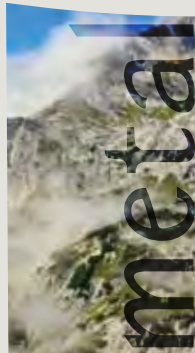




# Academy for Five Element Acupuncture

## Program Catalog





Five Element practitioners see people not only as they present themselves in illness, but more importantly, as they would be in perfect health and balance, in full discovery of their true nature, unique in body, mind and spirit. Moving towards this, then becomes the purpose of treatment.



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Painted in the ancient Chinese style by Chungliang Ai Huang, our logo represents the symbol for the Five Elements. For us, the logo represents how the Five Elements inform our work as practitioners, reaching from one heart to another.

We are honored to offer in our catalog the brushwork of Chungliang Ai Huang. Mr. Huang, founder of the Living Tao Foundation, is a master dancer, renowned brush calligrapher, bamboo flute player and philosopher.

“During my years of study in the United States, my parents insisted that I write to them with my Chinese brush. I remember resenting them for making me spend extra time to prepare the ink and maintain my calligraphic practice. I would have preferred to whisk off a quick ballpoint-pen letter and have more time for study and social life.

Now I bow deeply to their wisdom!”

- Chungliang Ai Huang



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## *Welcome to the inspiring world of Five Element Acupuncture*

In this catalog we hope you will find everything you need to know about Academy for Five Element Acupuncture and its educational programs. Here are some highlights of our school:

- Our Master of Acupuncture degree program can be completed in 36 months. It begins with a series of 14-18 day intensive sessions spread out over the first two years of the program. These intensives are taught in person at our campus in Gainesville, FL. The final year of the program is a year-long clinical residency in the Academy's teaching clinic in Gainesville.
- The Certificate in Chinese Herbal Studies can be completed in 27 months and is taught concurrently with the Acupuncture program. The final year is a year-long clinical residency in the Academy's teaching clinic in Gainesville.
- Our unique structure allows students to reside outside of Florida for the first two years of the program, relocating only for the clinical residency in the last year. This enables students from across the country to enroll in and complete our program.
- Our programs provide a flexible learning schedule giving students the independence of studying at their own pace, while still ensuring a high level of education and competency. Many students are able to work full-time during the first two years of the program while they are travelling to intensive sessions.
- Our dedication to remaining a small school enables us to offer highly personalized attention and instruction, with class sizes ranging from 18 to 25 students.
- All members of our gifted faculty are also acupuncture practitioners and/or herbalists, many of whom travel from across the country to share their extensive clinical experience with the next generation of practitioners.
- Our nationally-accredited program prepares students to sit for the NCCAOM acupuncture board examinations. It also satisfies the licensure eligibility standards of most U.S. states.
- Title IV federal financial aid is available for qualified students.

We invite you to review this material carefully. If you have specific questions, or wish to arrange a visit to the school, please feel free to call, write, or e-mail us. We wish you the best on your journey.





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# Mission Statement

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## Our Vision

To bring healing through the depth, heart and spirit of the Five Element tradition, in full harmony with nature and other healing arts.

## Our Mission

The mission of Academy for Five Element Acupuncture is to educate highly effective, compassionate and successful Five Element practitioners who provide exceptional, personalized patient care.

## Our Principles

The following Principles are in support of our Mission:

- **Rooted in the Five Element Tradition.** “Look deep into nature, and then you will understand everything better” (Albert Einstein). The Academy’s faculty, staff and students recognize healing from the artistry and poetry of the Five Element perspective, which is deeply rooted in the natural world and treats the body, mind and spirit. The Academy respects the efficacy of working in concert with other healing modalities, creating profound balance, harmony and well-being.
- **Spirit.** “The essential point in the treatment of an illness is to root oneself in the five spirits of the person: to know whether they dwell or have been lost, whether one possesses or loses them, to know if the intent is for death or life.” (Taisu; Larre a Rochat de la Vallee, 1995). One of the most distinguishing and exciting values of the Five Element tradition is its priority on treating at the level of spirit. The Academy is highly committed to the traditional value of working with each person’s unique connection to spirit in order to achieve the highest level of care.
- **Inner Development.** “What is virtue? It is to hold yourself to your fullest development as a person and as a responsible member of the human community” (Arthur Dobrin). Transformation is a process involving self-awareness and personal growth. The Academy emphasizes inner development of faculty, staff and students, encouraging cultivation of intention, humility, compassion, mindfulness and integrity in all aspects of their daily lives.
- **Excellence.** “We are what we repeatedly do. Excellence, then, is not an act, but a habit” (Aristotle). In order to maintain the highest possible standard both academically and clinically, the Academy promotes excellence in faculty, staff and students and is continually assessing and enriching all aspects of the Academy experience, balancing innovation with core essentials and a strong foundation.
- **Community and Service.** “An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity” (Martin Luther King, Jr.). The Academy places a high value on creating a school community committed to achieving a unified set of goals that is enhanced by a spirit of service, encouraging and supporting each individual to focus on the larger context. Through service and participation in public events, we strive to carry this sense of community to the world at large.



# *Educational Objectives*

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Academy for Five Element Acupuncture, Inc., is dedicated to preparing graduates to practice as independent health care practitioners and to work cooperatively with other health care providers. Graduates of the Master of Acupuncture program will be able to:

- Understand the theory and philosophy of Five Element acupuncture, including the roots of Oriental medicine, traditional diagnostic methods (seeing the whole person), meridian pathways, points and pulses, the Five Elements and acupuncture in relation to other healing systems.
- Apply knowledge to patients by recognizing the cause of symptoms through touch, smell, hearing and seeing, accurate pulse taking, treatment planning based on traditional diagnosis, determination of timing and sequence of treatment and safe and competent application of practical techniques.
- Understand themselves as acupuncture practitioners, using a holistic approach to body/mind/spirit, appreciate their limits and areas for growth and know when to refer to other resources.
- Operate a professional office by knowing how to schedule and manage patients according to the requirements of an acupuncture practice, maintain appropriate office and patient records, abide by legal and insurance requirements of an acupuncture practice, including standards for sanitation, safe needle techniques, emergency procedures and patient safety.



WOOD



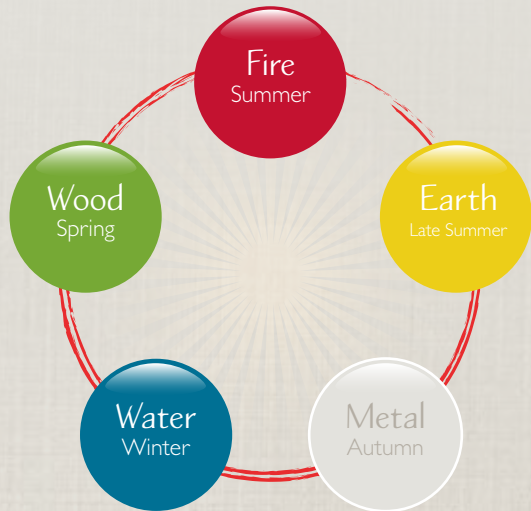
## The Five Element Tradition

The practice of acupuncture began more than 3,000 years ago in China. Early observations of the predictable patterns in nature pointed to the realization of an underlying, cyclical flow of energy. We see this energy manifest most clearly in the change of the seasons. The tradition of Five Element acupuncture is based on the understanding of this cyclical flow of vital energy – also known as Qi. Each of the Five Elements – Wood, Fire, Earth, Metal and Water – represents a distinct quality of the Qi energy that is vital to the continual health and flow of nature.

The Ancient Chinese observed that just as these essential energetic qualities can be found in nature, so can they be found in every living being. By understanding the relationships of the Elements within and using them as a guide, they could discover and treat the root of a person's illness, restoring health to the body, mind and spirit.

The Five Elements represent the five phases of Qi as it moves through nature and our bodies. The Elements work interdependently in an elegant and systematic balance, each one sustaining and supporting the next in the cycle. This cycle can best be seen in the change of seasons: Wood corresponds to the birth and growth of plants and trees in the spring. What is planted in the spring comes to maturity under the heat and vitality of Fire in summer. The warmth of Fire creates the abundance of the harvest of the Earth in late summer. After the harvest comes the decay of autumn, where the leaves falling from the trees nourish the soil and produce the mineral resources of Metal. The mountains and mineral rocks create and bind the flowing streams of Water, moving quietly under the surface of the ice in winter, which, in turn sources the germinating seed of Wood.

The interdependency of this natural cycle is delicate. Even small disruptions can wreak havoc on growth and development. And so it is with the cycle of Qi in our bodies. When the energies of the Five Elements are functioning in harmony and balance within ourselves, we feel healthy, nourished and fully alive. The extent to which we live according to these natural laws is the extent to which we live in health. When one or more of the elements move out of balance, we may feel a reduced sense of well-being. We may develop various symptoms that show up at every level of well-being: physical, mental, emotional and spiritual.



## The Role of Practitioner

Five Element practitioners use the Law of the Five Elements as a guide in correcting the imbalance of energy within the body. They recognize that each individual is unique, and while their symptoms may be identical to another person's, the cause of those symptoms depends on the individual. To determine the cause, the practitioner must first identify the patient's Constitutional Factor, or CF. The CF is the first element to go out of balance in an individual and becomes the underlying disturbance in the patient's energy. By restoring balance to the energy of the CF, rather than simply treating symptoms, the Five Element practitioner treats the patient as a whole, leading to a higher level of well-being.

To determine a patient's CF, practitioners follow sensory cues from the patient known as CSOE: color, sound, odor and emotion. Each element has its own correspondences that the practitioner is trained to see and hear in their patients. Diagnosing the CF through these clues allows the practitioner to focus on the specific meridians and points associated with the CF. Thus, a path of treatment unfolds.

## An Oral Tradition

At its origins, Five Element acupuncture is an oral tradition that has been handed down through many generations. Transmitted through experience and example, it is based on learning through the senses. The Academy's curriculum continues the oral tradition with experiential coursework that focuses on developing students' perceptions of touch, smell, hearing and seeing- skills lost in our rushed and technologically driven world- and then teaches students how to use those senses as diagnostic tools. While our students also learn from the written texts that have become available, the majority of learning involves cultivating the Heart, the intuition and the senses of the practitioner as an equal part of the analytical treatment process. This process of combining the heart and the intellect requires much more than memorization. And it makes the student's self-development and inner work an integral part of their development as a practitioner.

## Teaching Emphasis

Our highly skilled faculty members play an integral part in transmitting the oral tradition of this medicine. They embrace the opportunity to share their extensive clinical expertise as they guide new students in the nuances involved in Five Element diagnosis and treatment. All of the instructors at Academy for Five Element Acupuncture are practitioners with their own practices, and some are among the most experienced Five Element practitioners in the nation.

Our intensive-based structure allows us to bring these gifted instructors to Florida from all over the U.S. Working with our diverse faculty exposes students to a more in-depth theoretical framework and clinical experience. As a result of such exposure, our students have a stronger foundation and knowledge base to support them once they finish their clinical residencies and begin their own practices. More importantly, they have developed lasting relationships with their instructors and supervisors who they can turn to as colleagues.

# History of the Academy

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- Academy for Five Element Acupuncture, Inc. was founded in Florida in 1988.
- In 1995, the school incorporated and became a not-for-profit 501(c)(3) educational organization.
- In 1998, the Master of Acupuncture program was accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). The school was reaccredited in 2001, and 2005.
- In 2000, the Florida State Commission for Independent Education awarded degree-granting power to the Academy. Qualified students are awarded a Master of Acupuncture degree.
- In 2004, the Academy was certified by the U.S. Department of Education to participate in the Title IV Student Aid Program.
- In 2007, the Academy moved from South Florida to its newly owned and renovated campus building in Gainesville, Florida.
- In 2010, the Academy was again successfully reaccredited by ACAOM.

## Unique Intensive Structure

The 36-month **Master of Acupuncture** program is structured in an intensive session format, which provides flexibility for those students who are working while going to school full-time. The first two academic years of full-time study are taught in six intensive sessions, each ranging from 14 to 18 days in length. These intensive sessions are scheduled approximately every three to four months so that students are in Florida three times each year. All instruction is presented on-site by a live instructor, with classes beginning at 9 am and ending at 6 pm.

Non-local students commute to Florida for the entire duration of these intensives. After the intensive is over, students return home where they complete a variety of homework assignments building on the course work they just completed, along with additional corequisite courses. Our teaching structure permits students from all over the country to enroll in our program without having to relocate to Florida during the first two academic years of the program. Many students who live outside of Gainesville find our structure ideal for their needs. The majority of our student body reside in states other than Florida.

The third year of our Acupuncture program is a full 12-month clinical residency in Gainesville where the structure shifts to a weekly schedule of class and clinical study. At this time, students who do not already reside within a reasonable commuting distance of the Academy must relocate to Gainesville for the duration of the clinical internship to complete their training. The Clinical Residency is the heart of the program and must be completed in the Academy's teaching clinic. Here, students work with experienced Five Element practitioners, gaining in-depth proficiency in treating their own patients in addition to attending weekly clinical seminars. The schedule includes a number of weekend courses in addition to the weekly clinical schedule.

The 27-month **Certificate in Chinese Herbal Studies** program is also offered in an intensive format, scheduled in conjunction with the acupuncture intensives. There are five intensive sessions for the Chinese Herbal Studies program, with each intensive lasting four days. The clinical portion of the program is scheduled alongside the acupuncture residency, enabling students to complete the clinical training for both programs at the same time. Students will see patients in the Academy's herbal clinic, recommending and compounding their formulas in the school's dispensary. Students also attend weekly classes during the clinical year.

For those students enrolled only in the Chinese Herbal Studies program, the same residency requirements for the M.Ac. program apply to the Herbal Studies program. Students must relocate to the Gainesville area for the clinical year in order to attend weekly classes, see clinic patients, and work in the herbal dispensary.

Our admissions office can provide a program schedule for a fuller view of the intensive structure of each program. Please see Tables A and B for hours/credits and course descriptions for each program.

## Master of Acupuncture



Our 36-month Master of Acupuncture program is based in the ancient and subtle energetics of the Five Elements. Rooted in traditional Taoist philosophy, our program finds the perfect model for health and well-being represented in the laws and cycles of nature. In keeping with the oral tradition of this medicine, our program transmits the skills of diagnosis and treatment through experience and example, emphasizing the development of one's ability to observe and learn through the senses. Students immerse themselves in a blend of didactic and experiential training designed to strengthen the senses and develop the Heart as a complement to the analytical process. As a result, the students' self-development and inner work are an integral part of becoming an effective practitioner.

Students who graduate from the program will be awarded a Master of Acupuncture degree (M.Ac.) and will be qualified to sit for the NCCAOM exams.

