



*Jung Tao School  
of  
Classical Chinese Medicine*

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*Diploma of Acupuncture Program  
2019 - 2020*

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There is a relationship that can be created in teaching that goes beyond mere education of the student: one that has nothing to do with credit hours, tuition, correct margins, or even good marks.

This relationship is not exclusive to Eastern culture. Although most frequently occurring in that domain, it is a feature attendant to any deep transmission of the ability to manifest art, knowledge, wisdom, and skill.

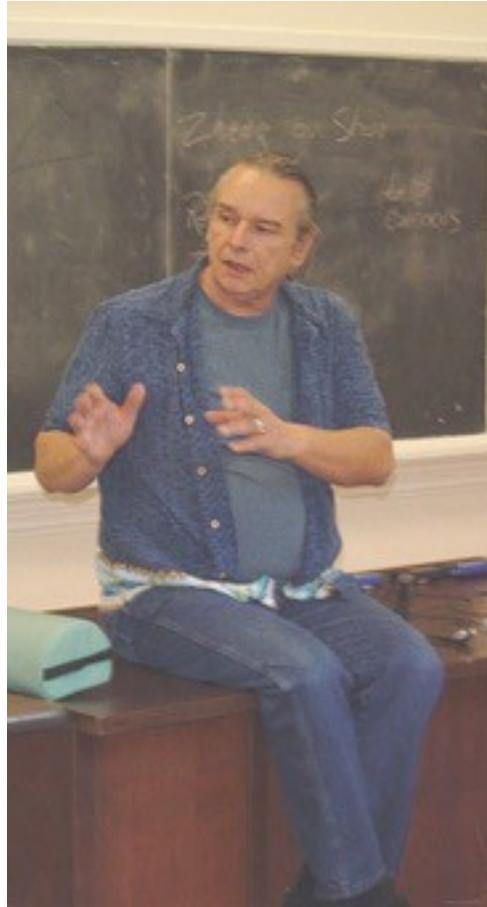
This quality cannot be affected nor feigned by student or teacher. It comes naturally out of the serious and sober realization of a necessity to preserve that which otherwise may be lost. I feel the true apprehension of Chinese medicine is only available through this relationship of “passing the torch.”

It also comes from what is called the “participation mystique,” that unspoken communication between mother and child, in their gaze, while nursing. It is curiously that very quality which reflects the timbre of the experience I have had with my own teachers who gave so freely and completely, perhaps not so much to me, but to the future of this art. In that giving was the distinct quality of entrusting to another the care of a great treasure and the means to achieve the noble responsibility of its preservation.

Chinese medicine is a vast and mysterious field of study. It is as esoteric as any philosophical system could be and, at the same time, as stringent a science as any modern intellectual discipline.

This program represents the culmination of 25 years of academic, clinical, and experiential work and acquisition. Its goal is to create an environment in which you can discover the heart of Chinese medicine for yourself.

Sean C. Marshall, D.Ac.  
1948 - 2011



## The Mission

It is the mission of Jung Tao School of Classical Chinese Medicine to educate students in the art and practice of classical Chinese Medicine and to prepare them for professional practice as skilled acupuncture and health care providers. It is also our aim to instill in students an understanding of the essence of Taoist principles and encourage the manifestation of those principles in their professional and personal lives.

Our vision is to provide access to unique translations of classically based resources.

## The Philosophy

Jung Tao School of Classical Chinese Medicine is rooted in the idea that the principles of Taoism, which provide a perspective for living in synchronicity and harmony with the natural course of things, form the most authentic basis for understanding the qualitative science of classical Chinese medicine.

Chinese medicine was not invented, it was discovered in the world around us. Though its roots are in China, its source is ambient, existing everywhere and at all times. It is therefore our task in teaching classical Chinese medicine to facilitate and encourage students to discover, understand, and practice it in a manner both consistent with the ancients and honoring modern frames of reference.

The curriculum of JTS is centered around the in-depth study of acupuncture as energetic medicine, through observation of nature with a detached and serene perspective, letting it be as it is, and interpreting what is through the filter of modern references, such as physics. We believe that the underlining energetic field in which we exist gives rise to the manifestations of all forms of biological energy (Qi):

The Tao begot one.  
One begot two.  
Two begot three.  
And three begot the ten thousand things.  
Tao Te Ching Chapter 42  
(Gia-Fu Feng & Jane English)

The very same intelligence in nature that guides the course of the entire universe also guides the physiology of each human body.



From this perspective we believe that:

- The true art and practice of Classical Chinese Medicine is to encourage the innate intelligence of the body to restore and maintain a natural state of health.
- Acupuncture is a complete system of medicine in and of itself, and is worthy of extensive study.
- While Chinese Medicine may be mysterious it is not mystical. Chinese Medicine is a science rooted in the qualitative standards of Yin Yang, Wuxing, and the Bagua.

The faculty and staff of JTS are committed to producing graduates who are confident in their skills and their ability to collaborate with other health care providers to better enrich the lives of their patients and their community.

In the words of Dr. Nguyen Van Nghi, “We are not here to compete with western medicine, we are here to complete western medicine.”

### **Educational Objectives:**

To facilitate the attainment of the primary goals of the program, broad educational objectives have been developed which define the parameters within which the program’s instructional activities can be verified. By the end of the published curriculum, each student will be able to:

1. Demonstrate proficiency in the subject of Classical Chinese Medicine through the successful completion of all energetic medicine courses.
2. Demonstrate proficiency in Western medical scientific principles and practices through the successful completion of all biomedical courses.
3. Demonstrate an understanding of the fundamental Taoist principles through the

successful completion of all energetic medicine and Taijiquan courses.

4. Demonstrate the ability to synthesize the skills obtained in the energetic medicine, biomedical and Taijiquan courses, to individualize treatment specific to each patient, and to independently operate as an acupuncture practitioner through the successful completion of all previously stated relevant courses, clinical skills and professional development courses and all clinical competencies required during clinical internship.



## Some Recent History

Jung Tao School of Chinese Studies was founded in Minnesota in 1976 by Sean C. Marshall, offering an apprenticeship-style training in Chinese medicine and Taijiquan. Apprenticeship was the method of transmission used to pass on this information for thousands of years, and remains one of the most powerful forms of teaching today. However, with the changing requirements for certification and licensure in the United States, Dr. Marshall decided it was time to set up a formal graduate level diploma program and undergo the accreditation process. So Jung Tao School of Classical Chinese Medicine was born in North Carolina in November 1997, and the first class began in September 1998.

The curriculum at Jung Tao School has been in development for over 35 years. We call this curriculum “Classical Chinese Medicine” because it is based on medical texts of ancient China, as we understand them. We think of man as a microcosm of the macrocosm, and just as there is one set of physics which govern the universe, there is also one human biology.



## What Classical Chinese Medicine is

Classical Chinese medicine is based on all of the classics of Chinese medicine: the Ling Shu, Su Wen, Nan Jing, Zhenjiu Dajing, Maijing, and Shang Han Lun.

It relies on the following: a synthesis of the laws of yin and yang, the wuxing, the five phases, the jingluo, the principal channels (their collaterals, internal and external trajectories), as well as the longitudinal muscle, capillary channels, the distinct channels, the eight curious vessels, the liuqi: the six energies, the zangxiang; sanjiao energetics, the production of ying, wei, jing and jingshen, and the production of blood and organic liquids--thermogenesis and hydrogenesis.

It is the study of what causes health. Each individual is unique and specific pathological processes may only occur once in any given patient and may require that any or all of the above systems be examined and employed in order to arrive at a correct diagnosis and treatment.

Over the course of time Chinese physicians have identified certain qualities and characteristics that are reflective of the “master physician”. These qualities, which include the three treasures of the Tao, do not necessarily appear spontaneously, but require intentional cultivation. To this end, Jung Tao School places an emphasis on personal cultivation throughout the curriculum using practices such as taijiquan, qigong, meditation, nature observation, self-reflection, and compassion practices.

## Some Ancient History

Classical Chinese medicine is based on texts written in China as early as 2300 years ago. Much of this information has been lost or discarded over the millennia, as China has undergone many cultural and political upheavals. Some examples of this are the rise of Neo-Confucianism in the 11th century, and again in the 19th century with the introduction of Western medicine in China, when the Chinese were actually embarrassed by the “primitive” medical techniques they were using and attempted to “Westernize” Chinese medicine. These efforts continued unabated through the regime of chairman Mao. However, the early versions of texts escaped to other Asian nations, especially in the time of Confucianism when the medicine was banned and the books were being destroyed. One country to receive these treasures was Vietnam, where they were translated into ancient Vietnamese. Our founder’s late mentor, French- Vietnamese acupuncturist Dr. Nguyen Van Nghi, began translating these classical texts from ancient Vietnamese into French about 40 years ago. These translations inform Jung Tao School’s curriculum, and their publication in English is part of our school’s mission.



### **The Diploma in Acupuncture Program**

Jung Tao School offers a four year accredited graduate level Diploma in Acupuncture. The Master's level Diploma in Acupuncture program of the Jung Tao School is accredited under Master's Degree standards, by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. The goal of this program is to train students in the art and practice of Classical Chinese medicine, so that they may enter the profession of acupuncture as competent and compassionate health care providers. Graduates of Jung Tao School are grounded in the Classics of Chinese Medicine providing a foundation upon which they may build their careers as acupuncturists. In addition, students are made aware of the diagnostic and treatment methods of Western Medicine so they have the ability to communicate with other health care providers in the most integrative way possible.

#### **About the Teaching Method**

Chinese medicine is not about linear phenomena.

The forces and energies of life dance and interact in a simultaneity that reminds us of the contiguous gravitational relationships of the orbiting of planets. This biological ballet of qi cannot be understood in a linear fashion and so, cannot be taught in a linear fashion. Twenty five years of accumulating and perfecting this curriculum lead Dr. Marshall to develop a somewhat circular method of teaching that gradually adds increasing depth and breadth in each pass through increasingly complex information. The student acquires and apprehends Chinese medicine the way one acquires and apprehends language.

Words, phrases, and sentences with ideas, knowledge and wisdom evolve simultaneously. The exploration of this science becomes an exciting and organic experience that is as natural as the science itself.

#### **About the Program Structure**

The structure of the diploma program at JTS is quite different from other programs of higher education. Rather than courses being broken up into small one or two hour components, with students “picking and choosing” courses according to what fits their schedule, our program is taught as one contiguous piece, with all students in a cohort remaining together through the full program. Each course lasts twelve

months, separated into two semesters, with each year of study focusing on a broad area of coursework.



While the program at Jung Tao School is challenging and demanding, our supportive academic environment is structured to ensure the success of our students. We admit one new cohort each year and we limit our class size to allow for a comfortable classroom atmosphere and more personalized attention. Dialogue between instructors and students is encouraged. Students learn quickly and easily.

Students are expected to devote a significant amount of time to completing reading assignments, class assignments and projects outside of the classroom. Typically, this equates to two to three hours per contact hour for didactic classes and one-half to one hour per contact hour for clinic classes. This is especially important to maintain continual learning during the weeks between class attendance. Our most successful students are independent learners who are able to self-direct in order to learn beyond what can be covered in the classroom alone.

