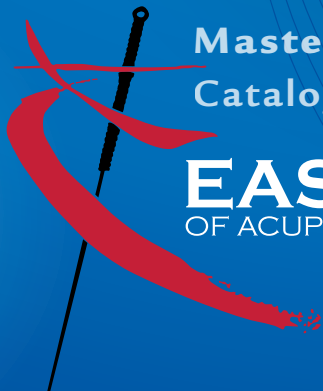


*At the Eastern School  
of Acupuncture and  
Traditional Medicine  
the ancient wisdom  
of traditional  
Asian medicine adjoins  
contemporary healthcare  
to meet the health  
challenges of today*



**Masters of Science in Acupuncture Program**  
**Catalog 2024-2025**

**EASTERN SCHOOL**  
OF ACUPUNCTURE AND TRADITIONAL MEDICINE

The Eastern School of Acupuncture and Traditional Medicine, New Jersey's first college of acupuncture, is approved by the State of New Jersey, Office of the Secretary of Higher Education, and is accredited by ACAHM. The ESATM holds the distinction of being the first New Jersey college to offer a Masters of Science in Acupuncture Degree.

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## *A letter from the CEO / President :*



It is a pleasure to welcome you to the Eastern School of Acupuncture and Traditional Medicine. The ESATM was founded in 1997 by my mother, Julie Poretz. Ms. Poretz was both a licensed acupuncturist and holder of a Masters' Degree in education from Teacher's College, Columbia University in New York City. My mother's introduction to Traditional Asian medicine came through an avenue similar to many others from our culture. Once it became clear that Western medicine was unable to help her resolve a serious health challenge, she found her way to Traditional Medicine.

Julie was diagnosed with chronic fatigue syndrome in the 1980's and after conventional approaches had failed to help her, she turned in desperation to a Chinese doctor who, with acupuncture and herbal medicine, was able to restore her health. She was so impressed by this experience that she decided to devote herself to the study and practice of traditional Asian medicine and enrolled in an acupuncture school in New York City. Julie became a licensed acupuncturist and made this pursuit her life's work. During the course of her studies, and in addition to her training in Traditional Chinese Medicine, she found tremendous value and enrichment in studying Japanese acupuncture, as well as other branches of acupuncture.

After several years of practice and drawing upon her training as an educator, Julie decided to establish an acupuncture school in the State of New Jersey where she had been born and raised. It was her intention to establish a school where students interested in learning this profound and powerful system of medicine could receive personalized training. In addition to their learning Traditional Chinese Medicine, her students would also have the opportunity to learn other approaches within the system of Traditional medicines.

The Eastern School of Acupuncture and Traditional Medicine came to fruition in 1997. As a result of her vision and hard work, our school has established itself as one of America's most promising and respected institutions for higher learning in Traditional medicine.

Sadly, in 2007 my mother lost her valiant battle with an aggressive form of breast cancer. Shortly thereafter, having completed my MBA, I took over the helm at the ESATM and dedicated myself to the same principles of excellence. Today, in carrying forth the revered traditions of Asian medicine, the school has grown and developed into an impressive institution recognized for the preparation of our students to become tomorrow's outstanding healthcare professionals.

The ESATM is my mother's living legacy and the manifestation of her intention to benefit both the profession of Traditional medicine and the health of society. I am proud and honored to welcome you into our community.

—Aida Almanzar, MBA



# The Healer's Spirit

*Traditionally, East Asian Medicine healers were expected to master eight levels of healing. These levels included spiritual healing, exercise, diet, geomancy (the art of placement), astrology, massage, herbology, and acupuncture. The healer would educate themselves with techniques of self-development, self-defense, and the medical skills necessary for patient care. Self care, through Qi Gong, Tai Ji and meditation were practiced to preserve one's essence and promote longevity in the medical field. "Physician, first heal thyself" was the way of life.*

*The I Jing (Book of Changes) speaks of the "Superior Man" as being a master of the Five Excellences. The Chinese considered the Five Excellences to be martial arts, medicine, art (poetry and calligraphy), the classical texts, and rituals. To achieve this, the commitments made by these masters are at levels unable to be described by words. The fruits of their achievements are of immeasurable beauty and are a testament to their lofty aspirations*

