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The really interesting things one can learn in life
cannot be taught.

~ Oscar Wilde



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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 of 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



We feel it is the responsibility of an educational institution to be intellectually honest. Therefore, we must say that it is our distinct and thoughtful concern that true classical energetic Chinese medicine, and acupuncture in particular, is in danger of disappearing. It is also our realization that what is known about acupuncture and Chinese medical theory in the English language currently represents only one third of that which must be known in order to practice it effectively. Furthermore, acupuncture, for a number of reasons, is being displaced by herbal medicine in the United States. Very sadly and falsely, it is routinely believed that 80% of the “cures” come from herbal treatment, and acupuncture can only serve as an adjunct to that treatment. This is just not true. It derives from the current elliptical understanding of how to do acupuncture. It is, and has always been, the mission of Jung Tao School to present a consummate training in Chinese medical theory that constitutes the fundament of the effective practice of all its modalities.

Chinese medicine may be mysterious but it is not mystical. It is a science. Han period China grappled with the same laws of physics and biology that we do today. The science and system that resulted therefrom did so without technology or the desire to quantify. This has produced an elegant and potent method of understanding, preventing, diagnosing, and treating infirmity at a level of sophistication that is unique in the world.

However, because of its nontechnical origins and its qualitative standards, it has been generally assumed that Chinese medicine must somehow be elevated to the level of Western medical scientific stringency and understood in the framework of that language. We believe quite the contrary is true.

Although technologically unmatched, Western medicine, because of its mechanistic view of biology, lacks the systemic understanding and vital sophistication Chinese medicine has already achieved with its qualitative standards.

Our mission at Jung Tao is to equilibrate the systems, bringing Western medicine and Chinese medicine into a unified understanding of biology and physics and thereby completing the science of health care.

Statement of Purpose

The primary focus of the faculty and staff of Jung Tao School is to provide a comprehensive education to each student, thereby facilitating the perpetuation and evolution of the field of Chinese medicine and the practice of health care as a whole. This statement of purpose has far reaching implications at every level: for students seeking a true understanding of this ancient form of healing; for patients seeking better health care and health maintenance; for the community it serves, both local and international; and for the progress and focus of the field of Chinese medicine.



Jung Tao School's approach is based on the knowledge that Chinese medicine is a vast and mysterious field of study. It is as esoteric as any philosophical system and as stringent a science as any modern intellectual discipline. The accurate transmission of this knowledge must be preserved and accomplished effectively to ensure that the field of classical Chinese medicine does not face extinction.

Mission

The mission of Jung Tao School of Classical Chinese Medicine is to educate students to take their place as doctors of the highest caliber; who are fluent in the healing practices of both the East and the West; who understand the daoist principle of living a life in consonance and accord; and who manifest these principles in their professional and personal lives. Jung Tao School seeks to equilibrate the systems, bringing Western medicine and Chinese medicine into a unified understanding of biology and physics and thereby complete the science of health care. Succinctly stated, the mission is to:

- Preserve and disseminate the ancient art of classical Chinese medicine in its original and purest form.
- Integrate Western medicine and Chinese medicine into a unified understanding of biology and physics and thereby completing the science of health care.
- Provide the students, faculty, professionals and public with authentic and accurate information to ensure that the highest standards of Chinese medicine are consistently practiced.
- Focus the use of all available human, physical, and financial resources towards the dissemination of complete information and the mastery of treatment skills.

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:

- Demonstrate a mastery of the subject of Classical Chinese Medicine through the successful completion of all energetic medicine courses.
- Demonstrate a thorough knowledge of Western medical scientific principles and practices through the successful completion of all biomedical courses.
- Demonstrate the embodiment of the fundamental Daoist principles requisite to living in resonance with natural law through the successful completion of all taijiquan courses.
- 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 affective and 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. The 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 solely based on the Daoist medical texts of ancient China, with no attempt to modernize, Westernize, or otherwise reduce the information to less than its original form. Jung Tao School does not subscribe to the notion of “schools of thought” in the field of Chinese medicine. Rather, 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 equally on a synthesis of the laws of yin and yang; the wuxing: the five phases; the jingluo: the principal channels, their collaterals, and their internal and external trajectories, as well as the longitudinal, muscle, capillary channels; the distinct channels; the baqimai: the eight curious vessels; the liuqi: the six energies; the zangxiang; sanjiao energetics; the production of ying, wei, jing and jingshen; the production of blood and organic liquids; thermogenesis and hydrogenesis.

What Classical Chinese Medicine is Not

A “school of thought”, meaning it does not separate or recognize in isolation any of the above integral components as a practicable system.

It places no special preponderance on emotions or mental states, specific methods of diagnosis, pattern fitting or stereotyping. 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.

Some Ancient History

Classical Chinese medicine is based wholly on the original classical medicine texts written in China as early as 3000 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 Confucianism in the 11th century BCE, where the old daoist ideas and medical texts were banned, and even destroyed, 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. What is taught in mainland China today, and therefore in many US schools, is Chinese medicine as it has evolved in China throughout these periods of immense change. Much of the original information on the art of acupuncture has been lost to modern China, which is one reason why herbal training has become so prevalent there.