#### **The Schedule**

Didactic classes are held five full consecutive days per month, Wednesday - Sunday. These five day sessions occur twelve months per year for the first three years. Didactic classes generally run from 9:00 AM to 6:00 PM.

In addition to this five day per month didactic schedule, each student must complete three additional clinical observation weekends according to the following schedule:

year 1	45 hours in the classroom lab on the JTS campus
year 2	45 hours in the classroom lab on the JTS campus
year 3	45 hours in the JTS clinic 45 hours in the classroom

Clinical internship is performed in the fourth year, with students working in the clinic for four or five days per month for the entire twelve months of the final year. All internship training is completed in the school’s onsite intern clinic.

**Year One: The Healthy State**

Year one of the training focuses on the energetics of the human body in its healthy state, and its relationship to the universe as a “microcosm of the macrocosm”. A shift in the student’s perspective to not only view phenomena in the linear, quantitative view of the West, but to include the more Taoist, simultaneous, qualitative vantage point of the East, occurs through discussion and personal and intellectual exploration.

**Year Two: Pathology and Diagnosis**

In year two the student is introduced to gathering patient information and diagnosis. Students are taught the importance of sharpening the awareness of their five senses and using these as tools to receive undistorted diagnostic information. The study of Taijiquan, which is taught during the entire duration of study at Jung Tao School, is utilized here as a way of heightening the sensitivity and receptivity of the student, so more and more subtle diagnostic information may be obtained. Students also learn to use this sensitivity in the location of acupuncture points in the second year of training.

In addition to the introduction to diagnosis, the origin and progression of disease in the context of Energetic and Western medicine is discussed. Students are introduced to the diagnosis of live patients in diagnostic classroom clinic, a forum in which the class as a whole takes the history of the

patient, discusses the origin and progression of the disease, and arrives at a diagnosis.

**Year Three: Treatment and Clinical Skills**

Year three is the final year of didactic study. Students are thoroughly grounded in energetic treatment modalities, strategies, and acupuncture point energetics. The student is encouraged to view each treatment as a work of art, unique to that patient at that moment. Classroom clinic situations exposes students to live patients and gives the class an opportunity to discuss treatment options and point selections. Development of clinical skills are also a major component of year three, including needle technique, physical examinations skills, methods of cleanliness and safety, counseling, medical ethics and jurisprudence, and practice management are just some of the topics presented.

**Year Four: Clinical Internship**

The final year of study is student clinical internship. Students must complete 630 hours of internship, by scheduling 40-50 hours per month for the entirety of the year in the Jung Tao School clinic, to perform treatments under the supervision of licensed clinicians. Increasing responsibility is given to the student until he or she can satisfactorily interview, diagnose, and treat patients with minimal supervision.

**Length of Study**

The acupuncture program must be completed in no less than four calendar years and no more than six calendar years to graduate from Jung Tao School.

**Clock / Credit Hour Conversion**

1 credit hour is equal to:

- 15 classroom hours, or
- 30 observation or internship hours, or
- 45 independent study hours

**Hours of Study**

- Energetic Medicine • 833 clock hours / 55.5 credit hours
- Biomedicine • 450 clock hours / 30 credit hours
- Professional Skills • 90 clock hours / 6 credit hours
- Clinical Observation • 180 clock hours / 6 credit hours
- Clinical Internship • 630 clock hours / 21 credit hours

**Total Program**

**2183 clock hours / 118.5 credit hours**

**Graduation Requirements**

The following courses must be successfully completed in order to receive a JTS diploma.

<u>Year 1: The Healthy State</u>	<u>495 clock hours</u>	<u>31.5 credit hours</u>
E-100 Energetic Anatomy and Physiology	150 clock hours	10 credit hours
E-101 Personal Cultivation	30 clock hours	2 credit hours
B-100 Biomedical Anatomy and Physiology	180 clock hours	12 credit hours
B-101 Biomedical Sciences	90 clock hours	6 credit hours
C-100 Clinical Observation	45 clock hours	1.5 credit hours
<u>Year 2: Pathology and Diagnosis</u>	<u>518 clock hours</u>	<u>33 credit hours</u>
E-200 Energetic Diagnosis	150 clock hours	10 credit hours
E-201 Personal Cultivation	30 clock hours	2 credit hours
E-202 Point Location	113 clock hours	7.5 credit hours
B-200 Pathophysiology	180 clock hours	12 credit hours
C-200 Clinical Observation	45 clock hours	1.5 credit hours
<u>Year 3: Treatment and Clinical Skills</u>	<u>540 clock hours</u>	<u>33 credit hours</u>
E-300 Energetic Treatment	150 clock hours	10 credit hours
E-301 Personal Cultivation	30 clock hours	2 credit hours
E-302 Treatment Skills Professional	180 clock hours	12 credit hours
P-300 Skills	90 clock hours	6 credit hours
C-300 Clinical Observation	90 clock hours	3 credit hours
<u>Year 4: Internship</u>	<u>630 clock hours</u>	<u>21 credit hours</u>
C-401 Clinical Internship	310 clock hours	10.33 credit hours
C-402 Clinical Internship	320 clock hours	10.67 credit hours

**E-100 Energetic Anatomy and Physiology**

Sarah Girard, L.Ac.

This course provides students with a thorough understanding of Energetic Anatomy and Physiology in the healthy state. Topics covered include the following:

Chinese Medical Philosophy and Theory: A survey of the nature of Taoism and why the Taoist perspective provides the more dependable vantage point from which one may begin an exploration of Chinese medicine. In this course the roots of Chinese medical philosophy are examined in the context of Taoist philosophy. The concept of the human organism as a microcosm of the macrocosm is also discussed.

History of Chinese Medicine:

Here we explore the impact Confucianist ideologies had on the stability and continuity of Chinese medical concepts. This course examines the application of ethical, familial, and political analogies to biological phenomena. Also discussed are “Schools of Thought”, i.e. concepts of: TCM and Eight Methods; Channel, Wrist, Hand, and Ankle Acupuncture; Constitutional Acupuncture; Shallow Technique; Five “Element” Acupuncture; Micro Systems. Finally, the distortions of Western criteria upon Chinese medical theory are explored. Students and faculty, in dialogue, examine the difference between the methods and standards of quantitative Western causal analysis (the Western c.g.s. system) and the qualitative Chinese system of inductive synthetic reasoning (yinyang, wuxing, bagua).

Physics and Chinese Medicine: An introduction to current concepts, theories and discoveries of modern physics and the contemporary understanding of cosmological forces which determine the behavior of all matter and energy in the universe. We then correlate these forces with the ancient concepts of Chinese medicine.



Matter and Energy: Yin Yang Science: An introduction to the polar nature of the cosmos from the particular to the whole, the inseparably relative nature of, the infinite divisibility of, and the transformative nature of yin and yang.

Time and Space: The Wuxing and The Bagua:

A clarification of the purposely ambiguous nature of the transitional emblems of the wuxing (wood, fire, earth, metal, and water), to dispel the misconception of any material relationship to elemental substances. We then

explore the observations of the natural cycles of nature upon which these five phases are based, and how those same cycles and their corollaries are expressed in the internal environment. The sheng and ko (generatory and governing) cycles are also discussed as the internal homeostatic mechanism by which the internal and external environment is kept in balance. Also discussed is the bagua, or the eight phenomena, as a representation of the three

dimensional nature of the universe--the place where events occur--and how that manifests in the human being.

The Nature of Qi: An introduction to the concept of qi. Clarification of its common misinterpretation as “energy”, rather than as “force” or impetus”. Discussion of the three primary types of biological qi: yuan (ancestral), ying (nutritive) and wei (defensive), as well as their sources.

Visceral Field: Zangxiang: Here the anatomy and physiology of the body are explored as a function of the field effect of the organs (orbisiconography). The interactions of those fields are responsible for erecting the form and orchestrating the function of the human being. An introduction to the terms resonance, induction, accretion, and

coercive forces is offered, and an explanation of why these terms from physics, electronics, acoustics, and metallurgy have surprisingly useful application in Chinese medicine and taijiquan is examined.

The Channels and Vessels of Acupuncture: A complete overview of the channels and collaterals of acupuncture, including an introduction to the energetic effects of their functions. Systems of nomenclature, cartography vs. physiology (meridians vs. channels), and the 72 channels and vessels of acupuncture are introduced. In addition, the anatomical location and palpation of the channels and vessels, as well as an introduction to body measurements, cun and fen, are discussed.

Classical Order of Jings: The “circulation” and energetics of the twelve principal channels is discussed, as well as the dynamics of the transversal luo connections and the defensive network: the capillary channels, the tendino-muscular channels, and longitudinal luos. The cyclical nature of these systems is further explained, as is the concept of the channels as “fields” of the organs, rather than flowing rivers of energy.

Phase Relationships: An introduction of the relationships and concordances of the five “body parts” of Chinese medicine: wood, fire, earth, metal, and water. An understanding of the continuum of each of the phases, from the most yin organ to the most yang mentation, is discussed.

The Liu Qi: An introduction to the six concentric fields of the organism: the taiyang, shaoyang, yangming, taiyin, jueyin, and shaoyin. The concept of increasingly vital and dense spheres of qi as an integral part of the health of the organism is discussed at length, as well as the association of the energetic layers as a fractal representation of the heaven, life, and earth of the body.

The Energetic Striations: A discussion of the four energetic striations in the body: wei, ying/wei, ying and blood, and their associations to the various tissues in the body and the liu qi.

Yuan Qi and the Eight Curious Vessels: An exploration of the origin and distribution of yuan, or ancestral, qi. The energetic lodge of the kidneys, the common internal channel and the eight curious vessels are discussed. Also covered is the role of yuan qi as the intelligence of the body, tissue and cell specialization and differentiation, regulation of the rhythmic properties of the body, and orchestration of the reproductive and endocrine systems.

Sanjiao Energetics: A detail of the serial decantation, distribution, and utilization of matter into the varied forms of qi (wei, ying, jing, shen) via the metabolic refinements of the upper, middle, and lower jiao. The role of the sanjiao in the distribution and decantation of the pure and impure body fluids, the jin-ye, is discussed in detail, as well as the production of blood and the 10 organic liquids.

The Shu Antique Points: Students are introduced to acupuncture points by studying the energetic functions and locations of these important and commonly used points.

## **E-200: Energetic Diagnosis**

Sarah Girard, L.Ac.

This course is split up into two sections: lecture and classroom clinic.

Lecture - The lecture portion provides an in-depth study of the diagnostic process, which can be subdivided into two main categories:



Gathering Diagnostic Information - Communicating with and interviewing the patient is covered, including listening, counseling, explaining, and teaching the patient, as well as the issue of patient compliance. The crucial process of gathering information from the patient interview and examination is thoroughly demonstrated and amply rehearsed to give the student complete fluency with this diagnostic method. Use of the pulse and tongue as diagnostic tools is discussed and practiced, including pulse positions, rate, amplitude, and quality, as well as areas and qualities of the tongue as diagnostic indicators. Observation of odors, skin, nail and hair color and quality, and sound of the voice is also discussed.



Arriving at a Diagnosis - By first exploring what causes health, the origins of illnesses become evident in terms of their external and internal influence on the energetic field of the human being. We observe their original symptomatic manifestations from both Chinese and Western perspectives, and chart the natural homeostatic mechanisms which return the system to a state of health. Etiology of energetic disease, progression of external pathogenesis, progression of internal pathogenesis, latent pathogenic qi, continuum of soma through psyche, and yin through yang are discussed.