## Educational Objectives

Academy for Five Element Acupuncture is dedicated to preparing graduates to practice as independent health care practitioners and to work cooperatively with other health care providers. Graduates of the Master of Acupuncture program will be able to:

- Understand the theory and philosophy of Five Element Acupuncture, including the roots of Oriental medicine, traditional diagnostic methods (seeing the whole person), meridian pathways, points and pulses, the Five Elements in nature and acupuncture in relation to other healing systems.
- Understand themselves as acupuncture practitioners, using a holistic approach to body/mind/spirit, appreciating their limits and areas for growth and knowing when to refer to other resources.
- Apply knowledge to patients by recognizing the cause of symptoms through touch, smell, hearing and seeing, accurate pulse taking, treatment planning based on traditional diagnosis, determination of timing and sequence of treatment, as well as safe and competent application of practical techniques.

- Operate a professional office by knowing how to schedule and manage patient records according to the requirements of an acupuncture practice, maintain appropriate office and patient records, abide by legal and insurance requirements of an acupuncture practice, including standards for sanitation, safe needle techniques, emergency procedures and patient safety.

## Inner Development of the Practitioner

At the Academy, we believe that the cultivation of the self, of the Heart, is fundamental to the process of becoming a practitioner. Accordingly, the students' inner development is placed in the forefront of education, with an important emphasis on increasing awareness of one's internal state. We seek to cultivate and strengthen the Heart, the individuality, compassion, empathy and awareness of the student as practitioner. At the same time, we work to provide a safe space for students to do this inner work, so that they in turn can create a safe place for their patients. Through reading, Qigong, meditation and field trips into nature, students are asked to look within and learn who they are as individuals and as practitioners. Students evaluate themselves, identifying their areas of strength and weakness in order to grow past their limitations and fears.

Practitioners are most effective when they are able to focus their intention. And only when there is stillness inside, can they focus that intention.

We seek applicants who are able to demonstrate the maturity and commitment to this inner development in addition to the didactic learning. Interested applicants can familiarize themselves with this component of our program by reviewing the course descriptions in this catalog for courses Inner Development of the Practitioner I (ACT 410) and Inner Development of the Practitioner II (ACT 510).

## Chinese Herbal Studies Program



The Chinese Herbal Studies program is a 27-month program offering students the opportunity to add a powerful, ancient and highly effective treatment modality to their healing repertoire. Our program is based in the Eight Principle/Zang Fu diagnosis and treatment models that are foundational for Chinese herbal studies.

Study of Chinese herbal medicine in conjunction with Five Element acupuncture enhances the practitioner's ability to treat patients on all levels of the body, mind and spirit.

Students who graduate from the program will be awarded a Certificate in Chinese Herbal Studies and are qualified to sit for the NCCAOM exam in Chinese Herbology. Effective October 1, 2014, the Chinese Herbology module of the NCCAOM national exam is a requirement for licensure in Florida.

## Educational Objectives

The study of Chinese herbal medicine provides our graduates with the language and framework to interact effectually with practitioners of other Oriental medicine traditions. Building on the Eight Principle foundation, students will learn:

- Preparation methods and various forms of herbal treatments
- The most common formulas and single herbs, including their actions, indications and contraindications
- How to perform an herbal intake and move through the clinical thought process and pattern differentiation to an herbal recommendation
- How to modify formulas to meet the specific needs of patients
- How to prepare formulas from loose herbs
- Patient management skills
- How to recognize and understand Western medical diagnostic disease labels from a Chinese medical perspective

## Outcomes

Graduates of the Academy's Chinese Herbal Studies program will demonstrate:

- The knowledge and skills necessary to integrate Chinese herbal medicine into their Five Element practices
- An understanding of Oriental medicine theories appropriate to Chinese herbal therapy and how to make competent herbal recommendations for patients
- Clinical competence and confidence of the entry level standards of the NCCAOM and readiness to begin a safe and effective herbal practice

## Additional Information

The Academy's program in Chinese Herbal Studies is separate from the Master of Acupuncture program, but is designed to be taken concurrently. The majority of our acupuncture students also enroll in the Chinese Herbal Studies program in order to integrate the Eight Principles and the Five Elements effectively in treatment and to qualify for licensure in many states. Interested students should check their state licensing regulations to see if herbal training is required for licensure.

Students seeking to enroll in only the Chinese Herbal Studies program must already be students of an accredited acupuncture or Oriental medicine program, or graduates of an accredited acupuncture or Oriental medicine program. Admission requirements are detailed in this catalog.

## Continuing Education

The Academy also offers continuing education (CEU) courses. The most current schedule information is available on the Academy's web site, [www.acupuncturist.edu](http://www.acupuncturist.edu)

### Summary of Total Program Hours For Individual Programs

	M.Ac.	Herbal Studies	M.Ac. +Herbs
<b>Total Program Hours</b>	2429	717	3116
Didactic Training	1094	507	1601
Clinical Training	810	210	990
Western/Biomedical Sciences	525	N/A	525
<b>Total Program Semester Credits</b>	127.75	31.75	158.5



## Facilities

Gainesville is located in North Central Florida and the Academy is situated in the historic downtown area in the heart of the city. With affordable housing, a commitment to health and the environment, a pleasant climate and ample educational opportunities, national magazines and news sources have consistently ranked Gainesville as one of the best cities in the country to live.

The Academy's campus is a spacious building designed to be comfortable and attractive. In addition to the requisite classrooms, meeting spaces, student lounge, and administrative offices, the Academy's acupuncture and herbal clinic has beautiful sunlit treatment rooms with a lovely reception room for visitors and clients. Metered street parking is ample. Visitors to our campus consistently remark on the beauty and comfort of our school.

The Academy's library has a wide selection of books, journals, and multi-media holdings on topics relevant to the curriculum. In addition to wireless access throughout the building, there are computers for student use. Just two blocks from campus is Alachua County's Main Public Library, which offers on- and off-line computer resources, along with a comfortable environment for studying and relaxing. Additionally, students have access to the library resources offered by the local universities.

Since Gainesville is a college town, students have options for housing. Short- and longer-term rentals are available in private homes and commercial apartments. Affordable hotels and motels are within biking distance, and often students will share accommodations to reduce housing and commuting costs. There are also several charming bed-and-breakfasts within a few blocks of the campus.

## About Gainesville

Gainesville was named one of the country's most bike friendly cities by Bicycling Magazine and one of the top cities to run in by Runner's World Magazine. It's easy to get outside and enjoy nature on the many bike paths and walking trails that snake across town. For nature lovers, hikers and bird watchers, Paynes Prairie is the place to go for hiking and up-close observation of Florida's wildlife. Whether you want to see alligators in the wild, or the sand hill cranes' mating season in February, the Prairie shouldn't be missed.

Avid gardeners will enjoy a visit to the Kanapaha Botanical Gardens to see the famed giant lily pads. Children (and adults) love the Butterfly Rainforest Museum attached to the Florida Museum of Natural History. Cooling off on hot, summer days is an easy drive to a number of Florida's warm-water springs, where you can swim, snorkel, tube or kayak down the rivers that lead from the springs' head sources. And of course, the beach is only an hour and a half away in either direction.

Gainesville is home to two of Florida's top hospital systems, UF Health and North Florida Regional Hospital. More importantly, there is also a deep commitment to alternative and complementary therapies. Acupuncture practitioners, chiropractors, massage therapists, yoga studios and nutritional therapies are just a few of the wellness options available in Gainesville. A short drive away are resources for those interested in yoga certification, or retreat opportunities. Healthcare accessibility and a commitment to sustainable living make Gainesville an enviable place to live.

For more information on life in Gainesville, please go to [www.visitgainesville.com](http://www.visitgainesville.com) for a full listing of events and venues.



# Admissions

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## General Criteria

Academy for Five Element Acupuncture, is dedicated to upholding a high standard of education to ensure that the public is served by caring, competent and knowledgeable practitioners. The program requires a high level of commitment to learning a number of difficult skills. Accordingly, the school seeks applicants who can demonstrate that they have the maturity, commitment and motivation for the rigors of this type of program and learning process.

## Residency Requirement

The unique structure of the Academy's program enables students from out of state to continue to live outside Florida for the first two academic years of study. The Clinic Internship is a residential period in Florida that lasts 12 months and occurs during the third academic year. This means that students who do not live within a reasonable commuting distance of the school must be willing to relocate for the duration of the Clinic Internship.

During the third academic year, students enrolled in the Chinese Herbal Studies program attend weekly herbal classes and clinical training. This is also a residential period during which time students must be within commuting distance of the school.

## Requirements for Admission: Master of Acupuncture

### General Education Requirements



Applicants must be able to document a minimum of 90 semester credits (or its equivalent) from an institution accredited by an agency recognized by the U.S. Dept. of Education or an equivalent institution overseas. Official transcripts from this institution must be sent to the Admissions Office as part of the application.

The Academy does not assess non-traditional prior learning credits or perform portfolio assessments. Only official transcripts from accredited institutions documenting credit hours (or credit hour equivalency) are accepted for admissions purposes.

At least 30 of the 90 required credits must be in general education or liberal arts courses. Only courses that have earned a "C" or higher will count towards the General Education requirement. A range of courses from the following categories will satisfy this requirement:

- Humanities/Fine Arts
- Social/Behavioral Sciences
- English/Communications
- Science/Mathematics

## Required Prerequisite Courses

In addition to at least 90 semester credits, the following courses are required as prerequisites to the Master of Acupuncture program. As with the General Education courses, students must earn a "C" or higher in their prerequisite courses in order to receive credit. These courses must be completed **prior** to enrollment:

General Biology: 3 semester credits (45 hours)

General Psychology: 3 semester credits (45 hours)

Human Anatomy & Physiology I: \*\*4 semester credits (60)

If you have not already completed these three courses, please contact Admissions to discuss how you might complete them before you enroll.

\*\*Please note that we require (4) credits of Human Anatomy & Physiology as a prerequisite for admission. In order to fulfill this requirement, you will most likely need to complete a Human Anatomy & Physiology course that is both hands a hands-on lab and a lecture.

## Conditional Admission

Applicants who meet the minimum requirement of 90 semester credits from an accredited institution but not the general education requirement may be accepted on a conditional basis. Conditional admission applicants must agree to enroll in the course(s) needed at an accredited institution concurrently with the Academy's program and earn a "C" or higher in each course. Once official transcripts for the coursework have been received by the Academy, the student is on regular status. Students will not receive the Bachelor of Health Science degree nor the Master of Acupuncture degree without completion of these courses.

## International Applicants

### A. Academic Transcript Requirements

International applicants must meet the same academic requirements as applicants from the US. Students who completed their education at non-English-speaking institutions of higher education, or whose final degree, diploma, certificate or transcript is not in the English language, must document credit-hour equivalency by submitting their transcripts to an independent credentials evaluation service. This applies to students who are now current residents of the US, as well as those international applicants who live abroad. Please contact Admissions for a list of agencies that provide credentialing services.

### B. F-1 Student Status

Academy for Five Element Acupuncture is certified by the US Student and Exchange Visitor Program (SEVP) to issue an I-20 to students seeking F-1 student status. The I-20 proves the academic and financial eligibility of the student to study at a US institution and will be issued once a student has been accepted. Students should review their I-20 paperwork to ensure that all the information is accurate and up to date. Students are then responsible for making an appointment with a US embassy or consulate in their country to apply for an F-1 Student Visa. Both the I-20 and the F-1 Student Visa are required for entrance and continued study in the US. The Visa process can take several months to complete, so we strongly recommend that students apply well ahead of the application deadline. Please contact Admissions for more information regarding the requirements of this process.

## English Language Proficiency

All coursework at the Academy is taught in English. A student's success in the classroom and in the clinic is heavily dependent on their ability to communicate effectively in English. Coursework is highly theoretical, nuanced and idiomatic. It demands an advanced level of comprehension of spoken and written English. Students must also be able to listen, understand, and speak effectively with their patients in the clinic. As a result, the Academy requires a higher standard of English language proficiency than what is required for everyday interaction and for undergraduate study.

All students applying to the Master of Acupuncture program must be able to demonstrate proficiency in the English language. Students whose native language is not English must demonstrate this level of proficiency in one of the following ways:

1. By obtaining a minimum score of 90 on the Internet-based Test of English as a Foreign Language (TOEFL iBT). Students must arrange to take the TOEFL test and then have an official copy of their results sent to Admissions. Students can go to [www.ets.org/toefl](http://www.ets.org/toefl) for more information on how to register for the test.
2. By documenting a minimum of two academic years of full-time study at a regionally accredited or otherwise nationally-approved institution in the U.S. or another English-speaking country.
3. By demonstrating proficiency in English during the admissions interview.

For additional information about the language requirement, please contact Admissions.



## Requirements for Admission: Chinese Herbal Studies Prerequisite Status

**Applicants must meet at least ONE of the following criteria in order to be considered for admission:**

1. Current Acupuncture or Oriental Medicine students. Current 2<sup>nd</sup>-, 3<sup>rd</sup>-, or 4<sup>th</sup>-year students who are enrolled in ACAOM-approved (accredited or candidate) acupuncture or Oriental Medicine programs are eligible for admission. Students enrolled at the Academy may begin the Chinese Herbal Studies program at the end of the first year of the M.Ac. program. In the case of non-Academy students, an official letter or transcript from the school documenting the student's status are required as part of the application process.
2. Graduates of ACAOM-approved acupuncture or O.M. programs. Graduates of ACAOM approved (candidate or accredited) Master's level acupuncture or Oriental Medicine programs are eligible. Official transcripts from the institution are required.
3. Licensed Acupuncturists/Oriental Medicine practitioners. Currently state-licensed acupuncturists from any U.S. state that formally licenses acupuncture practitioners are eligible. A copy of the applicant's current state license must be included in the application.
4. NCCAOM diplomates. Any individual who is a current NCCAOM diplomate in Acupuncture and/or Chinese Herbology is eligible. A copy of the current NCCAOM diploma must be included in the application.

## Education Requirements

Applicants who are current Acupuncture or Oriental Medicine students enrolled in ACAOM accredited or candidate schools must meet all of the admissions standards for the Academy's Master of Acupuncture degree program. See the appropriate section of the catalog/website for details.

Applicants from any of the other categories above must be able to document at least 90 semester credits of baccalaureate-level education (or its equivalent) at an institution accredited by an agency recognized by the U.S. Department of Education or an equivalent institution overseas.

- This training must be documented via official transcripts, sent directly to the Academy from the institution itself, before a student will be considered for admission.
- The Academy does not assess non-traditional prior learning credits or perform portfolio assessments. Only official transcripts from accredited institutions documenting credit hours (or credit-hour equivalency) are accepted for admissions purposes.
- Students who completed their education at non-English-speaking institutions of higher education, or whose final degree, diploma, certificate or transcript is not in the English language, must document credit-hour equivalency by submitting their transcripts to an independent credentials evaluation service.