However, the original texts escaped to other Asian nations, especially in the time of Confucianism when the practice of Daoist medicine was banned and the books were being destroyed. One country to receive these treasures, still intact, was Vietnam, where they were translated into ancient Vietnamese and have survived until today. Our late mentor, French-Vietnamese acupuncturist Dr. Nguyen Van Nghi, began translating these classical texts from Vietnamese into French about 40 years ago. These translations contain the information upon which Jung Tao School’s curriculum is based. The last of these texts are now being translated into French, and we at JTS are beginning the long process of bringing them into English. However, we have been fortunate enough that Dr. Marshall, president of the school, studied personally with Dr. Van Nghi for 17 years before his death in 1999.

You may find some English translations of one or two of these texts (there are a total of 16 volumes) used in TCM schools around the country, but they are based on what is left of the Chinese versions of the information, not on the original, unaltered versions found in Vietnam. This dilemma is stated by Dr. Van Nghi in the introduction to the Ling Shu (The Celestial Hinge): “ Regrettably, the Confucian

literature of our era reports: ‘Since the publication of the translation of the Lingshu into popular and Western language, the practice of acupuncture and moxibustion is lost...’. It is not about a literal loss, but a loss in quality due to translators ignorant of all medical material, distorting the thinking and extremely subtle facts of oriental energetic medicine without which acupuncture no longer makes sense.”

Our mission at Jung Tao School is to present classical Chinese medicine as authentically and completely as possible, remaining true to the Daoist principles underlying all of the science.



The Diploma in Acupuncture Program

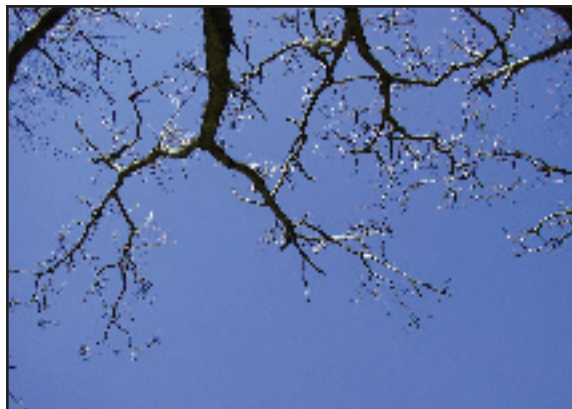
Jung Tao School offers a four year graduate level Diploma in Acupuncture program. The goal of this program is to train students to be highly educated and compassionate health care practitioners. Graduates of Jung Tao School are firmly grounded in the Classics of Chinese medicine, providing a strong foundation upon which they may build their career as a healer. In addition, graduates are well versed in Western medicine, so as to include the “other half” of the picture presented by their patients, as well as having the ability to confidently and accurately communicate with health professionals from all fields of medicine. We feel this integrated approach to medicine is the most effective for diagnosing and treating the patient as a whole.

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 has resulted in 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 class remaining together through the full program. There are no quarters, trimesters, or semesters at Jung Tao School. Each course lasts ten months, with each year of study focusing on a broad area of coursework.

The program has been carefully designed so that no one course or component can be taught in isolation of the other components. The focus of our program is “integration” of all aspects of the human being, so it is only natural that the structure and schedule of the courses are all integrated and intertwined with each other. By using this method of teaching, our goal is to have the student acquire the ability to synthesize information which may have before appeared to be very disparate in nature.

The Schedule

Didactic classes are held five full consecutive days per month, Wednesday - Sunday. These five day sessions occur ten months per year for the first three years, with breaks occurring in January and July. Didactic classes generally run from 9:00 AM to 7:00 PM.

In addition to this five day per month didactic schedule, each student must complete two 90 hour clinical observation rotations according to the following schedule:

year 2	90 hours in the classroom setting on the JTS campus
year 3	90 hours in the JTS clinic

Clinical internship is performed in the fourth year, with students working in the clinic for 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 daoist, simultaneous, qualitative vantage point of the East, is discussed and explored. The biomedical sciences are fully integrated into the year one training as well, so the student may begin to synthesize the two distinct modes of cognition.

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. Intellectually categorizing patient symptoms into memorizable syndromes and patterns is discouraged, as each patient is a unique, constantly changing individual. 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 thoroughly discussed. Students are introduced to the diagnosis of live patients in diagnostic clinique, 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. "Cook book" type formulaic treatments are discouraged. Treatment clinique 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, counselling, medical ethics and jurisprudence are just some of the topics presented.

Year Four: Clinical Internship

The final year of study is student clinical internship. Students must complete 600 hours of internship by scheduling 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 without supervision.

Length of Study

The acupuncture program must be completed in no less than four calendar years and no more than five 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

<i>Hours of Study</i>		
<i>Energetic Medicine • 810 clock hours / 54 credit hours</i>		
<i>Biomedicine • 450 clock hours / 30 credit hours</i>		
<i>Professional Skills • 90 clock hours / 6 credit hours</i>		
<i>Clinical Observation • 180 clock hours / 6 credit hours</i>		
<i>Clinical Internship • 600 clock hours / 20 credit hours</i>		
<i>Total Program</i>		
<i>2130 clock hours / 116 credit hours</i>		