Classroom Clinic- In this format, the areas of study set forth in the lecture portion of this course is applied to live patients. Under the supervision of the instructor, students interview and collect all relevant diagnostic information from the patient. All information is then examined by the group according to the previously mentioned criteria, and a diagnosis reached.

**E-202 Point Location**

Kim Bonsteel, L.Ac., LMBT, NCTMB  
Julie Barefoot, L.Ac.

We examine the criteria applied to the presenting case information in order to arrive at an accurate diagnosis: the wuxing, classical order of jings, the energetic layers, sanjiao energetics, the eight curious vessels, and the eight parameters (internal/external, hot/cold, empty/full, yin/yang).

A thorough examination of the anatomical location and palpation of the xue, the points of acupuncture. Points of the twelve principal channels, the Conception Vessel and Governor Vessel and significant non-channel points are covered. Students practice location of points, recognition of body land marks, and methods of body measurement, cun and fen, on fellow classmates.



**E-300 Energetic Treatment**

Tom Eddins, L.Ac.

As with the year two diagnostic course, E-300 is split up into two sections: lecture and classroom clinic.

**Lecture:** The lecture portion of this course focuses on treatment strategies from an energetic perspective, and can be subdivided into three main categories:

Acupuncture Point Energetics – The energetics of the points of acupuncture are covered in detail. We discuss their therapeutic functions and interconnections, as well as their contraindications. A detailed discussion of the major classifications of points are covered, including the shu antique points, front mu points, back shu points, jing shen points, xi cleft points, luo points, yuan points, and points of special action.

The Art of Point Selection - The acupuncture points previously introduced are reviewed in the context of an appropriately designed treatment strategy, taking into account the energetics and the function and interrelationships between the points, as well as economy of point selection. The process of point selection as an art form--“creating a symphony” with each treatment--is taught. The musical concepts of harmony, rhythm, counterpoint, and chords are discussed in the context of the field effects of the acupuncture points.

The Treatment Process - The previously introduced diagnostic criteria are utilized in determining an effective and logical course of treatment and case management. The eight therapeutic methods are introduced: tonification, sedation, calorification, refrigeration, purgation, vomitorization, sudorification, and regularization.

Elaboration of treatment strategies specific to the presentation and etiology of the condition of imbalance is also discussed: the wuxing, classical order of jings, the energetic layers, sanjiao energetics, the eight curious vessels, and the eight methods (internal / external, hot / cold, empty / full, yin / yang) are used to track the progression and properties of the energetic distortions.

Classroom Clinic - The areas of study set forth in the lecture portion of this course is applied to live patients. Under the supervision of the instructor, students interview and collect all relevant diagnostic information from the patient, and upon reaching an accurate diagnosis, the class then discusses possible treatment strategies until an appropriate treatment plan is reached. Patients are then treated by student clinical staff to insure the students receive complete instruction in the full treatment process.

**E-302 Treatment Skills**

Jennifer Lauritzen, L.Ac.

This third year hands-on course prepares students for the actual treatment of patients. The various modes of achieving therapeutic effect are introduced and practiced, including acupuncture, moxibustion, tuina, cupping, gigong, and electroacupuncture. Students are instructed in proper technique and practice under supervision in a laboratory setting. Students are instructed in proper selection and maintenance of equipment, state and federal regulations concerning equipment, safety, cleanliness, hygiene, sterile field, and clean needle technique.



Students are familiarized with and instructed on how to deal with high risk factors, including pregnancy, special risk pathologies, and pediatric concerns. Knowing when, how, and to whom to refer as well as guidance for interdisciplinary communication and care management are covered. Instruction is given on complications such as fainting, seizure, and emotional release, with effective methods for their resolution.

### **E-101, E-201, E-301 Personal Cultivation**

Barry Marshall, LMBT, M.Dip.Ac.

The Chinese have identified certain qualities and characteristics over the millennia that need to be cultivated to make an effective practitioner of classical Chinese medicine. These qualities and characteristics do not necessarily happen on their own; they need to be cultivated over time (Gong Fu). Each individual practitioner needs to develop a training program that is designed to allow for the continuing cultivation of those qualities and characteristics. To that end, we use several different modalities to give students the tools they need to create their own personal system of cultivation, including Taijiquan, reading and discussion, Qi Gong, mediation and exploration of Taoist principles. Other examples follow.

WuWei: Non-resistance, action that “goes with the flow”, three treasures of the Tao (Compassion, Humility, Moderation), Mindfulness (present moment awareness), and letting nature be our guide in life are covered throughout the program.

In the first year our focus is on the cultivation of the physical aspect of ourselves. Students will:

- Demonstrate proper alignment of weighted knee and toe, nose and navel, and crown, sacrum and heel
- Demonstrate increasing levels of relaxation in and whole body awareness in Taiji
- Demonstrate Shu Jung (right timing) and Wuwei (effortless action, non-resistance) in the practice Tui Shou (push hands)

In the second year we will focus on the cultivation of character. Students will:

- Demonstrate (with precision) the execution of the first two thirds of the Taijiquan form developed by Professor Cheng Man Ching as taught by JTS

- Demonstrate increasing competency relating to the principles of Taijiquan
- Demonstrate use of Tengjin (listening skill) through Tui Shou
- Demonstrate practice on developing the Three Treasures of the Tao
- Demonstrate practice of developing Nian (Mindfulness)

In the third year we will focus on the practical application of the skills developed in the first two years, to working with patients. Students will:

- Demonstrate (with precision) the execution of the last third of the Taijiquan form developed by Professor Cheng Man Ching as taught by JTS
- Demonstrate competency relating to the principles of Taijiquan
- Demonstrate the ability to guide “Qi” (create sensation) in a patient’s body
- Demonstrate correct body mechanics when working with a patient
- Demonstrate continuing practice of all the skills learned in years one and two

### **P-300 Professional Skills**

Sherri Green, Ph.D., MSW, LCSW, M.Dip.Ac.

This course explores issues the student will encounter while setting up and conducting an acupuncture practice, including:

- Medical Ethics and Jurisprudence to include discussion of patient confidentiality, privileged information, professional and appropriate behavior, ethical and legal aspects of referrals, and recognition and clarification of patient expectations are addressed. Malpractice, liability, HIPAA standards, negligence, professional misconduct, and scope of practice are detailed.
- Practice Management to include an introduction to setting up and maintaining an efficient and legal acupuncture practice are addressed. Topics such as starting a business, hiring staff, taxes, financial record keeping and OSHA standards are discussed.
- Counseling to include a discussion of the interaction with and counseling of patients is addressed. Topics such as effective interviewing skills, appropriate boundaries, professional conduct, and developing an efficacious rapport with patients are discussed.

**B-100 Anatomy and Physiology**

Nikki Rhodes, M.S.

This course encompasses introductions and in-depth analysis of the basic biomedical sciences as foundational to the clinical science and their applications. These encompass anatomy and physiology, including gross and regional anatomy, basic and integrated human organ structure and function, their homeostatic and integrated regulatory functioning and basic medical terminology; neurosciences, including brain and neuronal structure and function, electrochemical gradients and propagation, integrated brain and spinal function, and basic psychological principles; reproductive and endocrine physiology and genetics, including basic endocrine and gonadal anatomy and physiology, gamete production and fertilization and the structure of DNA and its transmission, feedback endocrine regulation and integrated end-organ function. Relevant medical terminology is also covered during the entire length of the course.

**B-101 Palpatory Anatomy / Orthopedic Assessment**

Barry Marshall, LMBT, M.Dip.Ac.

This course is designed to provide the student the opportunity to recognize and palpate structures that are used for channel and point location and present common anatomical reference terms with respect to the location of landmarks and movements of the body. Students will learn how to use motion testing, orthopedic assessment, and palpation to differentiate between bone, tendons, muscles and other structures. Students will develop skills in palpation to allow differentiation between bone, tendons, muscles, and soft tissue.

**B-200 Pathophysiology**

Myra Jane Ramseur, FNP, L.Ac.

This course includes the study of cell and organ abnormal physiology and pathology and an introduction and in-depth analysis of western disease mechanisms and processes. Basic concepts discussed include the inflammatory process, cell injury, repair and degenerative processes and wound healing, vascular, autoimmune, infectious, genetic and neoplastic disease mechanisms. A survey of organ/system pathological processes are presented, including cardiovascular and pulmonary. Students are taught standard Western techniques to evaluate and diagnose illnesses. Procedures discussed include the physical examination, taking the patient's temperature, pulse, respiration, and blood pressure, as well as height and weight. Simple vision and hearing tests are explained, as well as commonly used laboratory test procedures. Students are instructed in common orthopedic and neurological tests. Additionally, students are instructed in Western pharmaceuticals, their uses, and their physiological functions and ramifications. Finally, students learn to understand and evaluate the various Western diagnostic medical tests, such as blood work, x-ray films, sonograms, CT scans, MRIs, EKGs, and EEGs.

The clinical training is the culmination of the entire Jung Tao experience. Here the students become practitioners of the art of Chinese medicine, and synthesize and apply the subtler aspects of patient interaction. Under the guidance of experienced acupuncturists they will begin by observing acupuncture procedures and later care for patients in the school's public clinic, taking full responsibility for all aspects of patient care and case management.

The main purpose of the clinical training is to effect a transfer of knowledge from theory learned in the classroom to the actual acquisition of skills in clinical acupuncture, with the ultimate goal being the attainment of professional competency for each student graduating from Jung Tao School. This transfer is accomplished by ensuring that each student receives a continuum of clinical experiences that correlate closely to the classroom diagnostic and treatment experiences previously obtained. Students will be exposed to a wide variety of patients and experiences to give them a solid foundation in the application of the principles and doctrines of Classical Chinese Medicine.

### **C-100 Clinical Observation (Grand Rounds)**

The clinical component of the curriculum, and meeting total required clinical contact hours, begins in the first three years with observation in the form of Grand Rounds. C-100 is the first in the series of these three clinical observations. The students will complete three two-day sessions of observation in the classroom where they gain the experience of watching a seasoned, licensed acupuncturist interview, evaluate, and treat three or more patients a day. After the process, the acupuncturist discusses each patient with the students and provides his/her diagnosis and treatment.

### **C-200 Clinical Observation (Grand Rounds)**

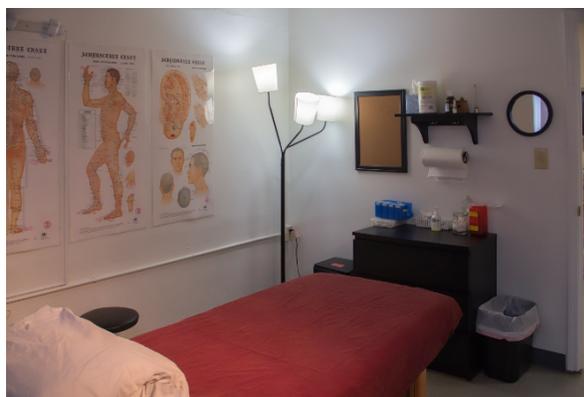
C-200 is the second in the series of three clinical observations. The weekends are carefully scheduled to ensure completion of the mandatory educational weeks, and the students begin to more fully participate by asking targeted questions of the patient



and taking and evaluating pulses in small rotating groups. The acupuncturist guides the questioning and focuses the students, but allows for greater participation. The patient then leaves the room and the diagnosis is discussed and the treatment strategy is determined. The patient is then treated in the laboratory setting with students observing.