## International Applicants

International applicants must meet the same academic requirements as applicants from the US. Standards for academic transcript requirements and F-1 student status are the same as those for the Master of Acupuncture program.

## English Language Proficiency

All students admitted to the Chinese Herbal Studies program must be able to demonstrate proficiency in the English language, using the same standards required for admission to the Master of Acupuncture program.

## *Technical Standards for Admission*

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All applicants accepted to Academy for Five Element Acupuncture must be able to meet the school's technical standards for the program to which they have been admitted. Technical standards are qualities regarded as essential requirements needed to participate in and complete the entire spectrum of study, training, and experiences within the program. These standards are applied in addition to the program's educational requirements.

Federal laws provide a framework for individuals with documented disabilities to request reasonable accommodations to fulfill their objectives. Reasonable accommodations are defined as any change or modification in the way things are usually performed that enables a person with a disability to participate as fully as possible in an educational program.

Candidates with documented disabilities who wish to request accommodations under the American with Disabilities Act must follow the Academy's procedure, which requires submitting a written request for accommodations and supporting documentation to the Academic Dean. The Academic Dean will review the request with the appropriate administrative staff to determine whether a reasonable accommodation can be made.

The Academy does not discriminate against qualified individuals with disabilities in the recruitment of students or their admission to its programs, services or activities. Any information disclosed by an applicant regarding a disability will not adversely affect admission decisions nor eligibility to remain enrolled.

The Academy reserves the right to reject requests for accommodations that would fundamentally alter the nature of the school's educational program, lower the academic standards, cause an undue hardship on the school or other students, or endanger the health or safety of a student with a disability, other students, clinic patients or any other member of the school community.

Students in any Academy program must have abilities and skills of the following five varieties:

#### **A. Observation and Evaluation**

**A student must be able to evaluate** a patient accurately at a distance and close at hand. Evaluation necessitates the functional use of the senses of vision, hearing, and somatic sensation. It is enhanced by the functional use of the sense of smell. Therefore, a student must have sufficient sense of vision, hearing, and touch to perform the customary techniques in a physical examination such as palpation (feeling the pulse, feeling anatomical landmarks to locate acupuncture points, feeling various body parts such as the abdomen with the ability to discern the size, shape, and consistency of masses) and visual observation sufficient to note changes in skin, tongue, and eye color as well as to use such instruments as a sphygmomanometer (blood pressure monitor). A student must allow other students to see and touch them so that all have the same opportunity to achieve proficiency in physical diagnosis, point location, and treatment.

#### **B. Communication**

A student must be able to communicate effectively, efficiently and sensitively with patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. The student must be able to conduct patient interviews and record treatment histories, review diagnostic imaging and other medical reports, and make medical assessments and plans known to patients and other members of the health care team.

#### **C. Motor and Strength Coordination**

A student must also be able to coordinate both gross and fine muscular movements and provide emergency treatment to patients. Students must have sufficient motor function to insert and remove acupuncture needles and to maintain a "clean field" according to accepted standards of Clean Needle Technique, and to elicit information from patients by palpation, percussion, etc. Students must be able to maneuver and move within the clinical setting in order to respond to urgent and emergent situations quickly, to help move and position patients as needed, and to manipulate instruments and devices in order to perform procedures (e.g., acupuncture needle insertion and removal, measuring blood pressure, reading pulses, moxibustion, etc.). Students must be able to provide emergency treatment

to patients such as Cardiopulmonary Resuscitation (CPR), patient positional changes to maintain airway (Recovery Position) and apply direct pressure to stop bleeding.

#### **D. Conceptual, Integrative and Quantitative**

Students must have cognitive abilities sufficient to recall information and understand basic concepts of bioscience and medicine. Students must possess the ability to analyze patient signs and symptoms and develop a diagnosis. Students must have the diagnostic and cognitive ability to recognize warning signs of emergency conditions and respond according to accepted medical standards. Students must be able to develop a treatment plan, including appropriate modalities and frequency of treatment. Students must have sufficient cognitive ability to be able to develop appropriate acupuncture protocols and herbal formulas.

#### **E. Behavior and Social Attributes**

Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Students must be able to function under stress. Students must also be able to adapt to change, display flexibility in the face of uncertainties and stressful situations, and to demonstrate independently empathy, integrity, compassion, respect, motivation, and commitment commensurate with the habits and mannerisms of a professional training to become a successful acupuncture and herbal medicine practitioner.

Students must allow other students to see and touch them so that all have the same opportunity to achieve proficiency in physical diagnosis and point location.

### *Minimum and Maximum Time Frames*

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Students enrolled only in the Master of Acupuncture program must be enrolled for a minimum of 36 months before the degree can be awarded.

- Those enrolled only in the Chinese Herbal Studies certificate program may not complete the program in less than 27 months.
- Those enrolled in both the M.Ac. degree and the Chinese Herbal Studies certificate program may not complete the combined programs in less than 36 months.
- All requirements for the Master of Acupuncture degree must be completed within 6 calendar years (72 months) from the date of enrollment in the M.Ac. program.
- All requirements for both the Master of Acupuncture degree and the Chinese Herbal Studies certificate program, must be completed within 8 calendar years (96 months) from the date of initial enrollment in the M.Ac. program.
- Students who enroll in the Chinese Herbal Studies certificate program only must complete all requirements within 6 calendar years (72 months) of initial enrollment.

The program lengths indicated above are minimum timeframes. Depending on individual circumstances, some students may require longer to complete their training.



## Corequisite Courses

Corequisite courses are Western science courses that are a part of the Academy's curriculum, but which students take at other accredited institutions as transfer credits. Students have the option of completing these courses concurrently with the Academy's programs or taking them before they enroll.

Corequisite courses are different from prerequisite courses in that they do not have to be completed before enrollment. Students who have already completed their admissions requirements may decide to complete at least some corequisite courses before enrolling in order to focus more intensely on their studies at the Academy. We recommend this approach, in particular for the Anatomy & Physiology II corequisite. Students may also complete the corequisite courses while enrolled in the Master of Acupuncture and/or Chinese Herbal Studies programs. The flexible intensive-based structure of our programs allows students to complete the required courses when at home, often at their own pace, in between intensive sessions.

In either case, courses must also be completed at an accredited community college, university, or online institution. The Academy can provide a range of recommendations for quality corequisite courses that meet the Academy's requirements.

Corequisite courses are not part of the regularly scheduled intensive-based curriculum. However, the Academy does periodically offer certain corequisite courses. Please inquire with Admissions for more information.

### Corequisite Courses – Master of Acupuncture:

- Anatomy & Physiology II (4 credits)
- General Nutrition (3 credits)
- Biomedical Electives: 3 individual courses (9 credits in total)\*

\* For a list of classes that satisfy this requirement, please see Table C in the catalog.

### Corequisite Courses – Chinese Herbal Studies

- Botany (3 credits)

Please note that the cost of corequisite courses is not included in the Academy's tuition for the Master of Acupuncture or Chinese Herbal Studies programs. Costs for these courses will vary depending on the institution where the student chooses to take these courses as well as how many courses a student must take. Please see Costs Additional to Tuition in the catalog.

## Computer Requirement

Students are expected to have regular access to a computer, access to a fast, reliable internet connection, a working camera and microphone on their computer, an office software suite, printer, and an up-to-date internet browser and related plugins. The Academy does not make any specific recommendations regarding operating systems, however, users should be prepared to run Microsoft Office suite or Microsoft Office compatible software. Students are responsible for knowing how to operate the computer system they choose and the software packages required.

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## Challenge Exams

Credits for some courses may be obtained through challenge exams provided by Excelsior College or other college-level exam programs. Among the for-credit college-level exams provided by Excelsior College are:

FSC405 - Human Anatomy or Anatomy & Physiology I

BSC632 - General Microbiology

BSC642/ADJ642 - Psychopathology and Abnormal Psychology

BSC634 - Foundations of Gerontology

## Consortium Agreements

A consortium agreement must be completed by every student for each course taken at an outside accredited institution in order to fulfill a program requirement of the Academy. This applies to students who are receiving financial aid as well as those who are not. The Registrar secures consortium agreements from outside accredited institutions. In order to do this, students must first fill out and submit to the Registrar a Transfer of Credit form. All students must fill out a Transfer of Credit form before registering or paying for a course. Detailed instructions on this procedure are found in the Student Handbook.

Some of the institutions accepting consortium agreements with Academy for Five Element Acupuncture are:

- Huntington College of Health Sciences
- Santa Fe College
- University of Florida

This list can change at any time. Therefore, we strongly recommend speaking with the Academy's Registrar before registering for courses at these colleges.

If a student chooses to search for other institutions not on the Academy's recommended list in order to fulfill a corequisite requirement, there is a limit of two requests for consortium agreements. If after two different requests neither institution will sign a consortium agreement, the student must use one of the Academy's recommended institutions.

## Transfer Credits

The Academy may, at its discretion, award transfer credits towards program requirements. However, no transfer credits will be awarded for any course already counted for admissions purposes. Consequently, students who have only 90 credits are not eligible for transfer-credit consideration.

Credits are typically awarded only to students whose prior course work at an accredited institution closely matches one or more courses in the Academy's curriculum, as demonstrated by original course descriptions.

Courses for which transfer credit is sought must generally have been completed no more than 15 years prior to admission to the program. Exceptions to this rule may be granted by the Academic Dean on a case-by-case basis. Challenge exams may be required to demonstrate currency of knowledge for students in this situation. These challenge exams may be waived by the Academic Dean if the student has been working in a related professional setting, such as a hospital.

Partial transfer credits towards the Academy's course requirements are not awarded. Only courses that exactly match (or exceed) the specific number of credits in the Academy's corresponding course curriculum may be considered for transfer.

Students seeking transfer credit for specific courses must complete an Application for Transfer Credit Approval form, to be reviewed by the Academic Dean. In general, the application must include a copy of the original course description and/or the syllabus from the course that was originally taken. No transfer credits may be awarded for Continuing Education Units or other equivalent courses.

Final decisions on transfer credits are made by the Academic Dean. All transfer credit decisions are final by the end of the first academic year. No transfer credits will be awarded after this time.



## Advanced Standing

Course work in acupuncture and Oriental Medicine is not always standardized, and course work from most other acupuncture schools is seldom based on the Five Element model taught at the Academy. As a result, Advanced Standing status is only rarely awarded to incoming students.

Under special circumstances applicants may be admitted to the program at the beginning of the second or third years of the program. These applicants must have completed comparable studies in another Five Element acupuncture program approved by the Academy.

Advanced Standing applicants are also required to take challenge exams, including a full day of written exams, a point location exam and a clinical skills assessment where required, in order to demonstrate competency. The passing grade for the exams is 70%. All other admissions requirements listed above, including all original transcripts documenting prior training, must be submitted to the Registrar as part of the regular application process.

Students admitted under the Advanced Standing process must complete at least one full academic year of the program prior to receiving the M.Ac. degree.

## Transfer Credits and Advanced Standing: Chinese Herbal Studies Program

Because of the unique nature of this program, transfer credits are generally not accepted. The only exception is for Western science courses that are integral to the program, such as General Botany. The Academy may, at the discretion of the Academic Dean, award transfer credits toward program requirements. However, no transfer credits will be awarded for any course already counted for admissions purposes. Students must participate in the entire program to receive the completion certificate.

Students who enroll in the program and who later decide to leave the program may be readmitted to the program to join a later cohort at an appropriate stage of training, upon prior approval of the Academic Dean. Challenge examinations may be required to assess the returning student's stage of learning.

All decisions about readmission to the program are to be made by the Program Director and Academic Dean.

## Prior Learning

The Academy does not assess non-traditional prior learning credits or perform portfolio assessments. However, the Academy does accept such credits towards admissions requirements, provided those credits were originally awarded by a regionally accredited institution.



## *Application Instructions*

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Students interested in applying to the Academy can apply directly online, or download a copy of the application and mail it to Admissions.

To complete the application process, please submit the following items along with your completed application:

- \$150 one time, non-refundable registration fee
- Admissions essay
- Official transcripts from all previous undergraduate and graduate study
- High school transcripts are not necessary
- Two (2) letters of recommendation
- One digital photo (head shot)

Once transcripts have been evaluated, you will then receive a Transcript Evaluation Form explaining how your previous credits will be used to meet program requirements.

After all materials have been received, an Admissions Counselor will contact you to schedule an interview with an Admissions Committee member. In-person interviews are preferred, but interviews over the phone are available for those unable to travel to the Academy.

Students have access to the Academy's Catalog (available online at <http://acupuncturist.edu>) prior to signing the Enrollment Agreement. A \$350 seat deposit must accompany the signed Enrollment Agreement. This deposit guarantees your place in the class. This deposit is fully refundable upon cancellation of the Enrollment Agreement any time prior to the beginning of the program. Once you begin the program, the seat deposit is considered as tuition and refunded on a prorated basis according to the Refund Policy.

## Additional Information About the Application Process

The registration fee can be paid online with a credit card when submitting the online application. Applicants can also mail a check to Admissions. Please note that applications received without the registration fee will not be processed until the fee is received.

There is room on the paper application to type or hand-write the admissions essay. If you are hand-writing your essay, please make sure you use an ink pen and that you write legibly. The recommended length for the essay is 300 words. We do not count individual words; however, if your essay exceeds several typed pages, you should consider revising it to more concisely answer the question. Please make sure that you directly answer the questions being asked of you. The essay is an important piece of the application.

Official transcripts must be sent directly to the Academy. We do not accept unofficial transcripts or student copies of transcripts. Your undergraduate institution may offer the option of sending your transcripts via a secured electronic source for faster processing. The Academy does accept electronic copies of official transcripts provided that the transcripts are sent by official electronic security sources. Please contact your undergraduate institution for more information.

Letters of recommendation should be typed, dated and signed by the letter writer and then mailed directly to Admissions. We do not accept emailed letters. Please provide the correct mailing information to your letter writers. Recommendations should come from individuals who have known you a minimum of two years and can speak to your strengths as a future practitioner. People to ask include supervisors, long-time colleagues, previous instructors and acupuncture practitioners. Letters from relatives will not be accepted.

If you are a licensed acupuncturist and interested in applying only for our Chinese Herbal Studies program, please visit the Chinese Herbal Studies page on our website.

## Application Deadline

The deadline for application is two months prior to the first day of class. An admissions coordinator will confirm receipt of application material.





## *Acceptance Policy*

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Applicants are considered on the basis of individual merit, without regard to race, color, ancestry, gender, age, national or ethnic origin, religion, disability, medical condition, marital or parental status, sexual orientation or status as a disabled veteran in all rights, privileges, programs and activities generally accorded or made available to students at the school. The Academy does not discriminate on the basis of race, color, sex, national or ethnic origin or sexual orientation in the administration of its educational policies, admission policies and other school-administered programs.