Graduation Requirements

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

<u>Year 1: The Healthy State</u>	<u>450 clock hours</u>	<u>30 credit hours</u>
E-100 Energetic Anatomy and Physiology	150 clock hours	10 credit hours
E-101 Taijiquan	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
<u>Year 2: Pathology and Diagnosis</u>	<u>540 clock hours</u>	<u>33 credit hours</u>
E-200 Energetic Diagnosis	150 clock hours	10 credit hours
E-201 Taijiquan	30 clock hours	2 credit hours
E-202 Point Location	90 clock hours	6 credit hours
B-200 Pathophysiology	180 clock hours	12 credit hours
C-200 Clinical Observation	90 clock hours	3 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 Taijiquan	30 clock hours	2 credit hours
E-302 Treatment Skills	180 clock hours	12 credit hours
P-300 Professional Skills	90 clock hours	6 credit hours
C-300 Clinical Observation	90 clock hours	3 credit hours
<u>Year 4: Internship</u>	<u>600 clock hours</u>	<u>20 credit hours</u>
C-400 Clinical Internship	600 clock hours	20 credit hours

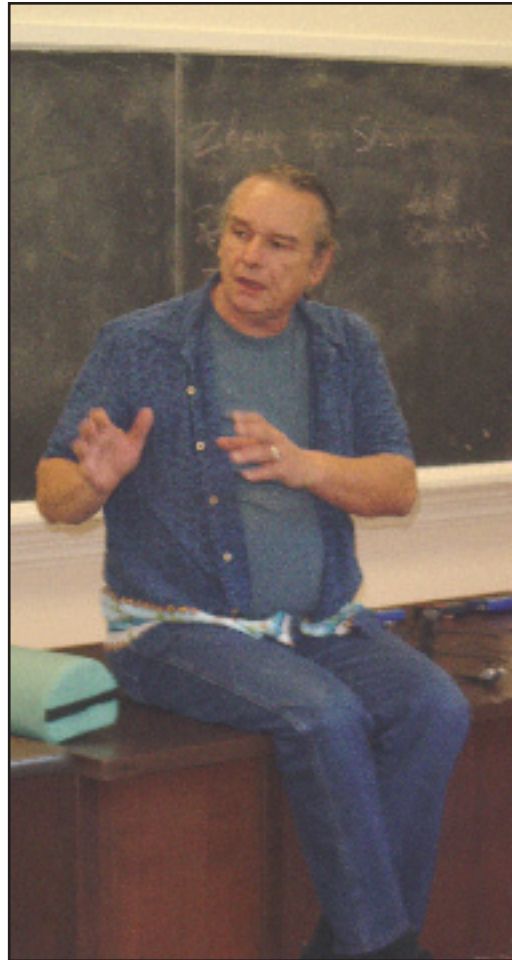
E-100 Energetic Anatomy and Physiology

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 Daoism and why the Daoist 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 Daoist philosophy, utilizing the *Dao De Jing* and some of the writings of Chuang Zi. The concept of the human organism as a microcosm of the macrocosm is discussed.

“In order to truly understand Chinese medicine in a way that makes it real for us, we must understand it at the same level that the originators of the system understood it.”

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

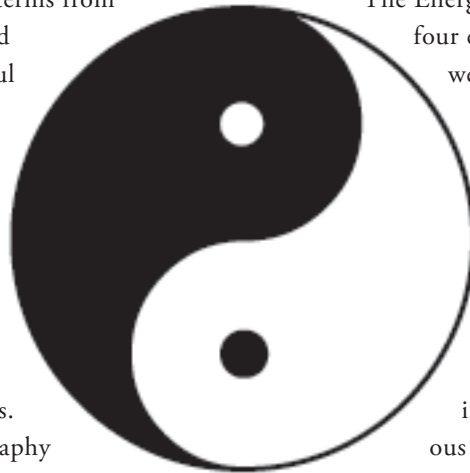
The Channels and Vessels of Acupuncture: A complete overview of the channels and collaterals of acupuncture, including an introduction to the energetic effects of their functions. Systems of nomenclature, cartography vs. physiology (meridians vs. channels), and the 72 channels and vessels of acupuncture 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 tendinomuscular 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

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

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.

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).

Clinique: In clinique 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

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 landmarks, and methods of body measurement, cun and fen, on fellow classmates.

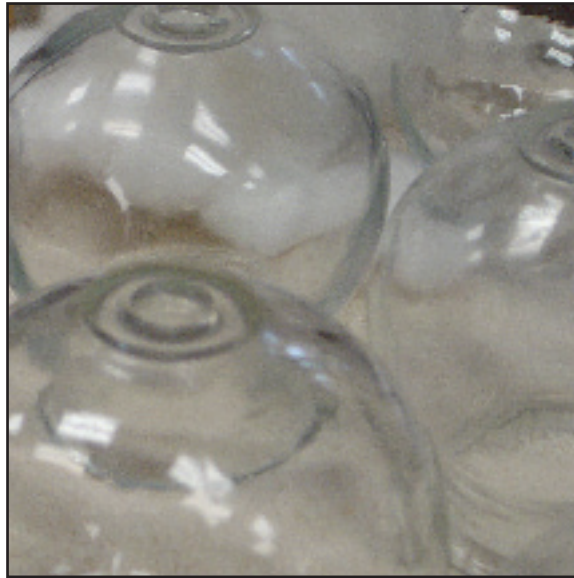


E-300 Energetic Treatment

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

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.