### **C-300 Clinical Observation (Grand Rounds)**

C-300 is the third in the series of three clinical observations. The weekends are again carefully scheduled to ensure completion of the mandatory educational weeks, and the students have more involvement in the questioning and evaluation of pulses and tongues with supervision by the licensed acupuncturist. The students then determine the diagnosis and treatment strategy with input and supervision by the acupuncturist. The licensed acupuncturist has final best treatment for the patient. The patient is treated in the laboratory setting with the students assisting. In addition to the Grand



Rounds observations (45 hours), the students must schedule and complete 45 hours of direct observation in the intern clinic. This time can be scheduled before or after their scheduled class week.

**C-401 Clinical Internship**

Under the direct supervision of a licensed acupuncturist, students interview, diagnose and treat patients in the Jung Tao School Clinic. Interns work with patients one on one, and are given increasing responsibility with their patients until the supervisor feels that the intern is competent in seeing patients with minimal supervision. Completion of C-401 is required before attempting C-402.

**C-402 Clinical Internship**

Under the indirect supervision of a licensed acupuncturist, students interview, diagnose and treat patients in the Jung Tao School Clinic. Interns work with patients one on one, and are given increasing responsibility with their patients until the supervisor feels the intern is competent in seeing patients on their own. All interns must complete at least 630 hours of clinical training.



**C-500 Clinical Apprenticeship I (elective course)**

Under the direct supervision of a licensed acupuncturist, the student will serve as a team leader for entering interns, demonstrating proficient techniques of interviewing, diagnosing, and treating patients. When teamed with an entering intern, the student will work with the new intern and share responsibilities of patient care and assist them in adapting to the clinical process. The apprentice will share with the supervising acupuncturist observations and areas in which interns may need additional assistance. This is an elective course and requires successful completion of C-400. Students interested in completing this course must make application to the Clinical Director and undergo an evaluation by clinical faculty to determine suitability for the role. Students must be recommended by the Clinical Director to be considered for this course. 210 Clock Hours, 7 Credit Hours.

**C-600 Clinical Apprenticeship II (elective course)**

Under the indirect supervision of a licensed acupuncturist, the student will serve as a team leader for entering interns, demonstrating proficient techniques of interviewing, diagnosing, and treating patients. When teamed with an entering intern, the student will work with the new intern and share responsibilities of patient care and assist them in adapting to the clinical process. The apprentice will share with the supervising acupuncturist observations and areas in which interns may need additional assistance. This is an elective course and requires successful completion of C-400 and C-500. Students interested in this course must submit an application to the Clinic Director and undergo an evaluation by clinical faculty to determine suitability. Students must be recommended by the Clinical Director to be considered for this course. 210 Clock Hours, 7 Credit Hours.

**E-601 Classical Tui na and Traumatology (elective)**

This is an advanced elective course at Jung Tao School that is open to alumni and current interns for academic credit. The class size is kept intentionally small to allow for ample student feedback on techniques. Methods of instruction are lecture, discussion, demonstration, hands-on practice, tui na lab. Upon completion of this course, the students will be able to understand the function and principles of tui na hand techniques; perform basic tui na protocols and understand their application; be able to assess clinical presentations of common injuries and how to treat them successfully with tui na and external applications; be familiar with the breadth of Chinese internal herbs and external applications for traumatology and be able to confidently use a Chinese medicine “First Aid Kit”; experience and understand the function of Qi gong exercises and their application to the; practitioner’s ability to perform tui na as well as the patient’s recovery from injury or mis-use patterns; apply Chinese medical theory to internal and external conditions in conjunction with or in the absence of acupuncture. On an “as space available”, licensed community providers can attend the lap portion only of the class for CEU/PDA credit.

## Faculty

### **Kim Bonsteel, L.Ac., LMBT, NCTMB**



Kim Bonsteel is state licensed and nationally certified in acupuncture as well as massage & bodywork therapy, and is a graduate of Jung Tao School of Classical Chinese

Medicine. His bodywork is an eclectic mix of modalities from around the world. He has studied with rollers and osteopaths, and relies on Asian techniques from shiatsu and tuina. A third generation native of Florida, he has resided in North Carolina since 1978, and practices in Macon, Jackson, and Transylvania counties. Kim was formerly an amateur botanist and Western herbalist, having identified and collected more than 250 species of medicinal plants of the southern Appalachians. A former student of Matsubayashi Shorin-ryu Okinawan Karate-do, he is now a daily taijiquan practitioner and white sash instructor. He also enjoys yoga, singing, hiking, wildcrafting, writing, travel, and chess.

Kim maintains a private practice and teaches point location and energetics at Jung Tao School. He is currently an adjunct faculty member.

### **Greg Bryson, MFA, L.Ac., CMT**



Greg Bryson began teaching as a graduate student at the State University of New York at Stony Brook, where he received a Master of Fine Arts Degree in 1998. For most of the next ten years he taught art as an instructor at Virginia Tech. During this

time he began studying Chinese martial arts, and continues to train under Mike Denbow in the North American Tang Shou Tao Association. The martial arts training introduced him to both Western and Eastern bodywork modalities, leading to his completion of the massage program at the Blue Ridge School of Massage in 2007 and the acupuncture program at the Jung Tao School of Classical Chinese Medicine in 2008.

He currently serves as a clinical supervisor and the clinic director at the Jung Tao School and practices acupuncture and massage therapy at his clinic and at New River Healing Arts in Blacksburg, Virginia.

### **Tom Cohen, L.Ac., LMBT, ADS**



Born in Cleveland, Ohio, Tom has been a Charlotte, NC resident for over 30 years. He has a BS in Literature from UGA. He leads a group in Daitoryu Aikijujutsu, a

classical Japanese martial art. He has also studied the Russian martial art of Systema, Aikido, and is currently training in the Filipino art of Balintawak. Tom is a Jung Tao School Class 3 graduate. His practice, Insight Wellness, is located in the Historic Dilworth area of Charlotte. He lives in Charlotte with his wife, Christina, and their 3 furry children. Tom has taught grand rounds palpatory anatomy and is currently an adjunct faculty member.

### **Tom Eddins, L.Ac.**



Tom Eddins began his study of energetics in the field of music, completing his Bachelor of Fine Arts with a concentration in classical guitar performance at the North Carolina School of the

Arts in 1999. Tom subsequently moved to the mountains of North Carolina and, enhanced by their beauty and green serenity, began to study Chinese bio-energetics through martial arts and Taijiquan. Tom has worked in the field of health care since 2000, and acupuncture specifically since 2003. He graduated in the top tier of his class at Jung Tao School of Classical Chinese Medicine in 2005. Tom has since taught classes in Taijiquan both in the community and at Jung Tao. Tom is an NCCAOM certified and licensed acupuncturist in the state of North Carolina and currently runs a private acupuncture practice in Boone, North Carolina. Mr. Eddins teaches in the energetics class series and serves as a clinical supervisor at JTS.

**Sarah Girard, L.Ac.**



Sarah Girard began studying Chinese dietary therapy in 1999. After graduating from Jung Tao School of Classical Chinese Medicine in 2005 she opened a private practice in Winston-Salem, NC. She also taught at Forsyth Technical Community College Massage School for four years. In 2009, she completed an extended Chinese Dietary Program through the Chinatown Wellness Center in New York City with Jeffrey Yuen, adding to well over 500 post-graduate hours with Yuen in Chronic Painful Obstruction (Bi Syndrome), Endocrinology, Cancer, Channel Systems of Acupuncture and Stone Medicine. Sarah is a grand rounds instructor, a clinic supervisor, and teaches in the energetics series at JTS.

**Jennifer Lauritzen, L.Ac.**



Jennifer Lauritzen, a born native of Key West, FL, wife, mother and grandmother, is a North Carolina state licensed and nationally certified acupuncturist. She studied Classical Chinese medicine under Dr. Sean Marshall and graduated from Jung Tao School in 2004. In 2003, Jennifer began studying with Dr. Tran Viet Dzung on a biannual basis and continues to do so, to expand her knowledge of Classical Chinese Medicine.

Jennifer's past interest and current focus has included holistic medicine and horticulture. She attended Miami Dade Community College in 1972-1974 for their horticulture program and has continued to expand her knowledge in this area throughout her life. In 1976 she began her studies of holistic medicine under Dr. Rudolph Perry for a period of one year in naturopathic medicine and afterwards obtained a certificate of completion. Jennifer currently resides between her beloved Key West and the Southern Appalachian mountains. She is a clinic supervisor and clinical

treatment skills instructor.

**Barry G. Marshall, LMBT, NCTMB, M.Dip.Ac.**



Barry Marshall is a native of the area, born and raised in Sugar Grove, NC. He began his martial arts training at the age of 19 with Master Rick Ward at Blue Ridge Kung Fu Academy in Boone, NC. He was awarded a Black Belt by the World Mushuquan Federation in 1993. Barry began studying with Dr. Sean Marshall in 1994, and was awarded a white sash by Dr. Marshall in 1997, signifying him as an instructor of Taijiquan at Jung Tao School. He completed the three year Chinese Medicine certificate program at Jung Tao School in 1998. In 2007 he was awarded a red sash from Dr. Marshall, certifying him as a senior instructor of Taijiquan.

In 2007, Barry graduated from Caldwell Community College & Technical Institute's Massage Therapy program. Barry has continued his education by studying tuina, acupressure and deep tissue massage, and in 2015 he graduated again from Jung Tao School, this time with a M. Dip. Ac. Barry teaches Taijiquan and palpatory anatomy, and serves as Registrar for the Jung Tao School.



**Lora Moyle, L.Ac, MHS, RT, CNMT**

President Emerita

Lora L. Moyle began her career as a registered Radiographer and Nuclear Medicine Technologist and was the first registered technologist to complete the B.S. in Radiologic Science Program at the University of North Carolina-Chapel Hill. She completed a Masters in Health Sciences at the Medical University of South Carolina. She has over twenty years of experience serving as a faculty member at the Medical University of South Carolina, Vance-Granville community College, where she was also the chairperson of Health Education, and the University of North Carolina, Chapel Hill. In addition to her experience in the educational arena, Lora has been employed as the Director of Operations for a radiological physics consulting firm, President of a mobile mammography/health screening company, Business Manager of a health care consulting firm and a medical acupuncture network, and Associate Radiation Safety Officer at N.C. State University. Ms. Moyle graduated from Jung Tao School of Classical Chinese Medicine in 2004, and served as an instructor, Academic Director and Chairperson of the Board of Directors. She resigned from the Board to serve as the President of Jung Tao from 2011-2016.

**Myra Jane Ramseur, RN, FNP, L.Ac.**

Ms. Ramseur studied with Sean Marshall and graduated in the first class of Jung Tao. She has worked as an RN in a wide range of settings for 40 years, including hospital, home health, and hospice.