An Admissions Committee evaluates applications within two weeks of receiving all required admission fees and documents. Notice regarding acceptance into the program is made within two weeks of the personal interview.

Acceptance is official when the applicant is sent an Enrollment Agreement signed by an authorized Academy official.



# Financial Information and Policies

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For Current Tuition Schedules, please contact our Admissions department or visit us on the web at [www.acupuncturist.edu](http://www.acupuncturist.edu)

## Costs Not Covered in Tuition

The Academy does not have on-campus housing. Students are responsible for making their own living and travel arrangements. They must pay their own personal expenses directly.

### A. Housing

For the first two years of the program, during the intensive sessions, students who do not live locally must arrange short-term housing accommodations for themselves. The Academy can suggest options for short-term housing to enrolled students upon request, but it is the students' responsibility to make their own arrangements.

The clinical internship beginning in the third year is residential and requires longer-term housing. Housing expenses can vary widely depending on the size and location of the housing desired and the time of year. Many students choose to share the cost of housing with classmates.

### B. Travel and Local Transportation

Travel and transportation costs related to attending classes depend on the distance of the student's home residence in relation to Gainesville, Florida. Those students who must fly to Gainesville will incur greater travelling expenses than those who are within driving distance. The Academy is located very close to Gainesville Regional Airport, and is within easy travelling distance to two major airports: Orlando International Airport and Jacksonville International Airport.

### C. Books

Students purchase the majority of their required books for the program during the first intensive session. These books comprise the majority of texts required for the entire program (additional texts may be added as necessary). Students may purchase their books through the Academy bookstore where student book packages are available at discounted rates. Books for the Acupuncture program are considered a separate expense from the books required by the Chinese Herbal Studies program.

### D. Corequisite Courses

Some course credits have to be earned at institutions outside of the Academy. Please see the Corequisite Course page for specific details on these courses.

The cost of obtaining these corequisite courses is not included in tuition, and will vary depending on the student's prior training and the tuition costs at the institution(s) chosen for these courses.

A selection of corequisite courses is offered each year at the Academy. These courses are generally less expensive than those found at outside colleges and universities. Students receive advance notice of the corequisite course schedule so that travel and financial payment may be budgeted as early as possible.

**E. Observation**

Students must complete a number of hours observing licensed Five Element practitioners in practice. Some practitioners charge a fee for this service, but most do not. Fees for clinical observation outside of the Academy are set by the practitioner. There is no charge for clinical observation at the Academy’s clinic.

**F. Point Location**

Students are required to work with an approved practitioner to complete a number of hours of independent point location practice. As with observation hours, point location hours are independently arranged between students and practitioners. Most practitioners charge an hourly fee but some do not. The fee for a point location session is typically shared by a group of students so that the cost per participant is minimal.

**G. Acupuncture Treatment**

Students are required to receive a specified number of Five Element acupuncture treatments while in school. Fees for these treatments will vary by independent practitioner and are arranged between the student and the practitioner. The Academy’s clinic offers a student rate for treatment.

Other Costs Additional to Tuition	Acupuncture	Herbal Studies
Books and Supplies for the entire program. All of your books, particularly Meridians and Points by J.R. Worsley, are treasured texts that you will keep forever. Your list of supplies also includes a white lab coat and entrance fees for the class trips into nature that are intended to help you embody the aliveness of nature and the five elements as they exist in our everyday lives. You will receive a key card and student ID.	\$570	\$345
Corequisite Courses. The ability to offer our programs in an intensive format depends on your commitment to complete a number of courses at your own pace and at your choice of educational institutions which are considered acceptable to the Academy. You are responsible for the cost of completing these corequisite courses which include: Anatomy & Physiology II, General Nutrition, Biomedical Electives (3 courses), and Botany (if in Herbal Studies).	\$1,775	\$500
Point Location. The fee for a point location session is typically shared by a group of students so that the cost per participant is minimal.	\$135	

Clinical Internship. Five Element acupuncture treatment prior to your clinical year is a requirement. The Academy offers a special student rate and extended clinic hours to accommodate you when you are in Gainesville. This ensures that you can receive treatment that is available and affordable. Prior to entering your clinical year, you will need to complete the Clean Needle Technique (CNT) course, administered by the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM). Successful completion of the CNT course is one of the requirements for National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) certification, as well as a licensing requirement in many states. (Possible travel costs not included).

\$915

\$375

During your clinical year there is a fee for malpractice insurance coverage and business cards.

A commencement fee includes your diploma, cap and gown and end-of-program ceremony.

**TOTAL**

\$3,395

\$1,220

You pay most of these costs directly, such as your corequisite course credits, your books, and your acupuncture treatments. The amount of (\$575) will be billed to you directly in six installments for the following: nature park entrance fees, business cards, name tag, key card, malpractice insurance and graduation. Please keep in mind that these are estimated costs. All costs and fees are subject to change. There may be additional expenses incurred depending on individual circumstances, such as the number and location of corequisite courses you need to complete.

## Other Fees

- \$500 fee is charged for reinstatement.
- \$300 fee is charged for retaking any end-of-year exam after the first retake and any exam by special arrangement.
- \$100 late fee is charged for each month that tuition is more than five days late. Students may not attend any classes until tuition payment is up to date.
- \$50 fee is charged for each extension requested on homework assignments or assignments late without prior written request and approval for an extension.
- \$40 fee for proctored exams.
- \$25 bookkeeping fee is charged for any returned check.
- \$15 fee per hour is charged for point location models supplied by the school.

No additional fees are assessed for student activities. Students may choose to participate in special workshops, courses or advanced training programs organized by the Academy and offered to students in addition to regularly scheduled classes. Fees and expenses for these programs are the responsibility of the student.

## Financial Aid

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Several educational loan options are available for students in the Master of Acupuncture program. We highly recommend applying for financial aid at the same time as you file your admissions application to ensure prompt arrival of loan funds. For specific information and questions, please contact our Financial Aid Counselor.

Please note that the Chinese Herbal Studies Program is not eligible for financial aid.

### Federal Stafford Loans

The Federal Stafford Loan is available to those students in the Master of Acupuncture program who qualify. In order to begin the process, all students must fill out the Free Application for Financial Aid (FAFSA form). This can be done online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Please remember when you file your form to enter the Academy's school code.

The Academy's school code is: 041335.

Loans of up to \$20,500 per academic year are available from the federal government to cover the cost of tuition and fees. As of July 2012, subsidized Stafford Loans are no longer available to graduate students. All Stafford Loans are now unsubsidized. This means that you are responsible for the interest of the loan from the time it is disbursed until the time it is paid in full. You may choose to pay the interest while in school, or allow it to be added to the principal amount of the loan. Interest rates are variable and subject to change.

Repayment of a Stafford Loan begins after withdrawal or completion of the program. There is a six-month grace period for loan repayment.

### Federal Graduate PLUS Loans

The Graduate PLUS Loan is also available to students who qualify. In order to be eligible, you must have already applied for the maximum amount of the Stafford Loan for that academic year (\$20,500) before applying for the Graduate PLUS Loan. Please be advised that approval for a Graduate PLUS Loan requires a credit check in addition to the regular FAFSA process. The amount available to students varies by state and interest on Graduate PLUS Loans begins to accumulate from the day the loan was originally disbursed. For specific information on Graduate PLUS Loans, please contact Financial Aid.

## Veterans' Administration Educational Benefits

The Academy's program is approved for Veterans Educational Benefits by the State Approving Agency. Please contact your VA counselor or representative to determine which VA Benefit program you qualify for. It is important to determine this information early as we will need it in order to begin the certification process once you are accepted.

For any student using US Department of Veterans Affairs or Vocational Rehabilitation and Employment benefits, while VA payment is pending, the Academy will not:

- prevent the student's enrollment
- assess a late penalty fee to the student
- require the student to secure alternative or additional funding



- deny the student access to any resources available to other students who have satisfied their tuition and fee bills the Academy

However, to qualify for this provision, the student may be required to:

- produce the VA Certificate of Eligibility (COE) by the first day of class
- provide a written request to be certified
- provide additional information needed to properly certify the enrollment as described in other institutional policies.

## Return of Tuition to Withdrawing Students

If a student receiving federal financial aid withdraws from the Master of Acupuncture program, the school is required to calculate the amount of federal loan money that must be returned to the government in accordance with Title IV federal regulations. The amount returned will depend on the amount disbursed to the student, the number of didactic days in the loan period and the student's official withdrawal date. The official withdrawal date is the date upon which the Academy receives written notice or provides written notice to the student.

Students may accrue balances due to the Academy after federal monies have been returned to the government. Students are responsible for any balance owed to the Academy.

## Refund Policy

All monies, including the seat deposit, will be refunded to applicants who cancel the Enrollment Agreement within three working days from the student's signing the Enrollment Agreement. The registration fee is non-refundable.

Students who withdraw (or who are terminated) after beginning the program up to completion of 40% of the program shall receive a prorated refund based upon the length of time the student remains enrolled. All prorated refund will be based on credit hours.

No tuition refunds will be granted after completion of more than 40% of the total program.

Refunds are made directly to the students within 30 days after written notification of withdrawal or termination is received by the Academy. Cancellation by the student should be in writing by email, certified mail or in person. The official date of withdrawal from the program is the last date of attendance unless the school receives written notification indicating earlier withdrawal from the program.

# Academic Policies

## Academic Progress

To advance through the M.Ac. program, students must maintain satisfactory academic progress. Academic progress is monitored by quizzes, practical work, papers, projects, attendance and intersession homework assignments. Proctored comprehensive exams are held at the end of each year. Students must successfully complete all assignments and pass all end-of-year exams before being permitted to progress to the next level of training.

All examinations and assignments are graded using a competency based evaluation system as follows:

Grade	Definition	Meaning
“AC”	“Achieved Competency”	The student has clearly demonstrated the required level of competency for the assignment, clinical skill or examination to be awarded a passing grade.
“LC”	“Limited Competency”	There is insufficient indication that the student has achieved the required level of competency for the assignment, clinical skill or examination. A rewrite or retake will be required.
“IN”	“Incomplete”	The student did not hand in the work, complete the assignment or take the required exam. No grade can be given.
“AU”	“Audit”	The student attended but did not complete the course for credit.

Students must also receive an “AC” grade on year-end evaluations in order to progress to the next level of training.

Detailed descriptions of policies relating to quizzes, grading, exams, retake exams and academic probation are published in the Academy Student Handbook.

## Attendance

Attendance is mandatory in all classes at the Academy. We understand that this expectation may differ from your previous educational experiences where absences could be “excused” for medical or family reasons. However, your presence is essential to making the intensive structure possible.

During intensive sessions students must be present for no less than 85% of class hours (Acupuncture program) and 75% of class hours (Herbal Studies program). Credit for any intensive session when two or more days are missed will be considered on a case-by-case basis. Factors to be weighed include: attendance history, class participation and academic standing. During the residential clinical year, students must be present for no less than 85% of all didactic

and clinical training classes per clinic level (all programs). Failure to meet attendance guidelines per clinical level may result in a grade of Incomplete for that portion of the program. An Incomplete grade in any clinical level may mean waiting as much as a year to re-take that level.

Attendance requirements in all other courses such as western clinical sciences, adjunctive studies, practice management and national exam preparation, are specified in the course syllabi.

Students who miss instructional time in any program may be given make-up work assigned by the instructor in consultation with the academic dean. Such work may include additional reading, writing assignments, testing, or meetings with tutors/faculty members. Students are responsible for any additional costs associated with make-up requirements. Poor attendance is grounds for probation or dismissal from the program. Reinstatement shall be at the discretion of the Academy. Additional details about attendance are provided in the Student Handbook.

## Interruptions in Training

Given adequate notice, the Academy will attempt to assist students who are unable to attend specific classes. However, it could be as long as one year before similar classes are scheduled again and the Academy makes no guarantee to provide an equivalent session sooner.

## Dismissal from the Program

The Academy's concern is with those forms of conduct deemed to be disruptive to the pursuit of training in an atmosphere of safety and mutual respect for the rights of the school's community members and their patients. Every member of the Academy, including students, staff, instructors and patients, has the right to expect that a safe, respectful and professional atmosphere will be maintained.

The Academy is committed to academic excellence. In addition to the knowledge and skills you acquire, you will also learn and develop a high standard of professional behavior. Professional behavior involves a strong commitment to personal honor, moral integrity and mutual respect. Demonstration of professional conduct is an academic standard and is evaluated from the first day onwards of your education at the Academy. Expectations for professional conduct as an academic issue are described in detail in the Academy's Student Handbook. The occurrence of any of the following conditions constitutes a breach of the Enrollment Agreement by the student and is sufficient grounds for probation and/or dismissal from the Academy:

- Insufficient academic progress, as determined by exam grades, evaluations and attendance
- Unprofessional conduct or conduct deemed by the Academy to be disruptive of a learning atmosphere
- Failure to pay tuition within 5 days of receiving a written demand for payment

Reinstatement is at the discretion of the Academy. Detailed descriptions of policies relating to professional conduct, dismissal and grievance procedures are published in the Student Handbook.

## Student Grievance & Appeals Procedure

Problems or concerns are usually resolved through informal meetings with the faculty, staff or students involved in the matter. Any student with a problem or concern regarding the Academy is encouraged to discuss that concern directly with the parties involved. If the issue cannot be resolved through informal discussion, the student may then discuss the concern with the Academic Dean, who will attempt to resolve the matter informally through discussion with and agreement by the parties involved. If the student is not satisfied with the outcome, the student may then follow the Academy's formal grievance procedure as detailed in the Student Handbook.

If a student is not satisfied that the school adheres to its own policies or has not been fair in handling a grievance, the student may notify the Accreditation Commission for Acupuncture and Oriental Medicine at [www.aacom.org/contact-us](http://www.aacom.org/contact-us) and/or the Commission for Independent Education at [www.fl DOE.org/policy/cie/file-a-compliant.stml](http://www.fl DOE.org/policy/cie/file-a-compliant.stml).

## Completion of Program/Transcripts

Upon written request, students will be issued a transcript within 30 days after verification of completion of program requirements, as long as all tuition and school fees are paid in full. The initial transcript is \$10. Each additional transcript is \$5. If a student requires a transcript sooner than two weeks, there is a \$100 administrative fee for expedited requests. Written requests for verification of third-year status and an interim transcript must be submitted to the Registrar at least 30 days before the NCCAOM exam application deadline. Tuition payments must be current before a transcript may be issued.

In cases of withdrawal from the program, students must successfully complete all assignments, pass all end-of-year exams and receive a grade of "AC" on year-end evaluations before receiving credit on a transcript.