Clinique: The areas of study set forth in the lecture portion of this course is applied to live patients in clinique format. Under the supervision of the instructor, students interview and collect all relevant diagnostic in-

formation 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

This third year course hands on prepares students for the actual treatment of patients. The various modes of achieving therapeutic effect are introduced, including acupuncture, moxibustion, tuina, cupping, electroacupuncture, qigong. 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, and hygiene, sterile field, and clean needle technique.

Students are also familiarized and instructed on dealing with high risk factors, including pregnancy, special risk pathologies, and pediatric concerns. Knowing when, how, and to whom to refer is also 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 Taijiquan

It has been said that taijiquan was not invented, it was merely discovered — because taijiquan embodies the principles of the universe, it was already there. More than an adjunct to the study of Chinese medicine, taijiquan is a means of directly experiencing the very same principles from which Chinese medicine issues on a physical and emotional level. A required course of study and integral to the curriculum, the student explores, in themselves, the effects of taijiquan on all body systems, emotional and psychological states, and mental acuity.

P-300 Professional Skills

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

Medical Ethics and Jurisprudence: discussion of patient confidentiality, privileged information, professional and appropriate behavior, ethical and legal aspects of referrals, and recognition and clarification of patient expectation. Malpractice, liability, HIPAA standards, negligence, professional misconduct, and scope of practice are detailed.

Practice Management: an introduction to setting up and maintaining an efficient and legal acupuncture practice. Topics such as starting a business, hiring staff, taxes, financial recordkeeping and OSHA standards are discussed.

Counseling: a discussion of the interaction with and counseling of patients. Topics such as effective interviewing skills, appropriate boundaries, professional conduct, and developing an efficacious rapport with patients is discussed.



B-100 Anatomy and Physiology

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 Biomedical Sciences**

This course begins with a survey approach to three major biomedical sciences: biology, physics, and chemistry. Major theories and thoughts from these subject areas are presented and discussed in relationship to the understanding of medicine. The course then encompasses medical terminology, including commonly utilized abbreviations, organized to correlate with the systems studied in B-100, Anatomy and Physiology. Manipulating prefixes, suffixes, and roots to create and interpret terms related to organ systems, physical variations, and pathological conditions. In addition, this course includes a module designed to present common anatomical reference terms and to provide the student the opportunity to recognize and palpate structures that are used for location. Students will develop skills in palpation to allow differentiation between bone, tendons, muscles, and soft tissue.

B-200 Pathophysiology

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 covered 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 taught, as well as commonly used laboratory test procedures. Additionally, students are instructed in Western pharmaceuticals, their uses, and their physiological and energetic functions and ramifications. Finally, students learn to read, 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 and clinique 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-200, C-300 Clinical Observation

Clinical observation is completed in the second and third years of training. In their second year, students observe experienced acupuncturists in a classroom setting and observe and/or assist senior students in the school's intern clinic during their third year. Proper charting methods are introduced to students by the practicing acupuncturist in order that the students may keep accurate, legal, and clinically useful records.

C-400 Clinical Internship

Under 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 increasingly more freedom with their patients until the supervisor feels the intern is competent in seeing patients on their own. All interns must complete at least 600 hours of clinical training.



Full Time FacultyJulie Barefoot, LAc

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 assisted with labor and deliveries at Carolina Medical Center, Rex Hospital, UNC Women's Center, Duke and ETSU.

In 2011, Julie transitioned her Jung Tao career from Student Director to be a clinical supervisor where she is able to assist future acupuncture students to be the best they can be.

Deborah C. Barham, OTR/L; LAc

Deborah is a Burke County native and has resided in North Carolina her whole life. She is a NC licensed Acupuncturist and Occupational Therapist. She obtained a B.S. in Occupational Therapy from East Carolina University and focused on working with the elderly, developmentally delayed children and clients with hand/arm injuries. She has taught as a senior therapist at Duke University Medical Center and served as an adjunct faculty member at Jung Tao School. She graduated from Jung Tao and owns and operates an integrative practice. Deborah also is passionate in her research and synthesis of information on Alzheimers.

In addition to her private practice, Deborah currently serves as a clinical supervisor at Jung Tao School.

Kim Bonsteel, LAc, 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 Shorinryu 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.

Greg Bryson, MFA, LAc, 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 and Yoga in 2007 and the acupuncture program at the Jung Tao School of Classical Chinese Medicine in 2008.

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

D. Michael Denbow, PhD, LAc

Mike Denbow, a professor 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 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®). He has been practicing tuina and massage therapy professionally for six years, and graduated from Jung Tao School of Classical Chinese Medicine in 2007. Mike utilizes tuina and acupuncture as his primary modalities.

Mike teaches Anatomy and Physiology and serves as the Academic Director.

Tom Eddins, LAc

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, enchanted 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.

He is an NCCAOM certified, licensed acupuncturist in the state of North Carolina and currently runs a private acupuncture practice in Boone, North Carolina. He also teaches energetic classes and serves as a clinical supervisor at Jung Tao School.

Edward Elliott, LAc

Edward Elliott began his career in acupuncture by studying under the tutelage of Dr. Sean Marshall and became the first Registrar of the newly formed Jung Tao School. He also owned and operated a local bookstore and herbal business. He obtained a degree from Appalachian State University in Interdisciplinary Studies and also graduated from Capella University in Graphics and Web Design. Edward received his graduate diploma from Jung Tao in 2004, became licensed in the states of North Carolina and Virginia.