She studied to be a Nurse Practitioner at Emory University in 1975, and earned a Masters of Education degree from Georgia State University in 1977.

Shortly thereafter she moved to the mountains of North Carolina to provide care in a rural health clinic as a Family Nurse Practitioner and Health Educator. She enjoys providing auriculotherapy treatments to a weekly group at her local YMCA. She has a small acupuncture private practice which she runs out of her home. Her hobbies include



performing music and magic with her husband and raising vegetables, chickens, and donkeys on their farm in Lincolnton, NC. She was licensed to practice acupuncture by the state of North Carolina in July of 2005. She calls on her broad range of experiences in Western Medicine to teach Pathophysiology and other classes in the biomedical component of the program.

**Jen Resnick, MSTOM, DAHM, L.Ac.**

Jen Resnick is an acupuncturist, herbalist, and Qi Gong instructor. She began honing her skills in 2001 as an assistant to Dr. Frank Butler, and has maintained private practice since 2006. With over 34 years of martial arts training, she

brings the same discipline and excellence to patient care that made her an international champion on the training floor. As Co-Founder of Global Alternative Healthcare Project – a grassroots volunteer organization – she has helped to bring free care and health education to thousands of people in underserved regions both domestically and abroad. Dr. Resnick teaches Classical Tui Na and Traumatology, an advanced optional elective course at Jung Tao School. As the CE and New Programs Director, she is advising further development of the JTS orthopedics focus and new programs on tui na, herbal studies, a professional doctorate curriculum, and service learning opportunities at JTS.

**Nikki Rhodes, BS, MS**



Nikki grew up in Charlotte, NC and came to Boone, NC in 1998 to attend Appalachian State University. As an undergraduate, she majored in pre-professional biology with a minor in chemistry. She fell in love with the beautiful, grounding mountains and decided to continue her studies at ASU, earning her Masters degree in biology with a concentration in molecular biology. Her work within the degree program included research and analysis of DNA. As a graduate student, Nikki taught laboratory sections of biology and zoology. At CCC&TI in Boone, NC, she taught anatomy and physiology labs and lectured in biology. Currently, Nikki teaches biomedical sciences, including anatomy and physiology at JTS. She is also a biomedical sciences instructor at a local community college. Nikki has a passion for learning and continues to strive for a better understanding of our world through art, music and science. Ms. Rhodes is the Course Director for Anatomy and Physiology and Palpatory Anatomy courses at JTS.

**Clinic Supervisors, Grand Rounds Instructors, Adjunct Faculty, and Research Faculty**

**Julie Barefoot, L.Ac.**

Grand Rounds Instructor and Clinical Supervisor



Julie, a Raleigh, NC native, graduated from Jung Tao School in 2008. She switched career paths in 2007 from a medical aesthetician to the Student Director of Jung Tao to aid future classes through their journeys in discovering Chinese Medicine. Since her graduation, she has opened acupuncture clinics in her hometown of Raleigh as well as her current residence, Mountain City, TN. She enjoys sharing her extensive knowledge of Chinese Medicine with her community through her weekly radio program titled Health Alternatives with Julie Barefoot. Her most exciting moments are utilizing her acupuncture skills to assist women with childbirth. She has currently assists with labor and deliveries at Carolina Medical Center, Rex Hospital, UNC Women’s Center, Duke, and ETSU. Ms. Barefoot also teaches point location.

**Pradip Bulsara, L.Ac.**

Adjunct Grand Rounds Instructor



A devoted practitioner of yoga and meditation for over 30 years, Pradip Bulsara has been sharing yoga practices since 1988 to diverse age groups with different levels of

experience. Pradip has been an active member of the community by volunteering to instruct free yoga classes at the Hindu Center of Charlotte every Sunday morning for over 25 years. Pradip's educational background is in electrical engineering, computer science, project management, naturopathy, and Chinese medicine. He graduated from Jung Tao School of Classical Chinese Medicine in 2010 and has a private practice in Gastonia, North Carolina.

**Mike Denbow, Ph.D., L.Ac.**

Board member since 2018 and guest lecturer



Dr. Denbow, professor emeritus at Virginia Tech, received his B.S. and M.S. from the University of Maryland, and in 1980, his Ph.D. in physiology from North Carolina State University. He has published over 225 papers, and currently

teaches five courses including Anatomy and Physiology, Neurochemical Regulation, and Chinese Medicine. He has studied martial arts and tuina as a member of the North American Tang Shou Tao Association since the late 1980’s. In 2006, he became a certified instructor for Jin Shou Tuina through the American Organization for Bodywork Therapies of Asia (AOBTA®). A licensed massage therapist, he also graduated from the Jung Tao School of Classical Chinese Medicine. He has been practicing tuina and massage therapy professionally for over a decade, and currently owns an acupuncture clinic in Blacksburg, VA. Since obtaining his acupuncture license, he has continued to emphasize tuina and acupuncture as his main modalities. Dr. Denbow

has served Jung Tao School in the past as the anatomy and physiology instructor, as Academic Dean, and as a research faculty member. Currently he serves on the board of directors, guest lectures in anatomy and physiology, and is an adjunct grand rounds instructor.

**Stacy Hewitt, L. Ac.**

Adjunct Grand Rounds Instructor



Stacy's journey to become a practitioner of alternative medicine started in 1997 when he graduated from the Carolina School of Massage Therapy and furthered his postgraduate education with advanced certifications in neuromuscular therapy, myofascial massage, structural body work, and shonishen, a form of Japanese pediatric massage.

One of the top graduates of his class, Stacy received his four-year graduate degree in acupuncture at the Jung Tao School of Classical Chinese Medicine in Sugar Grove, North Carolina in 2012. Taking the best from both Eastern and Western medicine, Stacy has post-graduate acupuncture training in Orthopedic and Sports Medicine and blends this with his Eastern training in Dr. Tan, Kiiko Matsumoto and Classical Nguyen Van Nghi styles of acupuncture. He has also completed advanced acupuncture studies in internal medicine, fertility, women's health and pediatric care.

Being a graduate of UNC-CH, Stacy calls Chapel Hill, NC, home and currently practices acupuncture full time in addition to teaching at Jung Tao School and the Carolina Massage Institute.

**Jon-Erik Lido, L. Ac.**

Clinic Supervisor



Jon-Erik was introduced to the theory of Chinese Medicine through Chinese martial arts. The theory and practice of the internal martial arts Xingyiquan and Baguazhang opened up a new world to him. They provided him with a visceral, personal experience of the theoretical and energetic underpinnings of the Daoist philosophy, cosmology, and channel energetics that are at the heart of Chinese Medicine. They also introduced him to the practice of

one branch of Chinese Medicine: Tuina, or medical massage.

From this starting point the education at Jung Tao School provided him with a seamless introduction to acupuncture. Meanwhile the Taiji (Tai Chi) courses continued to develop his skills of sensitivity and awareness. Jon-Erik continues his study of the classics of Chinese Medicine to this day. He has added Yoga to his routine for personal internal development, and is a registered yoga teacher. Through yoga he strives to awaken new levels of awareness, sensitivity, and compassion for all people. Jon-Erik has a special passion for Yin Yoga, which combines Chinese acupuncture theory with poses derived from Hatha Yoga.

**Burton Moomaw, L.Ac.**

Board member since 2018 and guest lecturer



Burton Moomaw graduated from Jung Tao School in 2007 and has been in private practice in Boone, NC since then. Boone is Burton's home, having lived here since 1986, starting three businesses in Boone, and having married in 1989, raising his two sons here. Burton studied with Dr. Tran Viet Tzung for seven years and now is immersed in compliment channel theory, studying with Ann Cecil-Sterman. Both of these traditions contain the knowledge that makes acupuncture a stand-alone modality. Burton's other interests include travel, beekeeping, rock climbing and Jungian psychology. Burton joined the Jung Tao School Board in 2018 and serves as secretary of the Board.

**Susan Lorentzen, L. Ac.**

Adjunct Grand Rounds Instructor and Clinic Supervisor



Susan is a 2003 graduate of Midwest College of Acupuncture and holds a Masters of Oriental Medicine. She brings her caring attention to detail and love of teaching to the clinic setting.

**Nikki Rodney, Ph.D., MPH, M.Dip.Ac., L. Ac.**

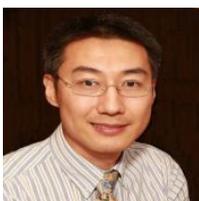
Adjunct Research Faculty



Dr. Nikki Rodney is a graduate of Jung Tao School and a medical anthropologist who works on maternal and child health issues in war-torn central Africa. She also collaborates with the University of California San Diego on a research study testing the effect of acupuncture on telomere length and overall aging. Dr. Rodney was key to Jung Tao being part of this study. After obtaining her doctorate from the University of Florida, she decided to study acupuncture to add clinical skills to her research background in the pursuit of the alleviation of human suffering. She graduated from the Jung Tao School in 2015 and volunteers with Acupuncturists without Borders at a refugee health clinic in Cleveland, where she lives with her family. Dr. Rodney serves as one of the adjunct research faculty at Jung Tao School and has a practice in the International Community Health Center in Ohio.

**Dongcheng Li, D.O.M., A.P.**

Adjunct Faculty / Board Preparation Instructor



Dr. Li is a Florida licensed acupuncture physician and NCCAOM Diplomate in Oriental Medicine. He had been appointed as a professor at American College of Acupuncture and Oriental Medicine in Houston and Atlantic Institute of Oriental Medicine in Fort Lauderdale in the past six years. Dr. Li is a fifth generation practitioner of Traditional Chinese Medicine (TCM) and the only apprentice in his family. He was trained in China from the time was very young, learning precious and unique protocols, including many herbal and acupuncture recipes and formulas which are family

secrets.

In addition to his traditional family training, Dr. Li graduated at the top of his class from Inner Mongolia Medical University in China in 2001, earning his Medical Degree with a major in Traditional Chinese Medicine. He then received a Master's degree in Chinese Medicine at Zhejiang Chinese Medical University, completing his dissertation at the China Academy of Chinese Medical Sciences in China in 2004. Before coming to the United States, he worked for the Chinese Pharmaceutical Association for 3 years. Dr. Li came to the United States in 2007 and quickly earned another Master's degree in Exercise Physiology at the University of Texas at Arlington in the US in 2009. He is currently studying for his Doctoral Degree in Education at Johns Hopkins University.

Dr. Li is not only a Chinese medicine practitioner with over 15 years of experience, but also an educator and social activist. He has published 10 books and teaches Acupuncture Board Licensing exam preparation classes for new potential Acupuncturists all across the United States and China since 2009. Dr. Li is also the co-founder of Acupuncture of China ([www.acucn.com](http://www.acucn.com)), serving as its Chief Development Officer since 2005. Dr. Li serves as the North American Representative for the World Federation of Acupuncture-Moxibustion Societies (WFAS). At Jung Tao School, Dr. Li is an adjunct instructor teaching NCCAOM board review courses.