## Graduation and Certification Requirements

A Bachelor of Health Sciences and a Master of Acupuncture degree are awarded concurrently to each student who successfully completes all program requirements as stated in the Enrollment Agreement and as shown here. Both degrees are only conferred at the completion of the entire four academic year program. A Certificate in Chinese Herbal Studies is awarded to each student who successfully completes all program requirements as stated in the Enrollment Agreement and as shown here.

Requirements for Graduation and Awarding of Any Degree or Certificate:

- Demonstrated standard of conduct reflecting a genuine care for the welfare of others.
- The Executive Director and at least two participating instructors make this evaluation.
- Completion of required hours.
- Satisfactory completion of written and practical exams and project work with minimum passing scores.
- A 90% attendance record.
- All tuition fees and outstanding bills to the Academy paid in full.
- Official transcripts on file from an accredited institution showing completion of all required academic corequisites.



- Current address and phone number.
- Successful completion of all forms documenting clinical work and evaluation.

The minimum time of completion for the Master of Acupuncture program is not less than 36 months and not more than 72 months from the start of the program.

The minimum time of completion for students who enroll in both the Master of Acupuncture and Chinese Herbal Studies program is not less than 36 months, and not more than 96 months from the start of the combined program.

## State of Florida

The Academy is authorized by the State of Florida Commission for Independent Education to confer a Bachelor of Health Sciences degree and a Master of Acupuncture degree. CEU courses and approval for CEU credits are not under the purview of the Commission for Independent Education. Information about the Commission may be obtained by contacting: Commission for Independent Education, 325 West Gaines Street, Ste. 1414, Tallahassee, FL 32399. Phone: 850.245.3200 and toll-free 888.224.6684.

## NCCAOM

Graduates of the Academy's acupuncture and Chinese Herbal Studies programs are qualified to sit for the national certification examinations in Acupuncture and Chinese Herbology, which are administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). Permission to sit for exams prior to graduation is at the discretion of the Academic Dean. NCCAOM certification is currently accepted as a full or partial basis for licensure as acupuncture and/or Oriental medicine practitioners in most states. For more information contact NCCAOM at: 2025 M St. NW, Suite 800, Washington DC, 20036. Phone 888.381.1140. Web: [www.nccaom.org](http://www.nccaom.org).

## Licensing in Florida

Licensing eligibility for acupuncture and Oriental medicine practitioners in Florida is approved by the State Board of Acupuncture. All requirements for Florida licensure are satisfied by the Academy's Master of Acupuncture and Chinese Herbal Studies program. Specific details on how the program meets Florida requirements are detailed in the program description section of the catalog. For more information on acupuncture licensure in Florida, contact the State of Florida Department of Business and Professional Regulation, 1940 N. Monroe Street, Tallahassee, FL 32399. Phone 850.488.0595.

## Licensing in Other States

Most states or jurisdictions where graduates choose to practice acupuncture have their own laws, regulations and licensing procedures. Students should be aware that acupuncture is a growing field and states are frequently revising requirements for licensing. While the Academy is not responsible for ensuring that students meet legal requirements in all states, we can assist students in clarifying individual state requirements. However, applicants to the Academy's program are ultimately responsible for determining the specific licensure requirements for the state(s) in which they plan to practice.

## Intensive Schedules for M.Ac. and Chinese Herbal Studies Programs

Intensive schedules for upcoming classes are available by contacting an admissions coordinator.



## *Tables*

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Program sequence and hours/credit	Table A
Course descriptions	Table B
Required corequisite course sequence	Table C

## Table A

### PROGRAM SEQUENCE AND HOURS/CREDITS FOR INDIVIDUAL PROGRAM

PROGRAM/COURSE SEQUENCE	HOURS		
COURSES TO BE COMPLETED PRIOR TO ADMISSION	M.A.C.	M.A.C. +HERBS	HERBAL STUDIES
<b>FOUNDATION SCIENCE PREREQUISITES</b>			
FSC401 – Principles of Biology/General Biology .....	45	45	--
FSC404/ADJ404 – General Psychology .....	45	45	--
FSC405 – Human Anatomy or Anatomy & Physiology I .....	60	60	--
<b>ACADEMIC PROGRAM – YEAR I (MONTHS 1 - 12)</b>			
<b>ACUPUNCTURE PROGRAM: DIDACTIC (INTENSIVES 1 - 3)</b>			
ACT401 – Five Element Acupuncture I: Core Concepts & Theory... 135 .....	135	135	--
ACT402 – Points and Point Location Techniques I .....	75	75	--
ACT403/ADJ403 – Introduction to Qigong and Tai Ch'i .....	15	15	--
ACT410 – Inner Development of the Practitioner .....	69	45	--
ACT405 – Year I Directed Study Projects.....	45	45	--
<b>ACUPUNCTURE PROGRAM: FOUNDATIONS OF CLINICAL TRAINING</b>			
ACC451* – Clinical Observation of Patients I: Clinical Theater I.....	30	30	30
ACC452 – Private Practice Clinical Observation of Patients I.....	60	60	--
<b>BIOMEDICAL SCIENCES</b>			
BSC407 – Medical Terminology .....	30	30	--
<b>CHINESE HERBAL STUDIES: DIDACTIC</b>			
CHT401 – Survey of Chinese Herbal Medicine I .....	--	30	30
CHT411 – Eight Principle Overview: Directed Study .....	--	35	35
CHT499 – Survey of Chinese Herbal Medicine I: Directed Study .....	--	20	20
PREREQUISITES and YEAR I TOTALS (HOURS) .....	609	694	115
Prerequisites and Year I Totals (Credits).....	35.5	38.75	4.25

\*ACC 451 – Clinical Observation of Patients I: Clinical Theater I satisfies requirements in both the M.Ac and Chinese Herbal Studies programs. Students taking Chinese Herbal Studies only are allowed entrance to this course or may complete 30 hours of approved private practice observation.

*Table A*  
**PROGRAM SEQUENCE AND HOURS/CREDITS  
 FOR INDIVIDUAL PROGRAM**

PROGRAM/COURSE SEQUENCE	HOURS		
ACADEMIC PROGRAM – YEAR 2 (MONTHS 13 - 24)	M.A.C.	M.A.C. +HERBS	HERBAL STUDIES
<b>ACUPUNCTURE PROGRAM: DIDACTIC (INTENSIVES 4 - 6)</b>			
ACT411 – Five Element Acupuncture II: Preparation for Clinical Work I	35	135	--
ACT412 – Points and Point Location Techniques II	75	75	--
ACT414 – Spirit of Points I	15	15	--
ACT415 – Year II Directed Study Projects	45	45	--
ACT420 – Inner Development of the Practitioner II	45	45	--
<b>ACUPUNCTURE PROGRAM: INTERMEDIATE CLINICAL TRAINING</b>			
ACC461 – Clinical Observation of Patients: Clinical Theatre II	30	30	--
ACC462 – Private Practice Clinical Observation of Patients II	60	60	--
ACC463 – Internship Preparation I	15	15	--
<b>BIOMEDICAL SCIENCES</b>			
BSC401 – Intro to General & Systems Pathology	30	30	--
BSC406 – General Pharmacology I	15	15	--
<b>CHINESE HERBAL STUDIES: DIDACTIC</b>			
CHT501 – Survey of Chinese Herbal Medicine II	--	90	90
CHT599 – Survey of Chinese Herbal Medicine II: Directed Study	--	60	60
<b>CHINESE HERBAL STUDIES: CLINICAL TRAINING</b>			
CHC551 – Herbal Clinical Observation I	--	20	20
<b>BIOMEDICAL SCIENCES: COREQUISITES</b>			
BSC405 – Physiology or Anatomy & Physiology II	60	60	--
YEAR 2 TOTALS (HOURS)	525	695	170
Year 2 Totals (Credits)	29.5	37.5	8

*Table A*  
**PROGRAM SEQUENCE AND HOURS/CREDITS  
 FOR INDIVIDUAL PROGRAM**

PROGRAM/COURSE SEQUENCE	HOURS		
ACADEMIC PROGRAM – YEAR 3 (MONTHS 25 - 30)	M.A.C.	M.A.C. +HERBS	HERBAL STUDIES
<b>ACUPUNCTURE PROGRAM: DIDACTIC (CLINICAL RESIDENCY)</b>			
ACT670 – Five Element Acupunc. III: Intro to Clinical Seminar.....	45	45	--
ACT671/ADJ671 – Qigong II.....	15	15	--
ACT672A – Practice Management I: Core Concepts.....	30	30	--
ACT673 – Introduction to Theories of Counseling & Psychotherapy.....	30	30	--
ACT674 – Professional Ethics.....	15	15	--
ACT675 – Clinic Office Management Practicum.....	60	60	--
ACT676 – Inner Development of the Practitioner III.....	15	15	--
<b>ACUPUNCTURE PROGRAM: ADVANCED CLINICAL TRAINING</b>			
ACC661 – Internship Preparation II.....	75	75	--
ACC671 – Clinical Internship I.....	180	180	--
ACC672 – Clinical Internship II.....	180	180	--
ACC673 – Clinical Internship III.....	180	180	--
<b>CHINESE HERBAL STUDIES: DIDACTIC</b>			
CHT601 – Survey of Chinese Herbal Medicine III.....	--	30	30
CHT602 – Exam Preparation.....	--	45	45
CHT603 – Internal Medicine.....	--	45	45
CHT699 – Survey of Chinese Herbal Medicine III: Directed Study.....	--	20	20
CHT799 – Internal Medicine and Related Topics: Directed Study.....	--	72	72
YEAR 3 TOTALS (HOURS).....	825	1037	212
Year 3 Totals (Credits).....	31.75	41.75	10

*Table A*  
**PROGRAM SEQUENCE AND HOURS/CREDITS  
 FOR INDIVIDUAL PROGRAM**

PROGRAM/COURSE SEQUENCE	HOURS		
ACADEMIC PROGRAM – YEAR 4 (MONTHS 31 - 36)	M.A.C.	M.A.C. +HERBS	HERBAL STUDIES
<b>ACUPUNCTURE PROGRAM: DIDACTIC (CLINICAL RESIDENCY)</b>			
ACT680 – Five Element Acupuncture III: Intermediate Clinical Seminar.....	45	45	--
ACT681 – Five Element Acupuncture III: Advanced Clinical Seminar.....	45	45	--
ACT682 – Practice Mgt. II: Orientation to Business Ownership.....	30	30	--
ACT683 – NCCAOM Boards Examination Preparation.....	45	45	--
ACT684 – Introduction to Information Literacy.....	15	15	--
<b>ADJUNCTIVE STUDIES:</b>			
ADJ601 – Alternative Therapies.....	30	30	--
ADJ608 – Review of Florida Licensure Rules and Laws.....	20	20	--
<b>BIOMEDICAL SCIENCES:</b>			
BSC603 – Western Clinical Sciences Survey.....	30	30	--
BSC606 – General Pharmacology II.....	15	15	--
BSC608 – Introduction to Integrative Medicine.....	15	15	--
<b>CHINESE HERBAL STUDIES: DIDACTIC</b>			
CHT701 – Five Element Herbalism.....	--	15	15
<b>CHINESE HERBAL STUDIES: COREQUISITE</b>			
BSC630/CHT630 – Survey of Botany/General Botany.....	--	45	45
<b>CHINESE HERBAL STUDIES: CLINICAL TRAINING</b>			
CHC751 – Herbal Clinical Observation II.....	--	15	15
CHC771 – Herbal Clinical Internship I.....	--	72.5	72.5
CHC772 – Herbal Clinical Internship II.....	--	72.5	72.5
<b>BIOMEDICAL SCIENCES: COREQUISITES</b>			
BSC607 – General Nutrition/Nutrition for Health.....	45	45	--

*Table A*  
**PROGRAM SEQUENCE AND HOURS/CREDITS  
 FOR INDIVIDUAL PROGRAM**

PROGRAM/COURSE SEQUENCE	HOURS		
ACADEMIC PROGRAM – YEAR 4 (MONTHS 31 - 36) (continued)	M.A.C.	M.A.C. +HERBS	HERBAL STUDIES
<b>BIOMEDICAL SCIENCES: ELECTIVE COREQUISITES</b>			
BSC631 – Introduction to Biochemistry.....	E.....	E.....	--
BSC632 – General Microbiology.....	E.....	E.....	--
BSC633 – Pathology II: Pathophysiology.....	E.....	E.....	--
BSC634 – Foundations of Gerontology.....	E.....	E.....	--
BSC635 – Women’s Health.....	E.....	E.....	--
BSC636 – Biomedical Research Methods.....	E.....	E.....	--
BSC637 – Understanding Statistical Evidence.....	E.....	E.....	--
BSC638 – Biology of Cancer.....	E.....	E.....	--
BSC639 – Immunology.....	E.....	E.....	--
BSC640 – Principles of Epidemiology.....	E.....	E.....	--
BSC641/ADJ641 – Nutrition in Health and Disease.....	E.....	E.....	--
BSC642/ADJ642 – Psychopathology and Abnormal Psychology.....	E.....	E.....	--
BSC643/ADJ643 – Health Psychology.....	E.....	E.....	--
BSC644 – Biomedical Science Elective.....	E.....	E.....	--
3 Electives, chosen from the above list of courses marked ‘E’.....	135.....	135.....	--
YEAR 4 TOTALS (HOURS).....	470.....	690.....	220
Year 4 Totals (Credits).....	31.....	40.5.....	9.5
TOTAL ALL YEARS (HOURS).....	2429.....	3116.....	717
TOTAL ALL YEARS (Credits).....	127.75.....	158.5.....	31.75

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>ACC451 – CLINICAL OBSERVATION OF PATIENTS I: CLINICAL THEATER I</b> In this course, clinic patients are evaluated by experienced practitioners in the classroom setting while students observe and learn. Subsequent discussion of each case in detail permits students to gain a more thorough understanding of the processes involved in diagnosis and treatment.	30	1
<b>ACC452 – PRIVATE PRACTICE CLINICAL OBSERVATION OF PATIENTS I</b> Observing experienced practitioners at work with patients represents a vital step in the clinical learning process. This course, which emphasizes clinical observation with experienced practitioners in private practice office settings, allows students to gain additional exposure to 'real world' clinical settings. Students may also arrange to observe senior interns at work in the Academy's clinic.	60	2
<b>ACC461 – CLINICAL OBSERVATION OF PATIENTS: CLINICAL THEATRE II</b> Observing senior practitioners at work with patients represents a vital step in the clinical learning process. In this second-year course, students observe senior practitioners working in the classroom with patients in a structured 'clinical theater' format. Practitioner-teachers model the interview and diagnostic process for student observers. In the second year, student practitioners may participate in this process. Subsequent treatment of patient by interns is also observed. Ample time is set aside for subsequent round-table discussion of issues and questions that arise during the clinical observation process.	30	1
<b>ACC462 – PRIVATE PRACTICE CLINICAL OBSERVATION OF PATIENTS II</b> Observing experienced practitioners at work with patients represents a vital step in the clinical learning process. This course, which emphasizes clinical observation with experienced practitioners in private practice office settings, allows students to gain additional exposure to 'real world' clinical settings. Students may also arrange to observe senior interns at work in the Academy's clinic.	60	2
<b>ACC463 – INTERNSHIP PREPARATION I</b> Incoming clinic interns receive instruction and information from clinical faculty about the functioning of the Academy's clinic and about the expectations and requirements during clinical internship.	15	0.5
<b>ACC661 – INTERNSHIP PREPARATION II</b> During the first two weeks of internship ('clinical weeks'), incoming clinic interns receive further instruction from clinical faculty about the functioning of the Academy's clinic and about what the expectations and requirements are during the clinical internship. During this period, interns are also assigned their first patients and perform their first supervised treatments.	75	2.5