He currently serves as the Clinical Director at Jung Tao and owns and operates a private acupuncture practice with three locations.

Emily Easterling,

Emily Easterling received a Bachelor of Science Degree and a Master of Science Degree in Biological Sciences, Microbiology from Mississippi State University. She worked as a Research Assistant in the Microbiology Lab and a Research Associate in the Applied Microbiology Lab before becoming a Science Teacher for 9th grade students. She has been an associate member of the Sigma Xi Scientific Research Society since 2003. She has also performed a variety of volunteer activities with children and as a member of an El Salvador Mission Team.

Emily is a 2011 graduate of Jung Tao School and is joining the faculty to use her extensive scientific background to teach biomedical courses.

Patrick Fitzsimons, LAc, MS

Patrick has been studying natural health for twenty years. His interest in acupuncture began while studying Chinese language in the mid-1990s at Appalachian State University. For three years, Patrick worked at the Chinese Acupuncture & Herbology Clinic in Asheville, North Carolina, immersing himself in the practice of acupuncture, herbology, nutrition and tuina, and was exposed to the teachings of Jeffrey Yuen, Daoist priest. After a trip to China in 2002, Patrick enrolled at Jung Tao School, receiving his Diploma of Acupuncture in 2006. He is licensed in the state of North Carolina and runs a private practice in Asheville. In addition to a wealth of clinical experience, Patrick has lectured to tens of thousands of people worldwide about Chinese Medicine, acupuncture, health & wellness.

Patrick is a clinical supervisor at Jung Tao, where he has also taught Acupuncture Energetics and Grand Rounds.

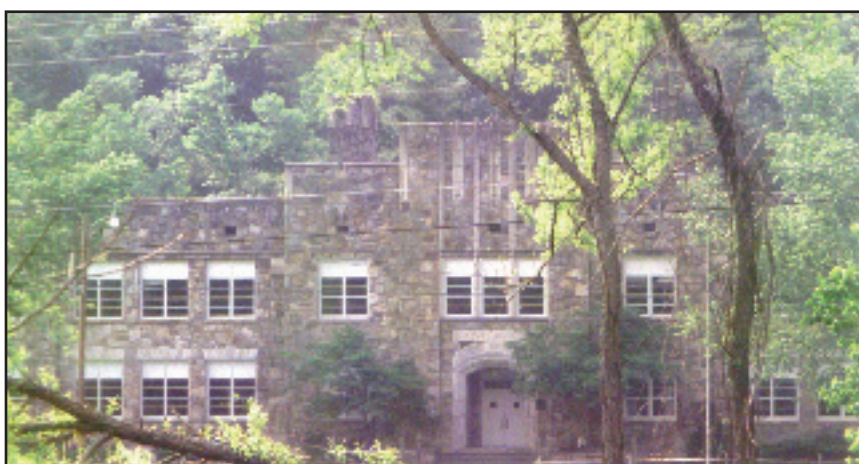
Sarah Girard, LAc

Sarah began studying Chinese dietary therapy in 1999. After enrolling at Jung Tao School and graduating in 2005, she opened the Classical Chinese Medicine & Acupuncture Clinic in Winston-Salem, North Carolina. She also teaches An Introduction to Classical Chinese Medicine at the Forsyth Technical Community College Massage School. In 2009, she completed an extended Chinese Dietary Therapy Program through the Chinatown Wellness Center in New York City with Jeffery Yuen, adding to 300 post-graduate hours with Yuen in Chronic Painful Obstruction (Bi Syndrome); Endocrinology; Cancer; Channel Systems of Acupuncture and Stone Medicine.

Sarah is both a clinical instructor at Jung Tao School and a regular presenter at the Grand Rounds Clinic modules.

Barry G. Marshall, LMBT

Barry Marshall is a native to the area, born and raised in Sugar Grove. 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. Barry teaches Taijiquan and serves as Student Director for Jung Tao School.

Brian Moran, LAc, MA

Brian Moran's interest in Chinese medicine emerged through his lifelong study of Asian Martial Arts. He has been actively practicing martial arts since 1978 and has been a certified instructor since 1988. He

is certified to teach Northern Shao-Lin Kung Fu, Yang Family Tai Chi Chuan and I-Chuan Chi Kung. He is also an Inheritor of the Tai Tzu Chang Chuan Kung Fu system. He has been running Smoky Mountain Kung Fu in Western NC since 1996. Brian earned his B.A. in Philosophy and Religion from Appalachian State in 1990, and his M.A. in Interdisciplinary Studies from Oregon State University in 1996. Brian's medical studies began in 1991 by completing his E.M.T. certification at A-B Tech in Asheville, NC. In 1992, he began studying Tui Na and Dit Da (hit/fall martial medicine) therapies. He entered the Diploma of Acupuncture program at Jung Tao School of Classical Chinese Medicine in 2001, and is now a graduate and licensed acupuncturist.

Brian is the owner of an Acupuncture Clinic and Martial Arts school in Weaverville, NC, where he holds daily classes on Chi Kung, Tai Chi Chuan and Internal Martial Arts. He serves as an energetic instructor and clinical supervisor at Jung Tao School.