**Sherri Green, Ph.D., MSW, LCSW, M. Dip.**

**Ac.**

Research Faculty and Lecturer



Dr. Green has over 25 years of experience in higher education and in the fields of public health and perinatal and maternal substance use. She is the president of Jung

Tao School and is available to lecture on a range of topics including discussions on professional skills, leadership, integrated and evidence based care, interdisciplinary collaboration, interview and counseling skills, and on research topics. Dr. Green has authored more than 90 technical and evaluation reports, mentored students for

masters and doctoral research projects, and co-authored peer reviewed manuscripts in the field of public health. She has been principal investigator on numerous health related evaluation and research projects. Her passions include time in nature, study of world philosophies and healing practices, and the integration of research and practice to improve patient outcomes. Dr. Green is a licensed therapist and a seasoned educator and administrator and serves as principal investigator on several projects. She teaches professional skills at JTS and is available to mentor student research.

**Philip Lee, L.Ac.**

Adjunct Faculty / Board Preparation Instructor



The Biomed board prep series will be led by Philip Lee, L.Ac., who is a colleague of Dr. Dongcheng Li, and is a licensed acupuncture physician in the State of Florida. He holds a Diplomate in Oriental Medicine from the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). A pre-med major at the University of Miami (graduated 2004), Philip is also a graduate of the Atlantic Institute of Oriental Medicine (Spring 2014). Philip is an experienced teacher and has been teaching board review classes and doing private tutoring for years. He has versatility in teaching and over the years has tutored students ranging from primary school to medical school level. He has also taught students in the United States and in China. This breadth of experience shaped his ability to make difficult concepts easy to grasp for learners. Philip has been practicing acupuncture since 2014 and is currently studying for a PhD in Oriental Medicine at the prestigious Beijing University of Traditional Chinese Medicine in Beijing, China. He hopes to continue advancing his studies and integrating his knowledge of Western and Eastern Medicine for the benefit of his patients and students.

**Bonnie Walker, D.C., L.Ac.**

Adjunct Faculty / Grand Rounds Instructor



Dr. Walker began her studies in Classical Chinese Medicine with a personal apprenticeship with Dr Sean Marshall in 1993 and continued her advanced training with Dr. Tran viet Dzung from 2001-2012. She was one of the original founding faculty of Jung Tao School of Classical Chinese Medicine, and has served as Biomedical Dean, Clinical Supervisor, and full-time faculty. Currently she serves as an adjunct grand rounds instructor, guest lecturer in the biomed courses, and is offering input to our doctoral program planning.

She was awarded her instructor's white belt in Taiji Quan from Jung Tao School in 1996. In 2004 she was awarded her master's diploma in acupuncture with special recognition for meritorious service. She developed and teaches monthly continuing education seminars for chiropractors, medical doctors and acupuncturists. Dr. Walker

returned to Jung Tao School in 2017 to serve as a Grand Rounds Instructor, and to help faculty plan for expansion of its orthopedic focus and to assist with planning for a professional doctorate.

Dr. Walker graduated from National College of Chiropractic in 1989 and founded Wellspring Chiropractic and Acupuncture Center in Boone, NC in 1990 where she practices full time with her daughter Dr. Amanda Peters (also a Jung Tao alumna). Her special areas of interest include internal medicine, reproductive health, and integrative medicine.

**Abe Rummage, LAc, M. Dipl.Ac., LMBT**

Adjunct Grand Rounds Instructor



Abe began his study of Chinese medicine, Tai Chi, and martial arts in 2000 with apprenticeships under Sifu Yahesh Ben Yisrael and master acupuncturist

Jim Westmoreland. In 2004, Abe obtained his diploma in Massage and Bodywork Therapy from Southeastern School of Neuromuscular and Massage Therapy and became board certified and state licensed in N.C. as a massage and bodywork therapist. Abe speaks weekly with doctors, support groups and wellness programs about the benefits of acupuncture and Chinese medicine and how it can work alongside our current paradigm of health care. Abe is an adjunct grand rounds instructor at JTS.

**Ray Mercurio, LAc, LMT, MBA, CPA**

Guest Lecturer



Ray Mercurio graduated from Queens College of New York City where he received a BA in Accounting and Economics. He then

attended The University of Rochester where he received his MBA. He went on to get his CPA from New York State. Ray spent 25 years in various corporate positions after which he formed his own investment company. In 1991, he became interested in complimentary and holistic healing modalities. His studies include Neuromuscular Therapy, CranioSacral Therapy, SomatoEmotional Release, Therapeutic Imaging and Dialog, and Reike. He is a graduate of Jung Tao School of Classical Chinese Medicine, is NCCAOM certified, and is a licensed acupuncturist in the state of North Carolina. He incorporates all of the above modalities in his private practice in Charlotte, North Carolina. Mr. Mercurio guest lectures in the professional skills course.

Early in the development, Jung Tao School aligned with Cove Creek Preservation and Development (CCP&D), a community based non-profit, with the goal of preserving the historic Cove Creek High School. This is a stone masonry school built by the WPA, a post-Depression economic development program. Completed in 1941, the beautiful structure has recently been added to the National Register of Historic Places. The building was constructed by local artisans and laborers using stone from nearby streams and farms, and wood products processed by local mills.

The school had been a community center for generations. CCP&D and community leaders decided to support job creation in its available space in order to produce rental income that would make community projects possible. JTS moved its school and administrative operations to the second floor of the building in 2003, and its intern clinic currently occupies a large section of the first floor.

Dr. Marshall and several members of the CCP&D envisioned a clinic that housed both Eastern and Western medicine and could serve the members of the small community. In 2015, that vision began to come to fruition when JTS was approached by the Community Care Clinic (CCC), a non-profit with the goal of providing integrated healthcare to low-income persons in our community. Located in Boone, the CCC realized that a large percentage of uninsured individuals were located in the Sugar Grove area. The fit of JTS with CCC was apparent in the first meeting, and after months of discussion and paperwork, JTS offered to share their clinic space with CCC rent-free in order to provide local residents with the best of both worlds. In December 2015, the Community Care Clinic began seeing patients in the JTS intern clinic on the few days a week that the intern clinic is closed.

We treasure our historic location, and feel how its history contributes to our sense of service toward our community. The community, building and grounds are conducive to the study of Chinese medicine.



Image by William Henry Myers III. Shared under Creative Commons license, Attribution-ShareAlike 3.0. Unported.

### The Blue Ridge Mountains

The Blue Ridge Mountains are the oldest mountains in the world. For the lover of nature, the variety of things to do and see are endless, including hiking, camping, mountain climbing, rafting, and skiing. Elevations in the area range from 3000 to 5000 feet, with nearby Grandfather Mountain, site of the world famous Scottish Highland Games, being the highest point at 5300 feet. Nearby is the beautiful Blue Ridge Parkway which spans 462 miles from the Shenandoah Valley in Virginia southward to the Cherokee Indian Reservation on the boundaries of the Smokey Mountain National Park. Just south of Boone runs the New River, which is the second oldest river in the world (the Nile is the oldest). The 1500 mile Appalachian Trail is also a nearby point of interest, as is the beautiful Watauga Lake.

Jung Tao School is located in the middle of the Blue Ridge Mountain range, six miles from the college town of Boone, North Carolina. Boone is home to Appalachian State University, with an enrollment of 14,000 students. The indigenous population of the area is about 18,000, and there is also a large seasonal tourist population, with four local ski resorts attracting thousands in the winter. Cool temperatures and a beautiful, natural environment lure thousands more to the area in the summer months.

For more information about Boone and the surrounding areas contact:

Boone Chamber of Commerce  
828-264-2225  
208 Howard Street, Boone, NC 28607  
<http://www.boonechamber.com/>  
High Country Host  
828-264-1299  
1700 Blowing Rock Road, Boone, NC 28607



Driving times to JTS from surrounding cities are as follows: 2 hours northwest of Charlotte, NC; 3.5 hours west of Raleigh, NC; 2 hours north of Asheville, NC; 5 hours north of Atlanta, GA; 3 hours east of Knoxville, TN; and 3 hours south of Roanoke, VA. For detailed directions from these cities, please visit the travel section of our website, or contact the school office.

## Class Details

Jung Tao School accepts up to 30 new students per year, beginning each August. The admissions committee will begin reviewing applications in October of the year preceding the class, and will continue to review applicants monthly until the deadline.

JTS considers all applicants for admission without respect to age, gender, sexual orientation, gender identity, race, color, creed, religion, handicap, or national origin. JTS policies are nondiscriminatory. Applicants are considered based on their intellectual ability, scholastic achievement, commitment, and suitability to succeed in the study and practice of Classical Chinese Acupuncture. Should any of the selected applicants decide not to enroll in Jung Tao School, alternates will be chosen from the remaining applicants. Jung Tao School reserves the right to grant early acceptance to exceptional applicants.

## Educational Requirements for Application

The minimum educational requirement for admission into Jung Tao School is the satisfactory completion of at least sixty semester credit hours, or ninety quarter credit hours, of education at the baccalaureate level.

In order to receive Title IV Financial Aid, an applicant must have completed 72 semester hour credits. These credit hours must be granted by an institution accredited by an agency recognized by the US Secretary of Education. If a potential applicant is unsure whether he/she meets these requirements, he/she is advised to contact the Admissions Director for a review of previous educational experience prior to submitting an application.

## The Application Process

The application process is composed of two parts: the submission of a completed application packet and a visit to the school campus and meeting with one or more members of the Admissions Committee. Satisfaction of both of these requirements must be met prior to consideration for acceptance.

The application packet. Application materials may be obtained from the Registrar, or [downloaded from the school website](#). The completed application packet must consist of the following:

- Completed Program Application Form with a 2 x 2 photo attached.
- 250 word typed essay about why the applicant is interested in Chinese medicine.
- Comprehensive, up-to-date vitae, including past educational and occupational experience, and other pertinent activities.
- Photocopy of valid identification (driver's license, passport, or social security card).
- Three letters of reference from qualified individuals, mailed separately by those individuals directly to Jung Tao School. The applicant must have known these individuals for at least three years, and they may not be family members.
- Official college transcripts mailed directly from the institution(s) to Jung Tao School in a sealed envelope.
- \$50 application fee

Visit. The applicant is required to meet with at least one member of the Admissions Committee either on campus, or, when a visit to the school is not feasible, via telephone. This meeting is not a formal interview, but rather a chance for the applicant and school representative to become familiar with one another. Applicants are encouraged to schedule visits to the school during class times, in order to gain a more thorough understanding of the school, its' staff, faculty and students, and the curriculum. All meetings should be scheduled through the Registrar.

## Applicant Review Procedures

All applicants applying for enrollment in the class beginning the following August, and who have submitted completed application packets, are reviewed monthly by the Admissions Committee as needed, for the following year. The Admissions Committee is comprised of the Registrar, the Academic Dean, the Clinic Director, and the President.

When all documents for an applicant have been reviewed by the committee, a vote is held and one of the following rulings is reached:

**The applicant is accepted.**

This ruling is issued when the Admissions Committee determines the applicant meets educational requirements, is well suited for the program, and there are seats available in the class.

**The applicant is accepted with alternate status.**

This ruling is issued when the Admissions Committee determines the applicant meets educational requirements, is well suited for the program, and there are no seats available in the upcoming class.

The applicant will be placed on the list of alternates, in the order of suitability for the program, and will be chosen to join the class should another accepted applicant choose not to enroll. If the applicant is not selected to join the upcoming class, the Admissions Committee will reconsider the application for the subsequent year, at the applicant's request.