*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>ACC671 – CLINICAL INTERNSHIP I</b> The clinical internship is the heart of the third year program. Students work with experienced Five Element practitioners to gain proficiency in treating patients. Students begin the internship under close supervision by the faculty and, as the year progresses, are given more responsibility for clinical decisions. Students conduct the traditional diagnosis, participate in treatment planning, perform appropriate treatments, keep treatment records and follow-up on patient response to treatment. Detailed treatment records are submitted at regular intervals as well as future patient treatment plans that demonstrate the student's own learning, insights and process. In this first third of the internship, interns begin recruiting and treating their own patients in the Academy's acupuncture clinic under close supervision by clinical faculty.	180	6
<b>ACC672 – CLINICAL INTERNSHIP II</b> A continuation of ACC671. In this middle third of the clinical internship, interns continue treating their own patients in the Academy's acupuncture clinic under supervision of clinical faculty.	180	6
<b>ACC673 – CLINICAL INTERNSHIP III</b> A continuation of ACC671 and ACC672. In this final third of the clinical internship, interns treat their own patients in the Academy's clinic independently, under supervision of clinical faculty.	180	6
<b>ACT401 – FIVE ELEMENT ACUPUNCTURE I: CORE CONCEPTS AND THEORY</b> This course represents the centerpiece of the Academy's first year curriculum, and lasts for the entire duration of the first academic year. It builds a strong foundation in the theoretical basis of traditional Five Element acupuncture. Through an integrated modular approach, students learn the basics of being a Five Element acupuncture practitioner. The focus is on the foundations of acupuncture theory, pulse taking and the development of diagnostic skills. Course work is presented in varied formats, including lectures, labs, classroom exercises and demonstrations, to ensure that students have a good foundation for second-year clinical skills instruction. Course content includes the following modules:	135	9
<ol style="list-style-type: none"> <li>1. Foundations. Introduces the natural laws that govern classical Five Element acupuncture. Presented first is an overview of the history and philosophy of Oriental Medicine and the concepts of Tao, Yin and Yang, Qi energy and descriptions of various types of acupuncture. Following this, core concepts of Five Element acupuncture theory are presented: the Five Elements, the Twelve Officials, the Sheng and Ko cycles, Law of Mother/Child, Law of Middy/Midnight and the Law of Husband/Wife. Five Element associations are introduced with particular emphasis on color, sound, odor and emotion.</li> <li>2. Point Concepts and Functions. Introduces the basic use of points. Subjects include the concept of point names, the concept of the spirit of points, command points, source points, element points, energy transfers, entry and exit points, windows of the sky, tonification, sedation and junction points and horary and reunion points.</li> </ol>		

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
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**ACT401 – FIVE ELEMENT ACUPUNCTURE I: CORE CONCEPTS AND THEORY (continued)**

3. Introduction to Pulse Taking. Pulse taking practice is vital to the entire program. This module introduces the basic theory and golden rules of pulse taking. Practice begins immediately using simplified notation. Instructional methods include lecture, hands-on practice and pulse feedback from instructors.
4. Diagnostic Skills and the Concept of Causative Factor. Foundation for the clinically oriented instruction that commences in the second year. Topics covered include health and sickness in the individual, causes of disease, the concept of Causative Factor, diagnosis according to color, sound, odor and emotion, Five Element associations and the Law of Cure. This module also introduces students to the physical examination, which is an integral part of traditional diagnosis. Subjects covered include center pulse, the three jiao, akabanes, alarm points and abdominal diagnosis.
5. Basic Treatment Techniques. Appropriate treatment protocols are the foundation for effective acupuncture treatment. Through lectures and practicals with feedback from instructors, this module introduces students to specific uses of points and specialized treatment protocols. Material includes aggressive energy, akabane imbalance, associated effect points, use of the Conception and Governing vessels, moxibustion, types of needles, Husband/Wife imbalance, four needle technique and internal and external dragons.
6. Equipment and Safety. Introduces students to the variety of equipment, materials and techniques used by acupuncturists in the treatment room, aseptic techniques and CNT protocols, patient safety and emergency protocols. Competency is assessed via a comprehensive end-of-year examination.

<b>ACT402 – POINTS AND POINT LOCATION TECHNIQUES I</b>	75	5
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This course introduces the basics of point location. The emphasis is on anatomical location, palpation skills and hands-on practice. Topics include the nature of an acupuncture point, the meridian network, how to locate points and the concepts of measuring in point location. Also covered are command points, meridian deep pathways and beginning material on the back landmarks, entry and exit points, associated effect points, and selected points on the Conception and Governor Vessels.

<b>ACT403/ADJ403 – INTRODUCTION TO QIGONG AND TAI CHI</b>	15	1
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Introductory instruction and practice in qigong and tai chi. Students learn elementary forms of qigong “energy work”, tai chi movements and exercises for personal health and well-being. The exercises are also suitable for use with patients in a clinical setting.

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<p><b>ACT405 – YEAR I DIRECTED STUDY PROJECTS</b></p> <p>Students complete directed study assignments between teaching intensives. A range of practical projects, research and written assignments help to expand and develop the student's growing abilities as a Five Element practitioner.</p>	45	1
<p><b>ACT410 – INNER DEVELOPMENT OF THE PRACTITIONER</b></p> <p>The individuality of the practitioner has an enormous effect on the efficacy of acupuncture treatment. As a practitioner, increasing awareness of one's own self results in being a better mirror in order to diagnose and treat patients. With Five Element acupuncture's emphasis on treating at the subtlest levels of a person's qi, awareness of the practitioner's internal state is fundamentally important. This course utilizes many different techniques to increase awareness of the practitioner's internal state, focusing on stillness, intention, personal awareness of strengths and weaknesses and relationship to nature. It includes practicing Qigong, meditation, field trips into nature and exercises on inner development from the required textbook "Essential Spirituality" by Roger Walsh. It also includes a self-evaluation module titled "Frontiers of Growth," designed to help students understand themselves as practitioners, identify and fortify both academic and personal areas of strengths and weaknesses, guide students in getting the help they need in order to grow beyond their limitations and measure progress towards self-understanding and growth.</p>	69	4.5

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
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<b>ACT411 – FIVE ELEMENT ACUPUNCTURE II: PREPARATION FOR CLINICAL WORK</b>	135	9
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This year-long course is the core of second-year preclinical training. Theoretical and experiential training continue to build a base for clinical application. Students are introduced to the traditional diagnosis, treatment planning and treatment protocols. Introduction to needle insertion skills and safety are part of this year's work. Pulse taking skills are refined. As in the first year, material is integrated into intensive sessions that allow students to be immersed in the material being studied. Modules include:

1. Treatment Planning and Protocols: Planning effective treatment involves the successful application of acupuncture theory and diagnosis in the treatment room. Students develop skills for perceiving a patient's needs through techniques for building patient rapport. Students then learn to plan, carry out and evaluate appropriate treatment for the individual. Topics include moxa, needles, tonification, sedation, the law of least action, seeing the whole patient, use of non-command points, treatment planning guidelines, factors blocking treatment, forbidden points, effect of season and time of day, and the spirit of the points. Also covered are how to take and record blood pressure, specific treatment protocol needle techniques, protocols for a patient fainting, first-aid points and clean needle technique.
2. The Traditional Diagnosis: In order to begin the diagnostic process, students must be able to gather a complete patient history. This module introduces questioning techniques as well as the development of observation skills and rapport building. The goal is for students to become proficient in gathering information, with a focus on seeing, asking, hearing and feeling.
3. Intermediate Pulse Taking: Palpation and pulse taking skills are refined. Topics covered in this module include the concept of the norm in pulse taking, appropriate pressure, identification of blocks, notation and pulse taking feedback.

<b>ACT412 – POINTS AND POINT LOCATION TECHNIQUES II</b>	75	5
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This course continues the practice of point location skills begun in the first year. Special emphasis is on back landmarks, inner and outer bladder lines, sacral points, associated effect points, landmarks and points of the lower abdomen, mid-abdomen and chest. Windows of the sky, alarm points, entry and exit points, command points and points of the internal and external dragons are also located.

<b>ACT414 – SPIRIT OF POINTS I</b>	15	1
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One of the most distinctive aspects of Five Element clinical practice is the reliance on and understanding of the spirit of individual acupuncture points when treating patients. Reliance on the spirit of points powerfully distinguishes Five Element acupuncture practice from most other traditions. In this course students are introduced to ways of thinking about and using points in clinical work based on their traditional spiritual resonance and connotation. A range of spirit of points appropriate for beginning clinicians are introduced with an emphasis on command points.

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
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<b>ACT415 – YEAR II DIRECTED STUDY PROJECTS</b>	45	1
<p>Students complete directed study assignments between teaching intensives. The emphasis for Year II projects is on preclinical work, including developing interviewing skills. A range of practical projects, research and writing designed help to expand and develop the student's growing abilities as a Five Element practitioner are assigned.</p>		

<b>ACT420 – INNER DEVELOPMENT OF THE PRACTITIONER II</b>	45	3
<p>This year-long course is a continuation of ACT410 – Inner Development of the Practitioner I. Inner work on awareness of the internal state continues in preparation for clinical work. Five Element acupuncture is centered on traditional values of treating a patient's spirit. When students know themselves and what they do well, they are better prepared to meet the demands of the treatment room. In this course, students learn that their deepest places of vulnerability and weaknesses can also be their deepest places of virtue and strength. Knowing these areas in a personal way allows students to use their strengths, and cultivate areas of weakness to transform them into assets that will serve them well in the treatment room.</p>		

<b>ACT670 – FIVE ELEMENT ACUPUNCTURE III: INTRODUCTION TO CLINICAL SEMINAR</b>	45	3
<p>The principal focus of the third-year curriculum is gaining proficiency in treating patients and developing skills through practice during the clinical internship. Along with their clinical work, students complete their academic instruction in Five Element treatment techniques and issues concerning starting an acupuncture practice. Clinical Seminar represents a key component of the clinical-year didactic instruction. ACT670 - Five Element Acupuncture III: Introduction to Clinical Seminar is the first in a series of three courses along with ACT680 - Five Element Acupuncture III: Intermediate Clinical Seminar and ACT681 - Five Element Acupuncture III: Advanced Clinical Seminar.</p>		

The topics are varied and while an outline is provided, overall, this seminar provides a forum for questions and feedback as they arise during clinical internship. Therefore, it is possible that the sequence suggested may be altered to best fit the needs of the class at any given time. Each Clinical Seminar covers the following advanced topics:

1. Advanced Point Location: Provides an opportunity for review of difficult and seldom-used points, and refinement of accuracy skills based on feedback from clinical instructors.
2. Advanced Treatment Planning: Continues and deepens studies in treatment planning, providing a forum for questions and feedback as they arise during clinical internship. Additional material includes diagnosis and treatment at the appropriate level of imbalance, rapport building, treatment planning guidelines and factors blocking treatment. Particular attention is devoted to the significance of "patient homework" in Five Element practice and the question of how to work with patients beyond the tenth treatment.

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>ACT670 – FIVE ELEMENT ACUPUNCTURE III: INTRODUCTION TO CLINICAL SEMINAR (continued)</b>		
<p>3. Advanced Pulse Taking: Continues refinement of palpation skills. Topics include pulse qualities and using the carotid and femoral pulses.</p> <p>4. Treating the Spirit: Explores ways in which the needs of patients can be met by focusing on treating at the level of spirit. Also emphasized is the significance of taking care of one's own spiritual needs and growth as a practitioner.</p> <p>5. Advanced Five Element Diagnostic and Treatment Techniques: Refines students' CSOE- and CF-related diagnostic skills further, including techniques for "emotion testing" in the treatment room.</p> <p>6. Advanced Western Medicine Diagnostic Skills: Provides an opportunity to help students work with the Western medical profession. Topics include understanding laboratory testing and lab imaging findings.</p>		
<b>ACT671/ADJ671 – QIGONG II</b>	15	1
<p>This course is a companion course to ACT420 - Inner Development of the Practitioner II and utilizes different Qigong techniques to increase awareness of the practitioner's internal state, focusing on stillness and intention as well as cultivating qi for personal health and well-being. The exercises are also suitable for use with patients in the clinical setting.</p>		
<b>ACT672A – PRACTICE MANAGEMENT I: CORE CONCEPTS</b>	30	2
<p>Learning how to build and run a successful practice is an important skill for any student. This course introduces a range of key concepts related to practice management, and provides students with resources, techniques and skills that are particularly geared towards helping beginning practitioners achieve a successful practice. Included are the topics of insurance, legal liability, fee structures, making referrals, office procedures, giving public talks, working with the media, advertising and professional dress and presentation.</p>		
<b>ACT673 – INTRODUCTION TO THEORIES OF COUNSELING AND PSYCHOTHERAPY</b>	30	2
<p>This course introduces students to a range of basic tenets and therapeutic processes in Western style counseling and psychotherapy. Included are Jungian theory, humanistic/existential and transpersonal approaches. Also examined are psychotherapeutic approaches that are specifically influenced by Eastern traditions, such as the Buddhist psychotherapy of Mark Epstein. The course also examines a range of common psychiatric conditions as defined by contemporary medical practice and explores these conditions from the perspective of the Five Elements.</p>		