Lora Moyle, LAc, MHS, RT, CNMT

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 radiologic 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 Interim President of Jung Tao. She maintains a private practice as a licensed acupuncturist.

Jade Pierce, LAc

Jade Pierce received her Master's degree in Acupuncture from the Traditional Acupuncture Institute of Columbia, MD in 1999. She has operated a private practice since then, as well as working with several groups practicing integrative medicine. Currently, she is a clinical supervisor in the Jung Tao student clinic and a didactic practice management and ethics instructor. Her teaching experience also includes teaching workshops in herbal medicine, acupressure and Qi Gong. She also taught Oriental medical theory and acupressure as faculty at the Body Therapy Institute in Siler City. Her practice of medicine emphasizes the Buddhist philosophy of compassion & mindfulness, client-practitioner rapport and the poetry of the ancient art of Asian healing traditions.

Myra Jane Ramseur, FNP

Ms. Ramseur graduated from Baylor University with a degree in nursing. She graduated with the first Nurse Practitioner class at Emory University in Atlanta, Georgia in 1975, and received one of the first Masters Degrees in Health Education at Georgia State University. She was the first RN to work in a small community clinic as part of helping to establish a rural health program in Madison County, NC. She was also the first Nurse Practitioner to work in student Health Services at the Asheville branch of the University of North Carolina. Ms. Ramseur has worked in various settings in her 28 years of health practice, including hospitals, home health care, and hospice. She has practiced nursing at universities, hospitals, and county jails. She is a graduate of the acupuncture program at Jung Tao School, is a NC licensed acupuncturist and a licensed NADA therapist. Myra Jane calls upon her broad range of experiences in Western Medicine to teach Pathophysiology and other classes in the Biomedical component of Jung Tao School.

Our Founding President

Sean C. Marshall, DAc - 1948 - 2011

Born in 1948 in Asheboro, North Carolina, Dr. Marshall taught taijiquan and conducted a general acupuncture practice for 38 years. For much of that time he specialized in the treatment of gynecologic conditions by Chinese medicine. He graduated with honors from the Occidental Institute of Chinese Studies (Montreal) in 1978. He received his Master of Acupuncture from that institution in 1981. He has been a Diplomat of the National Commission for the Certification of Acupuncture and Oriental Medicine since 1986. He was certified by the British Acupuncture Association in 1987. In 1988 he was the 42nd recipient of the Doctor of Acupuncture degree from the British College of Acupuncture (London), the subject of his dissertation being Reproductive System Energetics. Personal tutors in acupuncture have included: Nguyen Van Nghi, MD, Tran Viet Dzung, MD, Jean-Claud Darras, MD, Dr. Med. Hartwig Schuldt, Koji Okazaki, MD, OMD, and Wang Shih-chang, CA. Personal tutors in taijiquan were senior students of Cheng Man-ching: Fred Lehrmen, Tam Gibbs, Maggie Newman, Ed Young, and William C.C. Chen. He studied taiji sword with Grand Master T. T. Liang.

Dr. Marshall published and lectured in the United States, Germany, Austria, France, and England. He was founder and twice president of the Acupuncture Association of Minnesota. He was founder and president of Jung Tao School of Classical Chinese Medicine (1976). He was Professor and Director of the Program in Chinese Medicine at Northwestern College of Chiropractic from 1987 to 1990, in which he implemented the expansion of the didactic curriculum. He also created and supervised a new broad-based clinical internship component of that program.

In the last 20 years of Dr. Marshall's life there was a remarkable expansion of Dr. Marshall's efforts and

accomplishments in Chinese medicine. In 1999 he was given a directive by his mentor, Dr. Nguyen Van Nghi, to bring this doctor's 1500 page French edition of the classical text: Huangdi Neijing Lingshu into the English language for the first time. These three volumes were completed and published. Following the death of Dr. Nguyen in December of 1999, Christine Recours Nguyen, M.D., his daughter and executor of his estate, was pleased to find the work of the Jung Tao translation team to be of such quality, that this exclusive authorization was reaffirmed and renewed to include the entire works of Nguyen Van Nghi. This includes Suwen, Nan-jing, Zhenjiu Dajing, Maijing and Shanghanlun. In 2007, Dr. Marshall was named President of Institute Van Nghi USA, a North American branch of the international organization dedicated to the perpetuation of Dr. Nguyen Van Nghi's lifelong work in the field of Classical Chinese Medicine.

In the later part of his life, Dr. Marshall lived and worked in the Appalachian Mountains of northwestern North Carolina. In addition to serving as the President and visionary of Jung Tao School of Classical Chinese Medicine, he continued to pursue his art and music through personal composition as well as incidental music for Jung Tao Productions DVD's, original videos and digital art works for education in Chinese medicine and taijiquan.

Dr. Marshall is deeply missed by the faculty, staff, students, and graduates of Jung Tao School. His legacy and vision will continue through the continuation of his teachings based on the Classics and the continuation of the agreement with Dr. Nguyen to translate and publish her father's books.

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. Also 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
www.boonechamber.com/nc/index.html

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.

The Facilities

The two story building which houses Jung Tao School 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.

In addition to housing Jung Tao School, the building is a focal point of the Cove Creek Community. Festivals and concerts are held regularly by the community on the school grounds, as are sporting events and dances. The Doc Watson Folk Art Museum is also located in the building, which celebrates the rich Blue Ridge Mountain heritage of music and art.