**The applicant is denied acceptance.**

This ruling is issued when the Admissions Committee determines the applicant does not meet educational requirements and/or is not well suited for the program. The committee will issue a letter of declination of acceptance, and may make recommendations for future consideration. The applicant may reapply at any time in the future once he or she feels any deficiencies have been met.

**The decision is deferred.**

If the committee feels that more information or clarification is required from the applicant, or if they would like to schedule a second meeting, the decision to accept or deny the applicant may be deferred to a later date. A decision may also be deferred when an applicant is completing the educational prerequisites and the Committee is waiting for final transcripts. Notice of the decision of the Admissions Committee will be mailed to the applicant within five business days of the meeting.



**Acceptance and Enrollment Procedures**

If the applicant is accepted, he or she will receive a letter of invitation to join the upcoming class, an Enrollment Agreement. And information regarding access to the Freshmen website, which has details regarding course schedules, tuition requirements, textbooks, lodging, and the Student Manual. The accepted applicant must sign the Enrollment Agreement and return it with a \$300 nonrefundable deposit within 30 days of acceptance in order for a seat to be reserved in his/ her name. This deposit will be applied to the first tuition payment upon official enrollment in courses.

Official enrollment into courses takes place on August 1. Should an accepted applicant decide not to join the upcoming class once the deposit has been paid, he or she must submit, in writing, an enrollment withdrawal statement to the Registrar no later than July 31. All accepted applicants who have not submitted an enrollment withdrawal statement by the deadline will automatically be enrolled into courses for the upcoming academic year. Enrollment into courses commits the student to the academic and financial requirements stated in the JTS Student Manual.

### **International Students**

Applicants who were born outside the US, who have US residency or citizenship are welcomed to apply to Jung Tao School. The school is currently not registered with the US Immigration and Naturalization Service to accept international students who have not obtained one of these designations.

### **English Language Competency**

English language competency is required of all students seeking admission to the program, which is taught in English. This may be satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the international English Language Testing System (IELTS) exam. Applicants who do not satisfy this requirement may be considered for admission with English as a second language, but they must satisfy the proficiency requirement in English before beginning the clinical experience.

### **Transfer Credit**

Jung Tao School does not grant transfer credit for courses completed at other institutions of higher education, including schools of acupuncture and Oriental medicine.

### **Credit by Examination**

Jung Tao School offers a credit by examination option for its B-100 Anatomy and Physiology and B-200 Pathophysiology courses. Individuals interested in pursuing this option must complete a comprehensive examination with a minimum score of 85%. Additionally, the applicant must have documented a minimum of twelve semester credit hours for equivalent courses at an accredited institution of higher education, with a grade of “C” or better in each course. These equivalent credit courses may not be used to satisfy the school’s sixty semester hour admissions requirement. In some circumstances, students receiving credit by examination may be required to attend select portions of the course as determined by the instructor. **Individuals receiving credit by examination are required to pay full tuition for the year.**

### **Non Discrimination Policy**

It is Jung Tao School of Classical Chinese Medicine’s policy to provide equal opportunity for all applicants, employees, and students. Jung Tao School does not discriminate on the basis of race, color, ethnicity, religion, creed, sex (including pregnancy, childbirth or related medical conditions), sexual orientation, gender, gender identity, national origin, ancestry, age, physical disability, medical condition, family care status, veteran status, or marital status. Jung Tao School makes reasonable accommodations for disabled employees and students.

### **Student Manual**

Complete policies and procedures relating to students are published annually in the JTS Student Manual.

New students receive access to Moodle, which contains the Student Manual, upon acceptance, and are expected to be thoroughly familiar with all school policies and procedures before classes begin.

Following are summaries of some policies which may be helpful for potential applicants in their evaluation of Jung Tao School. Potential applicants are welcome to request a copy of specific policies not included in this catalog from the Registrar.

### **Grading Policy**

Jung Tao School uses a standard GPA grading scale. Grades are based on exam and quiz scores, in-class and homework assignments including essays and reading, and classroom participation and preparation. Details regarding the calculation of specific grades may be found in the Student Manual and the syllabus for each course.

### **Student Standard of Conduct**

Students are expected to behave in a professional manner representative of the mission and purpose of the school at all times on the premises of Jung Tao School, during any off campus school sponsored functions, and at any event at which the name of Jung Tao School is used for discounts or other purposes. Each student must be aware of the increased responsibility toward personal and professional conduct mandated by being a member of the health care community. He/she must uphold the ethical standards of a medical community and the degree of professionalism and integrity associated with the privilege of treating patients. Participation in any of the following behaviors by students enrolled in Jung Tao School may result in disciplinary action, up to and including dismissal:

Disrespect to a patient, clinical representative, fellow student, staff member, faculty member, or visitor; violation of the confidentiality policy as stated in the

Clinic Manual; discrimination against a fellow student, staff member, faculty member, or patient because of sex, race, creed, religion, social or economic status; malicious destruction of school property; attending class or clinical assignments in violation of the appearance policy stated in the Student and Clinic Manuals; attending class under the influence of drugs or alcohol; plagiarism of any other individual's work without proper credit, or academic cheating in any form; any action that threatens the life or well-being of a patient, faculty member, staff, or fellow student; misrepresenting the mission and objectives of Jung Tao School at any event in which the name of the school is being represented; violation of the Clinical Conduct Policy, while involved in classroom clinic, observation, or internship.

### **Grievances**

Jung Tao School has developed a very clear and straightforward grievance procedure for students. A student with a grievance concerning any faculty, staff member, or fellow student at Jung Tao School must first attempt to resolve the conflict with the individual. If the student feels the grievance was not resolved satisfactorily, he or she must submit a written complaint to the Registrar. If the Registrar cannot satisfactorily resolve the matter, the grievance will be referred to the President. If the President cannot satisfactorily resolve the matter, the grievance will be referred to the Board of Directors. The decision of the Board of Directors will be final.



### Academic Watch, Suspension, and Dismissal

It is the responsibility of the faculty and staff of Jung Tao School to ensure that proper integrity is demonstrated by each student enrolled in the program, and that a satisfactory academic progress is maintained. To this end, guidelines for granting a student a standing of “probation,” “suspension,” or “dismissal” for academic, conduct, or financial reasons have been created. Students may be placed on probation, suspended, or dismissed for academic deficiency, misconduct or failure to meet financial obligations.

Probation implies a minor infringement of conduct, academic, or financial policy or procedure. Students placed on probation will be allowed to continue in their current course of study, provided they meet the requirements, as detailed in the Disciplinary Action Report, for the removal of the probation.

Suspension implies a moderate or repeated infringement of conduct, academic, or financial policy or procedure. A suspended student is no longer eligible to matriculate in his/her current course of study, and will receive a grade of “AW” (Administrative Withdrawal) in all classes in which he/she is currently enrolled.

Suspended students may reapply to the program at a later date, and compete with other applicants for admission to another cohort.

Dismissal implies a serious infringement of conduct or academic policy or procedure. A dismissed student is no longer eligible to matriculate in his/her current course of study, will receive a grade of “AW” (Administrative Withdrawal) in all classes in which he/she is currently enrolled, and will not be allowed to reenter the program at any time in the future.



### Health Care

Currently enrolled students of Jung Tao School may receive unlimited intern-performed treatments in the school's intern clinic for a discounted cost of \$10 per treatment (less than one third the public rate). Student treatments must be scheduled with the Clinic Manager no more than 30 days in advance, and may not be scheduled during class times. Students are encouraged to use this benefit for their own health and as a means to enhance their understanding of the medicine.

Students may volunteer to be patients in diagnosis or treatment classes in years two or three of the program. Treatment received as a result of volunteering will be performed free of charge.

### Materials/Seminars

Jung Tao School presents seminars and special classes to the professional community and/or general public, both on and off campus. Students will receive information on all planned seminars and classes and are urged to complete early registration and payment. Attendance is often limited and seating is provided on a first come, first serve basis.

Jung Tao School produces many educational materials and translations of ancient texts which are also available to students of Jung Tao School.

### Library

Jung Tao School houses a unique library of electronic and hard copy books, video tapes, audio tapes, and periodicals. The main focus of the library is on Chinese medicine and cultivating a deeper understanding of the classical system of Chinese medicine through martial arts, language, physics, philosophy, and various other related subject matter.

In addition to our in house library, students of Jung Tao School are permitted to use and check out books from Appalachian State University library at no charge. Presenting their JTS student ID card permits students to borrow books from the ASU library. ASU library policies and procedures may be obtained from the Registrar.

### Student Recreation Areas

The student lounge is located in the break room, and includes a television with DVD player and surround sound system. Students are asked to first receive instruction from a staff member in use of the A/V equipment before attempting to use it.

Students may use the picnic table outside the side entrance of the school, or the sheltered picnic tables across the parking lot when they are not scheduled by community residents. Students are also welcome to use the basketball court, tennis court, walking trail, ball field, or playground across the parking lot.

### Job Placement

Jung Tao School does not provide job placement nor guarantee employment. However, career opportunities are posted on the announcement bulletin board in order to keep students informed of available job openings in the surrounding area and nationally. In addition, we offer training in the third year clinical preparation course in starting and maintaining a health care practice. The school will assist students in composing a professional resume or curriculum vitae.



## Tuition

Tuition for students entering Jung Tao School in August 2019 is \$12,360 per academic year, payable in two installments of \$6180 each on August 1 and February 1 of each year, or \$1030 per month. Tuition and fees are evaluated each year and students will be informed of the exact amount of any increase at least ninety days before the increase takes effect.

## Malpractice Fees

A malpractice fee of \$200 per academic year will be added for each year of attendance for years 2, 3, & 4 at Jung Tao School.

## Books and Materials

The approximate cost of required books and educational materials for the entire program is \$1200.00. The Registrar will provide a list of all required and recommended books and materials for each upcoming year no later than July 1. Students are responsible for obtaining the required books and materials prior to the first day of class. Three textbooks ordered by JTS are purchased at the school.

## Clinic Fees

Fees for clinical internship for the 2019-2020 academic year are set at \$1200 for the year. This fee covers the cost of malpractice insurance and all clinical supplies.

### *Fees for C-500 & C-600 Clinical Apprenticeship:*

Fees are subject to change based on the current costs of materials and/or insurance rates. In the event of a change in fees, students will be informed of the exact fees due at least ninety days before the change takes effect.

## Other Potential Costs

Other costs may include expenses such as late fees, transcript fees, and course audit fees. A complete list of variable fees is located in the Student Manual.

## Tuition Refunds

Tuition may be refunded to a student who is no longer enrolled in courses due to leave, withdrawal, suspension, or dismissal. A student choosing to withdraw from courses must complete a withdrawal or leave of absence form available from the Registrar. **A student is enrolled until the date the Registrar receives the completed withdrawal form and grants leave, withdrawal, suspension, or dismissal. If a student is enrolled on the first day of a month (or any day thereafter), then that month's tuition is due, even if the student does not attend classes during that month.** Refunds will not be allowed for malpractice insurance or other items or services which have been pre-ordered or pre-purchased by the school. All tuition refund checks will be issued to the student within 30 days of granting leave, withdrawal, suspension, or dismissal status. Refunds of students Who Pay Out of Pocket and for Students Who Receive Financial Aid are handled differently due to federal regulations. For complete refund policies, see Appendices 6 and 7 in the Student Manual.