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>ACT674 – PROFESSIONAL ETHICS</b> This course introduces professional ethics and the specific ethical problems and issues that arise for health care professionals, particularly practitioners of acupuncture and Oriental medicine. What does it mean to identify oneself as a health professional? What moral qualities should health professionals bring to their practice? Can one's moral judgments as a professional conflict with those one would make as a private citizen? How do the rights of patients relate to the ethical responsibilities of being a practitioner? How should the interests of the professional, the patient and the larger community be balanced? Through a range of assignments and a term paper, students will develop their ability to recognize moral aspects of professional practice and to analyze concepts and issues in professional ethics.	15	1
<b>ACT675 – CLINIC OFFICE MANAGEMENT PRACTICUM</b> The purpose of this course is to provide interns with experience in managing an acupuncture clinic. Each intern works a number of four-hour shifts in the morning or afternoon, coordinating patient scheduling and keeping the clinic functioning smoothly and effectively.	60	1.25
<b>ACT676 – INNER DEVELOPMENT OF THE PRACTITIONER III</b> This course is a continuation of ACT420 – Inner Development of the Practitioner II. Inner work on awareness of the internal state continues during clinical work.	15	1
<b>ACT680 – FIVE ELEMENT ACUPUNCTURE III:            INTERMEDIATE CLINICAL SEMINAR</b> The principal focus of the third year curriculum is gaining proficiency in treating patients and developing skills through practice during the clinical internship. This course is a continuation of ACT670.	45	3
<b>ACT681 – FIVE ELEMENT ACUPUNCTURE III:            ADVANCED CLINICAL SEMINAR</b> The principal focus of the third year curriculum is gaining proficiency in treating patients and developing skills through practice during the clinical internship. This course is a continuation of ACT680.	45	3
<b>ACT682 – PRACTICE MANAGEMENT II:            ORIENTATION TO BUSINESS OWNERSHIP</b> This course explores the general nature of business ownership and the opportunities, advantages, disadvantages and personal requirements of owning and operating a small business.	30	2

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>ACT683 – NCCAOM BOARDS EXAMINATION PREPARATION</b> This course reviews adjunctive TCM-style therapeutic techniques and is specifically designed to prepare students for the NCCAOM boards examination in acupuncture (required for licensure in most states).	45	3
<b>ACT684 – INTRODUCTION TO INFORMATION LITERACY</b> In the interest of making informed clinical decisions, students should be able to recognize when additional information is needed and have the ability to find, evaluate, and use such information effectively. This course introduces students to methods for finding, evaluating and applying scientific evidence in the context of the practitioner’s clinical experience and the patient’s treatment goals. Students learn how to apply such evidence to make more informed decisions in the clinical setting. Students also learn to search for relevant and valid scientific literature, and apply research results to the clinical experience.	15	1
<b>ADJ601 – ALTERNATIVE THERAPIES</b> This course introduces students to alternative therapies that are not normally considered to be part of conventional health care. The purpose of this course is to help students to understand the nature and practice of various alternative therapies, analyze research available to demonstrate the effectiveness of these therapies and to identify the trends and issues related to their use. After completing this course, students should be able to evaluate the risks and benefits of using particular alternative therapies. Topics vary but may include: introduction to auricular acupuncture, acupressure, yoga for use in treatment, qigong and various energy work techniques.	30	2
<b>ADJ608 – REVIEW OF FL LICENSURE RULES AND LAWS</b> Required instruction in Florida rules and statutes necessary for licensure as an acupuncture practitioner in the State of Florida.	20	1
<b>BSC401 – INTRODUCTION TO GENERAL AND SYSTEMS PATHOLOGY</b> The objective of this course is to provide a basic understanding of common human pathological conditions and the processes that cause disease according to the biomedical model. A range of topics is surveyed, including cell injury and death, inflammation, fibrosis and wound healing, basic immunological disturbances, neoplasms, and fluid and hemodynamic disturbances. The systems pathology module expands upon the information provided in the introduction by focusing on specific disorders of the cardiac, pulmonary, genito-urinary, hepatic, gastrointestinal, endocrine and musculoskeletal systems, as viewed from the Western biomedical perspective.	30	2
<b>BSC405 – PHYSIOLOGY OR ANATOMY AND PHYSIOLOGY II</b> Beginning college-level course in human anatomy. Surveys the following content: embryology, histology and integumentary system, skeletal system, muscular system, upper muscles lab, nervous system and nervous tissue, sensory organs, circulatory system, fetal circulation, endocrine system,	60	4



*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>BSC406 – GENERAL PHARMACOLOGY I</b> Intended primarily for students in health professions, this course covers the general principles of drug absorption, distribution, metabolism, actions and effects according to conventional drug classification, with emphasis on the prototype of each class. Prerequisite: Introductory college-level Biology course.	15	1
<b>BSC407 – MEDICAL TERMINOLOGY</b> Basic prefixes, roots and suffixes and disease terminology including anatomic, diagnostic, symptomatic and standard abbreviations of the basic body systems.	30	2
<b>BSC603 – WESTERN CLINICAL SCIENCES SURVEY</b> This course is designed to help clinical interns develop useful skills for communicating with patients and other health care professionals about Western biomedical conditions. Provides an overview of various clinical sciences relevant to acupuncture practice, including internal medicine, surgery, OB/GYN, neurology and radiology. Also surveys various allopathic and alternative medical traditions to familiarize students with the wide range of approaches in contemporary healthcare. Includes discussion of common Western diagnostic testing procedures, including lab tests, and provides an overview of common sources of medical errors that require referral.	30	2
<b>BSC606 – GENERAL PHARMACOLOGY II</b> This course is a continuation of BSC505 - General Pharmacology I. The course focuses on the practical application of understanding the general principles of actions and effects as applied to patients and the medications they are taking.	15	1
<b>BSC607 – GENERAL NUTRITION/NUTRITION FOR HEALTH</b> This course discusses essential nutrients and their functions in the human body and examines the effects of nutrients on tissues, nutrient requirements in various stages of human development and the nutrient content of foods. Recommended: A background in high school or introductory college- level chemistry, biology or physiology.	45	3
<b>BSC608 – INTRODUCTION TO INTEGRATIVE MEDICINE</b> This course empowers students to communicate and to interact effectively with Western medical practitioners. In this course students explore the differences between the practice of integrative medicine and conventional allopathic medicine, build an understanding of common Western Medicine abbreviations and shorthand, and learn skills specific to communicating with the broader world of medicine. Students will also learn about emerging roles and jobs opportunities for acupuncture and Oriental Medicine practitioners in integrative medicine settings.	15	1

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
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<b>BSC630/CHT630 – SURVEY OF BOTANY/GENERAL BOTANY</b>	45	3
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In this introductory college-level course in plant biology, students learn about the use of plants, both dangerous and medicinal (ethnobotany), along with the historical (archaeological), cultural (ethnological) and economic (anthropocentric) aspects of plant life. Also included are the structural and chemical characteristics of botanical importance.

<b>BSC631 – INTRODUCTION TO BIOCHEMISTRY</b>		E
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This course explores the basic principles of biochemistry in relation to the appreciation and understanding of biological networks. Course focuses on the understanding of biochemical processes in the context of chemical principles; and the importance of research design and application to investigate questions in biochemistry. Because the field of biochemistry is continually evolving and touches many areas of cell biology, this course also includes an elementary introduction to the study of molecular biology.

<b>BSC632 – GENERAL MICROBIOLOGY</b>		E
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Overview of the microbial world, emphasizing communicable diseases, their causes and control. Recommended for students seeking a liberal education in microbiology who do not have the prerequisites to take the more advanced courses.

<b>BSC633 – PATHOLOGY II: PATHOPHYSIOLOGY</b>		E
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This course examines the abnormal physiological health transitions that may be experienced over the life-span and that have a well-documented physiological base. It focuses on disorders in cells, organs and systems that are involved in the vegetative functioning and in the biological defense of the human organism. Emphasis is on the transitions that occur in the human organism when ill, risk factors and contributing causes for these changes and the methods used to correct or prevent these changes. Where relevant, environmental, socio-cultural, legal, political and ethical issues will be raised and research methodologies will be considered.

<b>BSC634 – FOUNDATIONS OF GERONTOLOGY</b>		E
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This course introduces the general field of gerontology, the special focus of social gerontology, and the historical, demographic and cultural factors that inform this relatively new field of study. It discusses social theories of aging and addresses demographics of aging, economic issues, primary relationships and policies, programs and social services designed to respond to health care needs.

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
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**BSC635 – WOMEN'S HEALTH**

E

This elective explores the non-reproductive aspects of women's health care, including public health issues and basic medical information. The course focuses on the span between puberty and menopause. Topics include the formation of body image and the emergence of eating disorders, the science and politics of premenstrual syndrome and menopause and diagnosis and treatment of breast cancer. The course ends with a look at women as health care consumers, particularly contemporary concerns about the health care delivery system, the limits of self-help and facilitating effective interactions with health care providers. Supervised final examination.

**BSC636 – BIOMEDICAL RESEARCH METHODS**

E

This upper level course examines the fundamental principles of behavioral science research. There will be an overview of the conceptual need for research and an analysis of the methods or designs commonly employed and the procedures utilized to collect and analyze data. Students will review and design research in their area of interest.

**BSC637 – UNDERSTANDING STATISTICAL EVIDENCE**

E

Many people need to be able to understand how statistics are used in order to present information and frame arguments. This course is designed for those who want to become critical consumers of statistical evidence. It takes a conceptual rather than a computational approach to learning statistics. Using examples taken from popular media, it explains major statistical constructs as well as the strategies needed to evaluate statistical evidence. As an option some course components are available online.

**BSC638 – BIOLOGY OF CANCER**

E

This course examines the molecular, cellular and genetic basis for the 270 different diseases called cancer. Topics include the biology of uncontrolled cellular growth, the etiology of cancer, clinical presentation, diagnosis, staging, treatment and the psychological effects of cancer. Advances in cancer detection, diagnosis and treatment are also covered. The roles of the family practitioner, surgeon, pathologist, medical oncologist and radiation oncologist are considered. The viewpoint of the course is clinical and practical rather than basic science and research. Designed for anyone with a personal or professional interest in learning about cancer.

**BSC639 – IMMUNOLOGY**

E

This course presents an overview of the development, organization, components and function of the human immune system. Students explore the nature of infections and cancer and examine what happens when the system breaks down and becomes the cause of disease. Includes an investigation of nature as a means of providing new therapies that either utilize or circumvent the human immune system. Supervised final examination. Prerequisite: Introductory Biology or equivalent. Basic knowledge of biochemistry or cell biology is recommended.

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>BSC640 – PRINCIPLES OF EPIDEMIOLOGY</b>	E	
<p>This elective is designed as a first course in epidemiology. Includes the following: introduction to epidemiology, overview of design strategies in epidemiologic research, statistical association and cause-effect relationships, introduction to frequency measures and measures of association, case-control and cohort studies and intervention studies. Applies analytical tools to study acute and chronic disease to facilitate investigation of and control of epidemics.</p>		
<b>BSC641/ADJ641 – NUTRITION IN HEALTH AND DISEASE</b>	E	
<p>There is now a large body of evidence demonstrating that our diets have a major impact on our health. This advanced course starts by looking at nutrition research. Without some understanding of how nutrition advances are made, you cannot properly appreciate the significance of conflicting claims. From there the course surveys the dietary causes of the Western diseases. These are the diseases that are very common in the Western world and that are related to the lifestyle of the rich Westernized countries. Prerequisite: basic 3-credit course in General Nutrition or equivalent.</p>		
<b>BSC642/ADJ642 – PSYCHOPATHOLOGY AND ABNORMAL PSYCHOLOGY</b>	E	
<p>Designed for anyone interested in the way we perceive and respond to our experiences and especially for people considering careers in psychology or counseling professions. This course covers the dynamics and prevention of abnormal behavior, including neuroses, psychoses, character disorders, psychosomatic reactions, schizophrenia and other abnormal personality patterns. Supervised final examination.</p>		
<b>BSC643/ADJ643 – HEALTH PSYCHOLOGY</b>	E	
<p>This elective course introduces the contributions of psychology to the understanding of causes, prevention and treatment of physical illness, doctor-patient relationships and health care policy. The effects of physical disease on behavior are also described. The course is designed to help students become aware of the wide range of psychological considerations that arise in health and the benefits of complementing traditional medical approaches with psychological perspectives. Although the course is primarily directed to students of psychology, it has relevance for students and professionals in health care, social work, counseling and education. Previous course work in psychology (Introduction to Psychology or Elementary Psychology) or relevant work experience is recommended.</p>		
<b>BSC644 – BIOMEDICAL SCIENCE ELECTIVE</b>	E	
<p>Students may choose a Biomedical Science Corequisite Elective at another accredited institution. Options include, but are not limited to, Ethnobiology, General Physics and Healthcare Delivery Systems/History of Medicine. Prior approval from the Academic Dean is required before a student may register for this course. Please allow two weeks for approval.</p>		

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<p><b>CHC551 – HERBAL CLINICAL OBSERVATION I</b></p> <p>Clinic patients are evaluated by experienced herbal practitioners in the classroom setting while students observe and learn. Through subsequent detailed discussion of each patient by the instructor, students gain a more thorough understanding of the processes involved in herbal diagnosis and treatment.</p>	20	0.75
<p><b>CHC751 – HERBAL CLINICAL OBSERVATION II</b></p> <p>Clinic patients are evaluated by experienced herbal practitioners in the classroom setting while students observe and learn. Through subsequent detailed discussion of each patient by the instructor, students gain a more thorough understanding of the processes involved in herbal diagnosis and treatment.</p>	15	0.5
<p><b>CHC771 – HERBAL CLINICAL INTERNSHIP I</b></p> <p>This course introduces students to herbal clinical work. Training begins with honing of clinical skills and in-class clinical observation and discussion of clients. Partnered in small groups, interns treat their own clients under the direct supervision of experienced herbalists. Client safety is strongly emphasized throughout clinical work. All clinical sessions include discussion time for each student to explore with a supervisor the many considerations that inform clinical decisions in the practice of herbal medicine. The herbal clinic focuses on teaching students how to:</p> <ul style="list-style-type: none"> <li>• Translate a traditional diagnosis into an herbal formula that is a comprehensive response to the issues and energetics presented in the treatment room.</li> <li>• Provide an accurate natural extension of the healing process already begun in the therapeutic interaction, taking into account the individuality of each client.</li> <li>• Monitor the client's status for unexpected or unwanted reactions to the herbal formula, and reconfigure the herbal response as needed.</li> <li>• Complement a successful herbal strategy with information about dietary, lifestyle and other personal changes that reflect the same diagnostic strategy as the herbal formula</li> <li>• Work with a variety of herbal remedies, primarily consisting of prescriptions of loose herbs to be decocted, and the gamut of already-prepared herbal patent remedies</li> <li>• Prepare herbal formulas of raw herbs from the herb dispensary or order prepared formulas as necessary for their clients.</li> </ul>	72.5	2.5