Jung Tao School occupies 14,000 square feet of the 25,000 square foot Cove Creek School building. The facilities includes three large 25 seat classrooms, laboratory classroom, taijiquan studio, library, student and faculty lounge and breakroom, three administrative offices and a 4000 square foot intern clinic with seven treatment rooms.

The grounds of the school include tennis courts, basketball court, picnic area, playground, large field for outdoor sporting events, and a walking track which meanders along the Cove Creek.

Housing

Jung Tao School does not provide on-campus housing for students. However, housing in Boone, and in the local vicinity, is readily available at reasonable rates. For an extensive list of area hotels, bed and breakfasts, cabins, and campsites, please visit the travel section of our website at www.jungtao.edu, or contact the school office. Several local hotels provide discounted rates for JTS students.

Class Details

Jung Tao School accepts 25 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 class is full. 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 baccalaure-



ate level. These credit hours must be granted by a 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 Admissions Director, or downloaded from the school website. The completed application packet must consist of the following:

- Completed Program Application Form with 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, 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 Admissions Director.

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 beginning April 1 for the following year. The Admissions Committee is comprised of the Admissions Director, the Administrative Director, the Student 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.

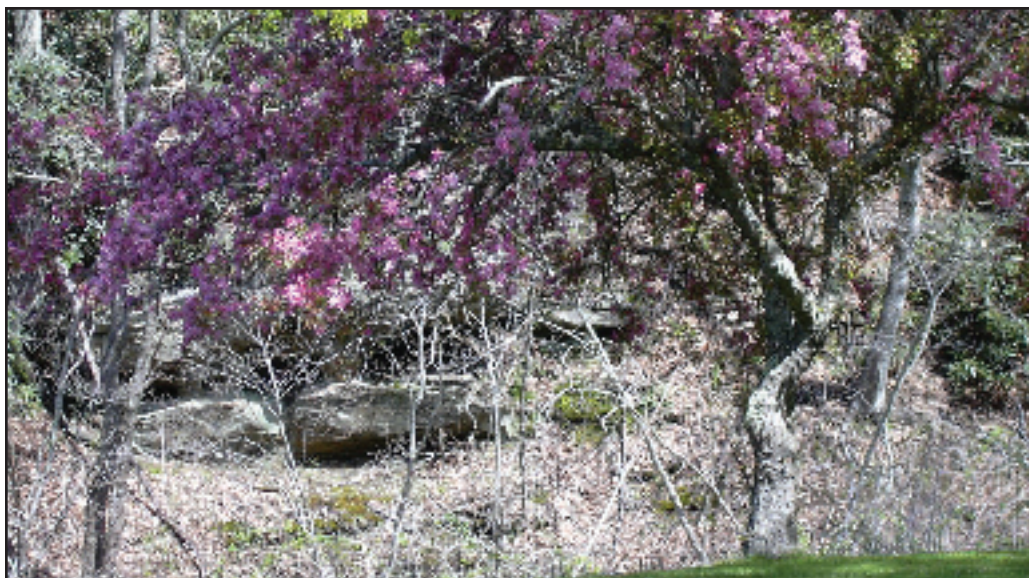
The applicant is accepted with alternate status. This ruling is issued when the Admissions Committee determines the applicant meets educational requirements, is well suited for the program, and there are no seats available in the upcoming class. The applicant will be placed on the

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 and seats are available, 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 Admissions Director 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

Applicants who do not speak English as their first language are required to take the Test of English as a Foreign Language (TOEFL) before being considered for acceptance into Jung Tao School. The applicant may take the computer based test or the paper based

test to satisfy this requirement. Applicants taking the computer based test must score at least a 225 out of a maximum possible score of 300, and applicants taking the paper based test must score at least a 500 out of a maximum possible score of 677, to be considered for acceptance.

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.

Advanced Standing

Jung Tao School offers an advanced placement option for its B-100 Anatomy and Physiology course. Individuals interested in pursuing this option must complete a comprehensive examination with a minimum score of 75%. 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 course.

Jung Tao School does not offer any form of advanced placement for any course other than B-100.

Non Discrimination Policy

Jung Tao School of Classical Chinese Medicine does not discriminate on the basis of age, creed, ancestry, marital status, sexual preference, pregnancy, religion, or status as a veteran in the admission of students to all rights, privileges, programs, and activities generally accorded or made available to students at this school, nor in administration of its educational policies and other school administered programs.

Student Manual

Complete policies and procedures relating to students are published annually in the JTS Student Manual. New students receive access to the Freshmen website, 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 Admissions Director at any time.

Grading Policy

Jung Tao School uses a Pass/Fail grading system. Students will receive one of the following grades in each course: Honors, Pass, Fail, Incomplete, Withdraw, Administrative Withdraw, or Audit. 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 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 Student Director. If the Student Director can not 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.

Probation, 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 a seat.

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 (approximately 1/3 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 may also volunteer to be evaluated in diagnosis or treatment clinique in year two or three of the program. Any treatment received as a result of volunteering for clinique 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 also 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 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 Student Director.

Student Recreation Areas

The student lounge is located in the breakroom, and includes a desk with phone for student use, and a television with VHS and DVD players 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 also assist students in composing a professional resume or curriculum vitae.