**Accreditation Status**

The Jung Tao School of Classical Chinese Medicine and its master’s-level program in acupuncture (Dipl. Ac.) are institutionally accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Institution/program accreditation history, notes, and dates of review are available at:

<http://acaom.org/directory-menu/directory/>

ACAOM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068; [www.acaom.org](http://www.acaom.org)

**Licensure in North Carolina**

The North Carolina Acupuncture Licensing Board (NCALB) is responsible for licensing acupuncturists in the state of North Carolina. Following is the requirements of the [NCALB](#) for acquiring a license in the state:

1. Submit a completed application as required by the Board.
2. Submit any fee required by the Board.
3. Successfully complete a licensing examination administered or approved by the Board. (JTS note: The examination currently approved by the NCALB is the NCCAOM exam.)
4. Successfully complete a three year postgraduate acupuncture college or training program approved by the Board. (JTS note: Schools approved by the NCALB are those that have obtained candidate status or have been accredited by the ACAOM.)
5. Successfully complete the Clean Needle Technique Course offered by the Council of Colleges of Acupuncture and Oriental Medicine.

For further information about licensure in North Carolina, contact:

NC Acupuncture Licensing Board  
 PO Box 10686, Raleigh, NC 27605  
 919-821-3008 voice  
 919-833-5743 fax

**Licensure in other States**

While nearly all states currently have laws governing the practice of acupuncture, the requirements for licensing vary from state to state. Students are urged to contact the state in which they wish to practice in order to be fully informed in the licensing requirements and regulations of that state. JTS can assist students needing additional clinical hours for state licensure through C-500 and C-600 elective courses, contingent upon clinic director approval.



**Financial Aid**

The Financial Aid Director is the primary agent to provide counseling and assistance to students with the necessary forms and assistance to obtain loans, scholarships, grants, and other forms of financial aid. Although the Financial Aid Director assists students with funding for their education, it is the student’s primary responsibility to secure this financing. This means that such things as supplying personal documentation, supplying family documentation, and ensuring that a student qualifies for loans by having a favorable credit report are the student’s obligations. All documents requested must be received before financial aid will be processed.

**Applying for Financial Aid**

Students accepted by Jung Tao School and interested in applying for financial aid must follow these steps.

- Obtain a FSA ID at this link:  
<https://www.nsls.ed.gov/npas/index.htm>

- File the Free Application for Federal Student Aid (FAFSA)-- <http://www.fafsa.ed.gov/>
- Do the interview on the Virtual Financial Aid Office website--<https://jungtao.vfao.com/default.aspx>

### Financial Aid Eligibility

As stated in the “Educational Requirements for Application” section, in order to receive Title IV Financial Aid, an applicant must have completed 72 semester hour credits. These credit hours must be granted by an institution accredited by an agency recognized by the US Secretary of Education. If a potential applicant is unsure whether he/she meets these requirements, he/she is advised to contact the Admissions Director for a review of previous educational experience prior to submitting an application. Students with less than 72 credit hours can apply the semester hours earned at the end of the first year at JTS toward their eligibility.

To be eligible to receive federally funded financial aid, students must meet general eligibility requirements.

- You must be a U.S. citizen, or eligible non-citizen, enrolled in an eligible program.
- If required to do so, you must be registered with the Selective Service System.
- You must not be in default on any previous student loan; nor can you owe a repayment on a Federal Pell Grant or Federal SEOG Grant; or have borrowed in excess of the loan limits, under Title IV programs, at any institution.
- You must maintain satisfactory academic progress once enrolled.

Additionally, the Higher Education Act of 1965 as amended (HEA) suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal aid.

### Rights and Responsibilities of Students Receiving Financial Aid

- Complete the FAFSA and the VFAO interview annually.

- Use your legal name, social security number, and birth date for both the FAFSA and admission application.
- Keep your address and phone number updated with Jung Tao School.
- Read and respond in a timely manner to any correspondence from the Financial Aid Office.
- Inform the Financial Aid Office, in writing, if you receive additional financial resources from other agencies or private sources, such as scholarships.
- Complete all required loan documents.
- Complete required Entrance Counseling before applying for financial aid.
- Complete required loan exit counseling upon withdrawal or graduation.
- Give written notice and return unwanted loan funds to the Financial Aid Office within 14 days of disbursement.
- Keep your FSA ID, Student Aid Report (SAR), promissory notes, disclosure notices, and other financial aid documents in a safe place.
- Make satisfactory progress towards your degree.
- Begin repayment on your loans at the end of your grace period.
- Complete all deferment and forbearance requests in a timely manner.

### Loans Offered

Loans offered to Jung Tao School students are the Stafford Loans and the Graduate PLUS loans. The amount a student is eligible to borrow is based on his/her federal needs analysis, the Jung Tao School cost of attendance, and prior student loan indebtedness. The amount a student can borrow is based on the cost of his/her education and potential personal contributions.

### Stafford Loans

The Budget Control Act of 2011, signed into law on August 2, 2011, eliminated the Federal Direct Loan subsidy for graduate and professional students effective July 1, 2012. Subsidized loans borrowed before July 1, 2012 will not be affected.

**Loan Management**

Borrowing money from government funded programs is a privilege, not a right. Student loans are only to be used for related educational expenses and personal living expenses.

A loan is not a gift or grant; it must be repaid. Default is the failure of a borrower to make an installment payment when due or to meet other terms of the promissory note. Defaulted loans are reported to national credit agencies, thus affecting credit ratings and future ability to borrow money.

If a student’s loan goes into default, Jung Tao School, the organization that holds the loan, the state and the federal government can all take action to recover the money.

Additionally, the federal government and the loan agencies can deny a school’s participation in the student loan programs or charge a school or its students a higher origination fee if the school’s default rate is too high.

Jung Tao School will withhold the transcript of any individual who is in default on federally funded loans taken out while a student at Jung Tao School.



**Scholarships**

The Financial Aid Director will provide students with information on scholarships as they become available. Some of the scholarships available to students are:

- [Thumbtack School-To-Skills Scholarship](#)
- [nuHerbs Scholarship](#)
- [Trudy McAlister Scholarship](#)

Area Photography by James Foshee

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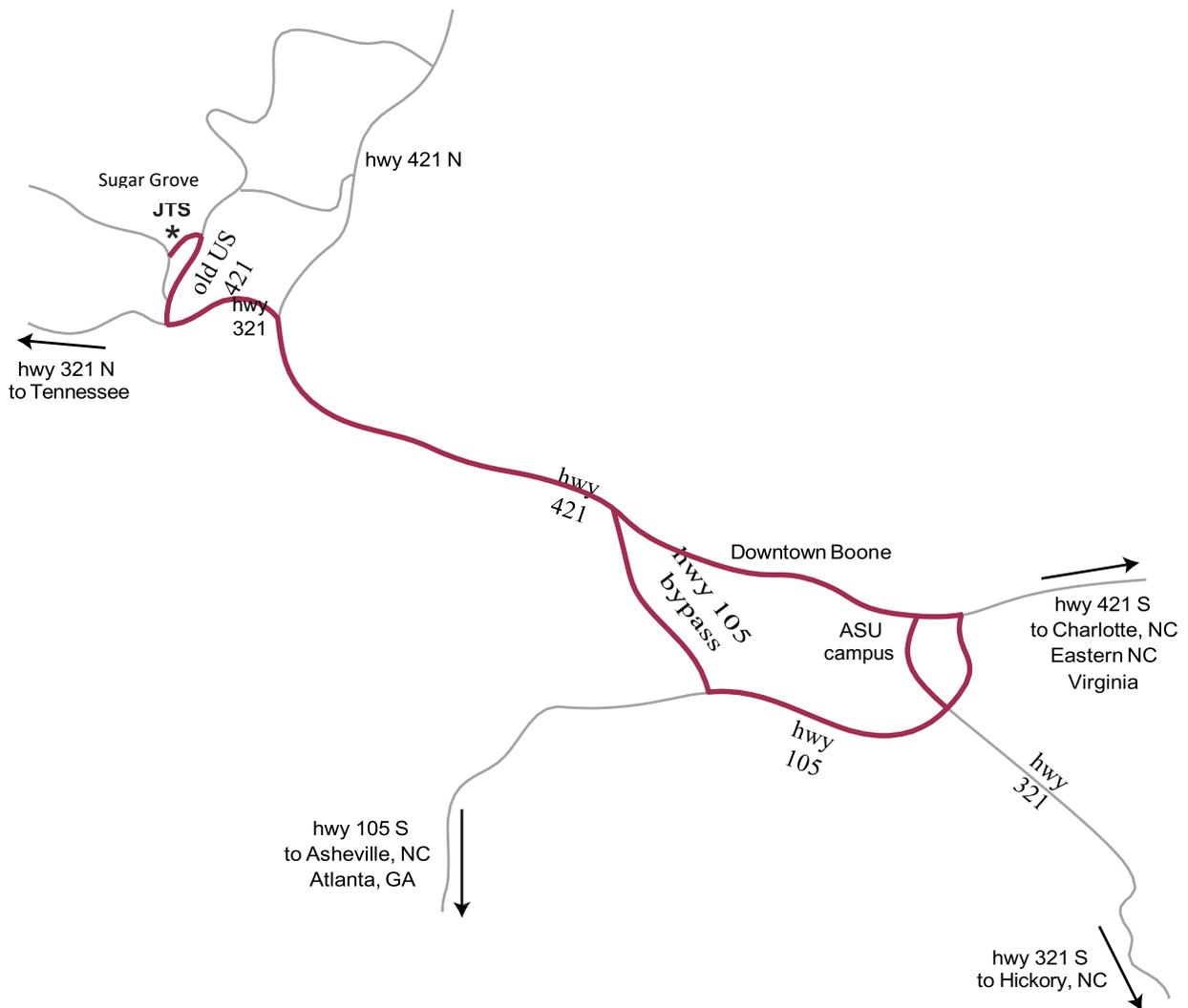


James Foshee is a photographer, nurse, and a lifelong student of Chinese Medicine. He has a passion for people and nature which is reflected in both his photography and in the interaction with his patients. He is also a husband and a father to two beautiful girls.



**Jung Tao is:**

- Literally: “Middle Way”; it is also poetically “The Center of the Origin”: The school was founded before the more modern pinyin convention of spelling Tao/Taoism as Dao/Daoism.
- An older spelling of these characters 中道 in English. The current pinyin spelling would be zhong-dao.
- The legal name of the nonprofit educational institution founded in 1976 for the purpose of teaching Chinese medicine, taijiquan, and Taoist philosophy.
- The small school that has been teaching small groups of people for over 25 years.



Sugar Grove, North Carolina is located in the Blue Ridge mountains, in the northwest corner of the state. For detailed travel information, including driving directions from various cities, and lodging and airport information, please visit our website at <http://www.jungtao.edu>, or call 828.297.4181.

中道中醫學校

JUNG TAO SCHOOL  
OF CLASSICAL CHINESE MEDICINE  
207 Dale Adams Road  
Sugar Grove, NC 28679  
828-297-4181 / fax: 828-297-4171  
<http://www.jungtao.edu>  
email: [admissions@jungtao.edu](mailto:admissions@jungtao.edu)