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<p><b>CHC772 – HERBAL CLINICAL INTERNSHIP II</b></p> <p>The purpose of this course is to expose students further to supervised herbal clinical work. Students continue treating their own clients in partnership with other students and under the direct supervision of experienced herbalists. Client safety continues to be of paramount importance. All clinical sessions include discussion time for each student to explore with a supervisor the many considerations that inform clinical decisions in the practice of herbal medicine. The herbal clinic continues to focus on teaching the students to translate a traditional diagnosis into an herbal formula that is a comprehensive response to the issues and energetics presented in the treatment room. Students are expected to demonstrate increasing levels of competency in various areas. Follow-up work with patients continues, and students are expected to demonstrate increasing diagnostic and treatment skills. The integration of herbal medicine and Western biomedicine is also be discussed.</p>	72.5	2.5
<p><b>CHT401 – SURVEY OF CHINESE HERBAL MEDICINE I</b></p> <p>This foundation course begins the study of Chinese herbal medicine, both formulas and materia medica. Included are some of the most commonly used formulas in modern practice, focusing on the treatment principles of Qi and Blood supplementation. Approximately 10 formulas from these categories will be included, with their constituents, functions, indications and standard modifications. Individual herbs will be presented within the context of the formulas themselves. Included will be 11 of the most important Chinese herbs, including their taste, temperature, functions, indications, dosage and contraindications.</p>	30	2
<p><b>CHT411 – EIGHT PRINCIPLE OVERVIEW: DIRECTED STUDY</b></p> <p>This on-line course is an introduction to the theories and concepts of diagnosing via Eight Principle Patterns of Disharmony. Through the use of lecture notes, online study material, exercises and quizzes, students will learn and begin to develop the skills necessary to diagnose Eight Principle Patterns of Disharmony.</p>	35	0.75
<p><b>CHT499 – SURVEY OF CHINESE HERBAL MEDICINE I – DIRECTED STUDY</b></p> <p>This online portion of the course continues the study of Chinese herbal medicine, focusing on the treatment principles of Qi and Blood supplementation. Six of the most commonly used formulas are covered, including their constituents, functions, indications and standard modifications. Also covered are nine of the most important Chinese herbs, including their taste, temperature, functions, indications, dosage and contraindications.</p>	20	0.5

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>CHT501 – SURVEY OF CHINESE HERBAL MEDICINE II</b> This course is the continuation of CHT401, the study of Chinese herbal medicine, both formulas and materia medica. Categories of herbs and formulas to be covered include Tonify Yin, Tonify Yang, Treat Dryness, Harmonize and Regulate Qi, Calm Spirit and Invigorate Blood. Approximately 38 formulas from these categories are included, with their constituents, functions, indications and standard modifications. Also covered are approximately 49 Chinese single herbs, including their taste, temperature, functions, indications, dosage and contraindications. Practical experience in identifying and handling the herbs as well as grouping them into formulas will prepare the students for their role in dispensing herbs in the student clinic.	90	6
<b>CHT599 – SURVEY OF CHINESE HERBAL MEDICINE II: DIRECTED STUDY</b> This online portion of the course continues the study of Chinese herbal medicine, focusing on the treatment principles of Tonify Yin, Tonify Yang, Treat Dryness, Harmonize and Regulate Qi, Calm Spirit and Invigorate Blood. Approximately 25 of the most commonly used formulas are covered, with their constituents, functions, indications and standard modifications. Also included are approximately 37 single herbs, including their taste, temperature, functions, indications, dosage and contraindications.	60	1.25
<b>CHT601 – SURVEY OF CHINESE HERBAL MEDICINE III</b> This course is a continuation of the foundation courses of Chinese herbal medicine, where students continue the study of formulas and <i>materia medica</i> . Included is a look at the categories of Stabilize and Bind, Extinguish Internal Wind, Open Orifices and Food Stagnation. Students also learn the process of writing and modifying formulas for individual patients.	30	2
<b>CHT602 – EXAM PREPARATION</b> This course consists of a series of classes designed to help students prepare for both the preclinical and final exams. In addition, students prepare for the NCCAOM Herbology Board Exam required for licensure in many states, including Florida.	45	3
<b>CHT603 – INTERNAL MEDICINE</b> This course consists of weekly classes that build and expand on the foundation materials with a focus on Internal Medicine and clinical practice. From the basics of formulas and <i>materia medica</i> , a bridge is built to connect Western diagnoses and the complicated conditions and patterns that students will see in practice. Internal Medicine topics include mental health, cardiovascular diseases, insomnia, headaches, gynecology, pain, respiratory conditions and diabetes.	45	3
<b>CHT699 – SURVEY OF CHINESE HERBAL MEDICINE III: DIRECTED STUDY</b> This online portion of the course continues the study of Chinese herbal medicine, focusing on the treatment principles of Stop Bleeding and Clear Heat. Approximately 5 formulas from these categories are covered, with their constituents, functions, indications and standard modifications. Also included is the study of more than 42 single herbs, including their taste, temperature, functions, indications, dosage and contraindications.	20	0.5

*Table B*  
**COURSE DESCRIPTIONS**  
**(ALPHABETICAL, BY COURSE NUMBER)**

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>CHT701 – FIVE ELEMENT HERBALISM</b> This course is an introduction to the spirits of the herbs as they relate to the Five Elements. The Five Element model for treatment will be explored in addition to the Eight Principle diagnosis studied for most of the Herbal Studies program. In addition to in-class lecture, students also receive audio lectures on the spirit of the herbs in relation to the elements.	15	1
<b>CHT799 – INTERNAL MEDICINE AND RELATED TOPICS: DIRECTED STUDY</b> This course covers etiology, pathology, differentiation and treatment of individual disorders of internal medicine. The treatment focuses on selecting Chinese herbal formulas and modifications according to clinical manifestations. The topic of pharmacognosy is presented to provide further instruction about the potential toxicities and contraindications for the use of Chinese herbal medicines. Students also learn about the different drugs imported in Chinese herbal remedies as well the concept of Chinese dietary therapy which includes the Five Elements and five flavors, using food in the treatment of diseases, food energetics and nutritional suggestions (applying Chinese dietary therapy in practice).	72	1.5
<b>FSC401 – PRINCIPLES OF BIOLOGY/GENERAL BIOLOGY</b> Introductory college-level biology course. Topics include the following: chemical foundations for cells, carbon compounds and macromolecules, cell structure and function, membrane structure and function, metabolism and energetics, photosynthesis and cellular metabolism, cell division, Mendel and inheritance, the biological function of DNA, the molecular basis of cell control, emergence of evolutionary thought, microevolution, classification and diversity, the place of microscopic life, organ systems and the endocrine process, the immune system, human nutrition, population and ecology, community interaction and ecosystems and the biosphere.	45	3
<b>FSC404/ADJ404 – GENERAL PSYCHOLOGY</b> Introductory college-level course in modern psychology. Surveys the following topics: the nature of psychology, the biological basis of psychology, psychological development, sensory processes, perception, consciousness and its altered states, learning and conditioning, memory, thought and language, basic motives, emotion, assessment of mental abilities, personality through the life course, personality theory and assessment, stress and coping, abnormal psychology, methods of therapy, social beliefs and attitudes, social interaction and influence, and statistical methods and measurement.	45	3



*Table B*  
COURSE DESCRIPTIONS  
(ALPHABETICAL, BY COURSE NUMBER)

COURSE NUMBER/TITLE	HOURS	CREDITS
<b>FSC405 – HUMAN ANATOMY OR ANATOMY AND PHYSIOLOGY</b>	60	4
<p>Beginning college-level course in human anatomy. Survey the following content: embryology, histology and integumentary system, skeletal system, muscular system, upper muscles lab, nervous system and nervous tissue, sensory organs, circulatory system, fetal circulation, endocrine system, respiratory system, digestive system, urinary system and male and female reproductive systems. Students may choose instead a beginning college-level course in the study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system and nervous system. Typical prerequisite: Introductory Biology course.</p>		

*Table C*  
 REQUIRED COREQUISITE COURSE SEQUENCE  
 (BY PROGRAM)

YEAR AND COREQUISITE COURSES	M.A.C.	HERBAL STUDIES
YEAR 2 (to be completed before the start of YEAR 3)	Physiology or Anatomy & Physiology II	
YEAR 3 AND YEAR 4 (to be completed before Graduation)	General Nutrition/ Nutrition for Health  Biomedical Electives* #1, #2 and #3	Survey of Botany/ General Botany

Sequence extensions are at the discretion of the Academic Dean. See program structure and course descriptions for lists of electives.

\*Biomedical Science Electives: three 45-hour courses = 135 hours required



## *Academy for Five Element Acupuncture, Inc.*

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### **Ownership and Governance**

Academy for Five Element Acupuncture, Inc., is an independent, not-for-profit 501(c) (3) educational institution. The organization is controlled by the governing board of Academy for Five Element Acupuncture, Inc.

### **Board of Governors**

Merry Gerard	Leslie Robinson
Marilyn Mesh	Leslie Suskin
Gale Mowry	Angela Xistris-Krueger
Misti Oxford-Pickeral	

### **Administration**

Misti Oxford-Pickeral, Executive Director  
Joanne Epstein, VP Administration  
Chuck Graham, Academic Dean  
Odalís Cruz, Finance Director  
Jessica Babapour, Registrar  
Patty Getford, Student Dean and Intensive Coordinator  
Isabelle Winzeler, Admissions

### **Accreditation Status**

The Master of Acupuncture (M.Ac.) and Certificate in Chinese Herbal Studies (CHS) programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is recognized by the U.S. 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, MN 55347. Phone: 952.212.2434 and fax 952.657.7068; [www.acaom.org](http://www.acaom.org)

### **Catalog Disclosure**

The catalog of Academy for Five Element Acupuncture, Inc. is published for the purpose of providing applicants, students and the public with information about the educational programs and policies of the Academy. The Academy of necessity reserves the right to change without notice any programs, policies, requirements or regulations published in the catalog. The catalog is not to be regarded as a contract.

## Faculty Listing

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**Ruby Bienert**, B.A., M.S., M.Ac., A.P. (FL), holds a B.A. degree in Botany and a M.S. in Agriculture from University of Florida. She received her M.Ac. degree from the Traditional Acupuncture Institute (2003). Ruby is in private practice in Gainesville, FL. *Acupuncture/Herbal Studies*.

**Jim Brooks**, B.A., M.S.W., LCSW (FL), A.P. (FL), holds a B.A. in Psychology and Master of Social Work from State University of New York at Albany. He received his M.Ac. from Academy for Five Element Acupuncture (2010). Jim is in private practice in Gainesville, FL. *Acupuncture*.

**Teresa Bruggeman**, R.N., A.P., B.S.N., L.Ac., M.Ac. Earned her Bachelor degree in Nursing from Indiana University of Pennsylvania. She graduated with M.Ac. from Academy for Five Element Acupuncture in 2012. She maintains a private practice in Gainesville, FL. *Acupuncture/Herbal Studies*.

**Gary Dolowich**, B.A., M.D., M.Ac., L.Ac. (CA), holds a B.A. in Psychology from Brooklyn College. He received his Doctorate of Medicine from University of Pennsylvania, School of Medicine and his M.Ac. from College of Traditional Chinese Acupuncture (1981) in Leamington Spa, UK. He is the author of *Archetypal Acupuncture: Healing With the Five Elements* and is in private practice in Santa Cruz, California. *Acupuncture*.

**Jennifer Downey**, B.A., M.A.O.M., A.P. (FL), graduated with a degree in music from University of Florida. She received her Masters of Oriental Medicine from Dragon Rises College of Oriental Medicine (2002). Jennifer maintains a private practice in Gainesville, FL and is the Director of Chinese Herbal Studies. *Herbal Studies*.

**Thea Elijah**, B.A., M.Ac., L.Ac. (VT), graduated with a B.A. in Women's Studies from Empire State College in New York. She received her M.Ac. from Traditional Acupuncture Institute (1995). She is a featured lecturer nationwide and maintains a private practice in Brattleboro, VT. *Acupuncture/Herbal Studies*.

**Joanne Epstein**, B.A., M.Ac., M.M.Q., A.P. (FL), holds a B.A. in Radio and Television from the University of Arizona and a Masters in Public Affairs from Occidental College. She received her Licentiate in Acupuncture from Worsley Institute of Classical Acupuncture (1996), and her M.Ac. from Academy for Five Element Acupuncture (2001), along with a Master of Medical Qigong. Joanne maintains a private practice in Gainesville, FL. *Acupuncture*.

**Merry Gerard**, B.A., M.Ac., L.Ac. (MA), received a B.A. in Psychology from the State University of New York in Buffalo. She holds a M.Ac. from both the Traditional Acupuncture Institute (1982) and the College of Traditional Chinese Acupuncture (1989) in Leamington Spa, UK. Merry is in private practice in Boston, MA. *Acupuncture*.

**Patty Getford**, A.A., M.Ac., A.P. (FL), graduated from University of Florida with an Associates degree in Computers/Electronics Repair. She earned her M.Ac. from Academy for Five Element Acupuncture (2001). Patty currently practices in Gainesville, FL. *Acupuncture*.

**Chuck Graham**, B.A., M.Ac., L.Ac. (MD), holds a B.A. in English/Fine Arts from Loyola College. He received his M.Ac. from Academy for Five Element Acupuncture (2001). Chuck maintains a private practice in Baltimore, MD. *Acupuncture*.

**Rachel Harrison**, B.A., M.A., M.Ac., M.M.Q., L.Ac. (MN), earned a B.A. in Music Performance from the Eastman School of Music and a M.A. from Julliard. She studied at Academy for Five Element Acupuncture where she received her L.Ac. (1999), her M.Ac. (2001) and Master of Medical Qigong. Rachel is in private practice in Minnesota. *Acupuncture*.

**Brendan Kelly**, B.A., M.Ac., L.Ac. (VT, MT), graduated from Swarthmore College with a degree in Political Science in 1992. He received his M.Ac. from Academy for Five Element Acupuncture (2004). Brendan has a private practice in Burlington, VT. *Acupuncture*

**Alexander Love**, M.Ac., L.Ac. (CO), received a M.Ac. from Academy for Five Element Acupuncture (2004). He is currently pursuing a Ph.D. in Classical Chinese Medicine. He is a certified Quantum Cranial Practitioner and Instructor. Alexander is in private practice in Colorado. *Acupuncture*.

**Dava Michelson**, B.F.A., M.Ac., D.M.Q., A.P. (FL), graduated from Antioch College with a B.F.A. She received her M.Ac. from Academy for Five Element Acupuncture (2001), along with a Doctorate of Medical Qigong from International College of Medical Qigong and is certified in Zero Balancing. Dava maintains a private practice in Miami Beach, FL. *Acupuncture*.

**Gale Mowry**, B.S., M.Ac., C.A. (MT), earned a B.A. in Pre-Medical Sciences from The Evergreen State College. She received her M.Ac. from the Academy for Five Element Acupuncture (2002). Gale is in private practice in Helena, Montana. *Acupuncture*.

**Robert Murdoch**, L.Ac., B.Ac., A.P. (FL), studied Biology and Physics at Poole College in England. He earned an L.Ac. (1986) and a B.Ac. (1990) from College of Traditional Acupuncture in Leamington Spa, UK. Robert is in private practice in Cape Coral, FL. *Acupuncture*.

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## *Inquiries*

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Please do not hesitate to contact us if you have questions.



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