Tuition

Tuition for students entering Jung Tao School in August 2010 is \$9000 per academic year, payable in two installments of \$4500 each on August 1 and February 1 of each year. 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.

Books and Materials

The approximate cost of required books and educational materials for the entire program is \$1200.00. The Student Director 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.

Clinic Fees

Fees for clinical internship for the 2010-2011 academic year are set at \$1200 for the year. This fee covers the cost of malpractice insurance and all clinical supplies.

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.

Refunds

Any student choosing to withdraw from courses must complete a withdrawal or leave of absence form, available from the Student Director. Tuition refunds are prorated according to the date the withdrawal or leave form is turned into the administrative office. A schedule of specific refund amounts are available in the Student Manual.

Refunds will not be given for malpractice insurance or other items or services which have been pre ordered or pre purchased by the school.

Financial Aid

Jung Tao School is approved for Title IV government loans. Contact the Financial Aid Director for information regarding the application process for receiving these loans.



Accreditation Status

The Diploma of Acupuncture program of Jung Tao School of Classical Chinese Medicine is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at Maryland Trade Center #3, 7501 Greenway Center Drive, Suite 820, Greenbelt, MD 20770; 301-313-0855; fax 301-313-0912.

As an accredited institution, graduates of JTS are eligible to sit for the national acupuncture examinations offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), and to receive licensure as an acupuncturist in the state of North Carolina. Residents of other states are urged to check their acupuncture laws for licensure to determine requirements and eligibility.

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 post-graduate 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

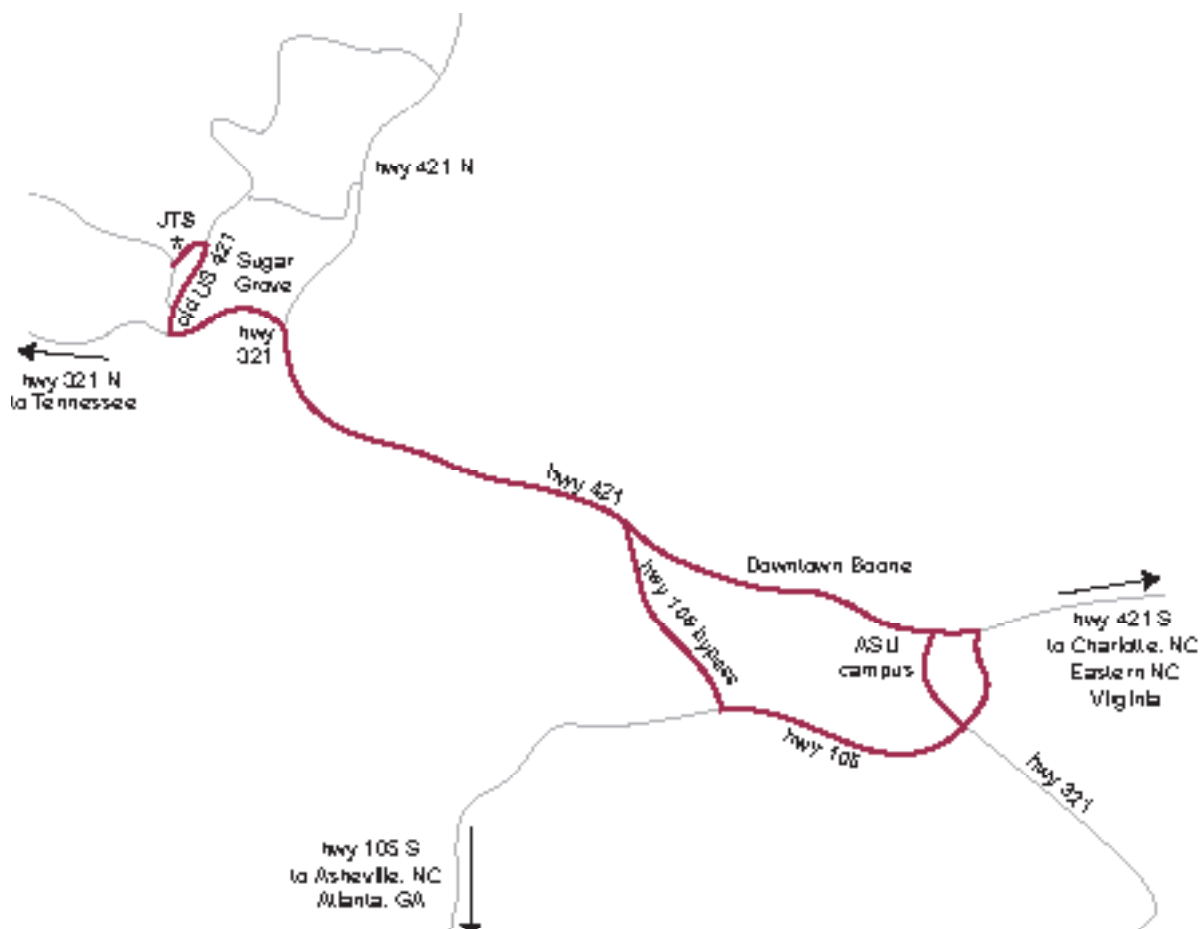


Licensure in other States

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.

Jung Tao is:

- Literally: “Middle Way”, poetically: “The Center of the Origin”, it is also:
- 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 daoist 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.

