requirement of 45 volunteer hours on a project of the student's choosing. It is intended to re-enforce the concept of community service and cooperation with others at Tai Sophia Institute and in the wider world. It also introduces and gives a voice to the Institute, the Herbal Medicine program and the students in it, bringing a larger awareness of herbalism to the greater community.

HRB 752**Clinical Assessment III**

2.00 Semester Credits

This course is designed to cover more advanced topics in both traditional and conventional methods of assessment. Practice and refinement of assessment skills helps develop the proficiency and confidence needed for independent practice upon graduation.

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 553 and HRB 653 to develop herbal, dietary and behavioral recommendations. Emphasis is placed on developing personalized strategies appropriate to the individual client's needs.

HRB 757**Cultivating a Healing Presence**

**2.00 Semester Credits for Full Clinic Study;
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

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, and Rianna.

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

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.

Kevin Spelman, B.S., RH (AHG), MCPP

Kevin Spelman is a research scientist at University of North Carolina, Greensboro, core faculty in the Herbal Medicine program at the Tai Sophia Institute, and a doctoral student at the University of Exeter in the UK. He is currently using proteomics methodology to research the bioactivity of medicinal plants. Past international research has included the analysis of nutrient levels in women of early childbearing age in West Africa, and working with children with neurological disorders in Central America. Mr. Spelman has also practiced an eclectic blend of clinical herbal medicine for fifteen years, drawing on the medical sciences, Ayurveda, and western herbalism. 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. Mr. 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 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.

Graduate Profile
Elyse Williams
 Herbal Medicine Alumna ('05)


After Elyse graduated from college, she spent three years in Alaska and Honduras. "I was drawn to the indigenous cultures and their plants," she says. "And when I returned, I wanted to pursue this interest in plants and people. I searched for a graduate program but couldn't find one that brought together my interests (these days, botany programs are moving toward molecular science, which wasn't the emphasis I wanted). Then a friend advised me to, 'Check out Tai Sophia.' I looked up the Institute's website, read about the herbal medicine program, and knew that was it!

"As one of my classmates says, 'No one comes to Tai Sophia and leaves the same.' It's an incredibly transformative experience, regardless of what you're studying. I was used to breezing through school by cramming information, spitting it out on exams, then forgetting a lot of it. Here, I was supported to find ways I learned best and to incorporate what I learned into my whole being. It was a joyful experience, and it was challenging. No matter how far I am from Tai Sophia, it will always be with me.

"I graduated in June 2008 and have since started a business with one of my fellow graduates, Ashley Litecky. Through our company, Deep Green Wellness, we are holding retreats and educational classes and creating ecologically sustainable herbal products. We have created a Medicinal Herbal Garden and Apothecary at Tulsi Holistic Living in Georgetown, Washington DC, and are both practicing as clinical herbalists at the facilities there and in Dupont Circle.

"I have a passion for connecting people to nature's healing power and teaching about the medicinal qualities of plants in our own backyards. I am working on some classes now that would get people in the DC area outside and learning about these medicinal qualities and the healing patterns of nature. This is a new and exciting time, allowing me to look at my skills and stay open, creative and in tune with people's need to reconnect to nature and the healing rhythms around them."

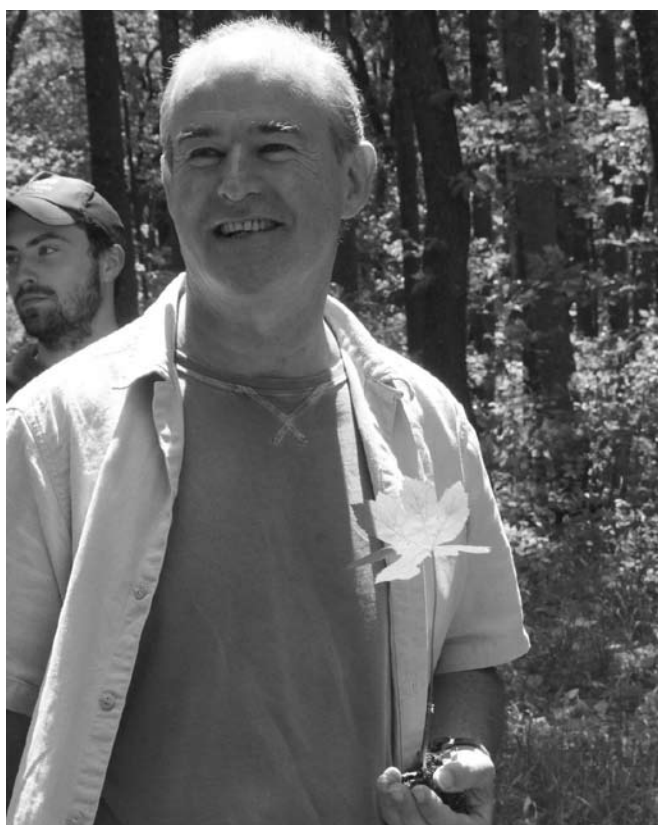
Commonly Asked Questions

What is the difference between the Master of Science degree program in herbal medicine 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.

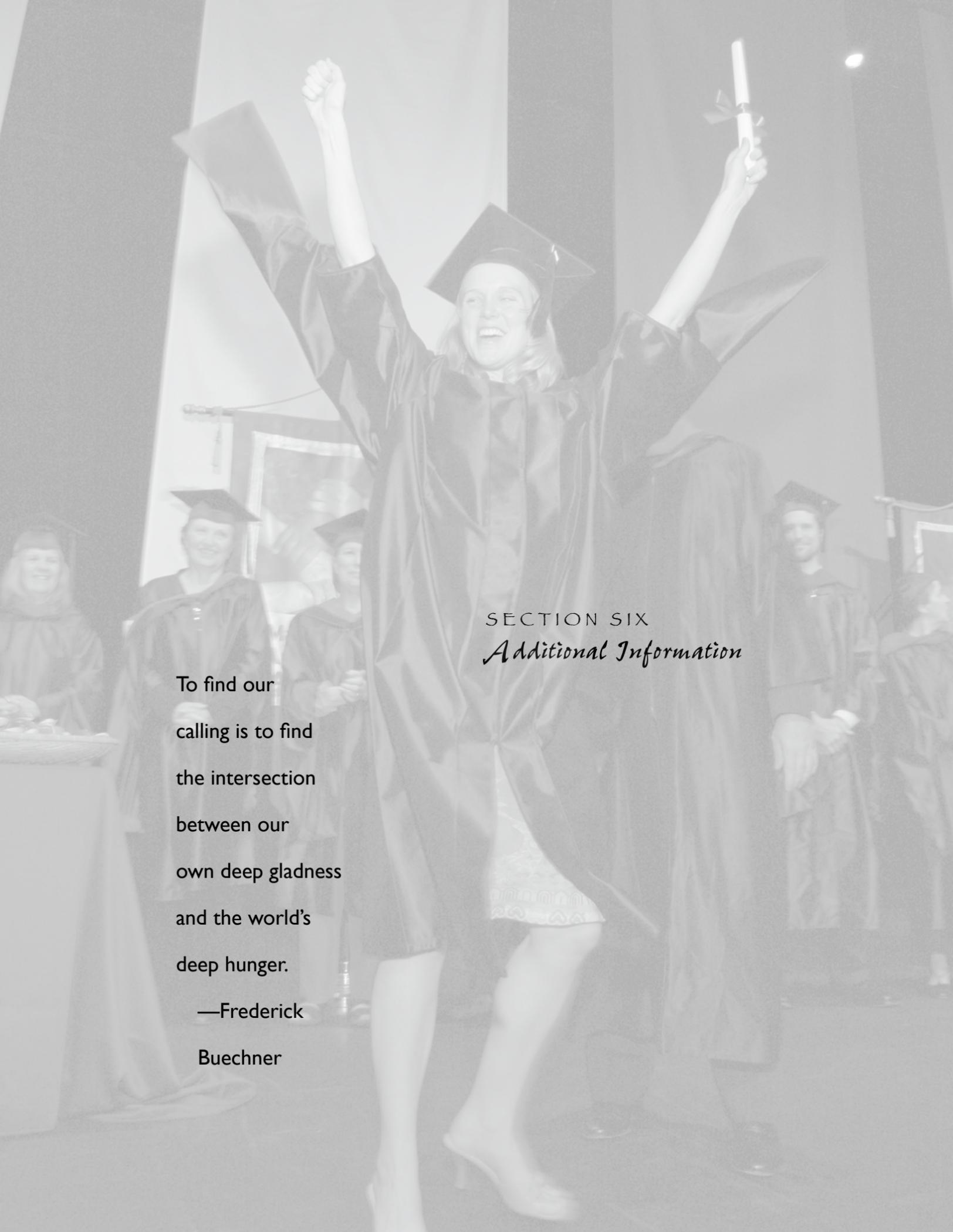


Currently, the American Herbalists Guild, a well established organization in the United States for practicing clinical herbalists, has just over 200 professional members. It is clear there is a great national need for herbalists in this country. Graduates of the Herbal Medicine program are helping to fill this need by working as professional practitioners, consultants and educators. As of June of 2008, 52 students have graduated from the Herbal Medicine program. 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.



SECTION SIX
Additional Information

To find our
calling is to find
the intersection
between our
own deep gladness
and the world's
deep hunger.

—Frederick
Buechner

Closing Words from our Chancellor



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

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

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