*We welcome you to the  
Eastern School of Acupuncture  
and Traditional Medicine*



## *A letter from the Dean:*

Acupuncture, deeply rooted in Eastern traditions, complements modern healthcare by focusing on the body's essential balance. Acupuncture and Traditional Chinese Medicine (TCM) offer a unique, holistic perspective on health, emphasizing the interconnectedness of all aspects of the body. This practice, refined over thousands of years, provides a complete form of medicine with a time-tested ability to treat a wide range of conditions—mental, physical, internal, external, and dietary. Working primarily or adjunctively with contemporary Western medicine, acupuncture offers a powerful means to restore harmony and balance within the body.

Acupuncture is not merely a complementary therapy; it is a full and complete system of medicine capable of addressing numerous health challenges. Whether managing chronic pain, digestive issues, stress, or dietary imbalances, acupuncture has a proven track record of offering effective solutions. It also enhances and complements the outcomes of other medical treatments, fostering more holistic and long-lasting healing for patients.

In today's rapidly evolving healthcare environment, there is a growing recognition of the need for integrative approaches that address the whole person, rather than just managing isolated symptoms. Acupuncture plays a crucial role in this approach, offering comprehensive care that promotes wellness and prevention while addressing health issues on multiple levels. As more individuals seek alternatives to conventional treatments, acupuncture practitioners are uniquely positioned to offer solutions that align with the body's natural rhythms.

At the Eastern School of Acupuncture and Traditional Medicine (ESATM), we believe that integrating both historical wisdom and contemporary Western medicine creates the most comprehensive healthcare approach. Our educational philosophy reflects this belief, guiding our students to develop a holistic understanding of health that honors both the past and the future. We value excellence and compassion as foundational principles in our education. These values are woven into every aspect of our training, ensuring that our students not only master the technical skills required for effective practice but also cultivate a deep sense of empathy and care for their patients.

Through your training, you will not only learn the rich history of Eastern healing practices but also engage with contemporary Western medicine, preparing you to be a skilled practitioner who can work primarily or adjunctively with other healthcare providers. By choosing to study acupuncture, you are joining a growing movement that embraces the best of both Eastern and Western medicine. You will be equipped with the knowledge and skills to expand treatment options for patients, collaborate across healthcare disciplines, and contribute to a more patient-centered, healthcare system.

We are excited to support you as you develop into a compassionate, skilled practitioner who can make a meaningful impact in the lives of those you serve. Thank you for embarking on this transformative journey with us.

Dr. Ilona Abitbol, DAOM, L.Ac.

Academic Dean

# MISSION STATEMENT

The mission of the Eastern School of Acupuncture and Traditional Medicine is to offer professional training, education and services in acupuncture, Chinese herbal medicine, and the traditional healing modalities that enhance the health and well-being of the greater community.

# PURPOSE STATEMENT

The purpose of the Eastern School of Acupuncture and Traditional Medicine is to train students to become outstanding practitioners of East Asian Medicine. This purpose shall be realized by providing high quality, comprehensive education to our students grounded in academic excellence, integrity and compassion. Our intention is that our students become holders of the ancient tradition and wisdom of East Asian Medicine while at the same time integrating modern scientific medical knowledge. This approach will ultimately enable them to provide their patients with outstanding care upon graduation and entry into the profession. The purpose of the Eastern School of Acupuncture and Traditional Medicine is also to be of service to the community by offering affordable, quality treatment at the school clinic.

# History and Development

The Eastern School of Acupuncture and Traditional Medicine is New Jersey's first college of acupuncture. Founded in 1997 by Julie Poretz, it is approved by the State of New Jersey, Office of the Secretary of Higher Education and is accredited by ACAHM. The ESATM holds the distinction of being the first New Jersey college to offer a Masters of Science in Acupuncture degree. Our graduates are well-prepared for the NCCAOM national board exam, a prerequisite for state licensure.

The ESATM is located in the scenic township of Bloomfield. Its central location near major highways gives easy access for New Jersey residents as well as those living in Pennsylvania, Connecticut, and New York.

## The Student Body

The ESATM is proud of its student body. Many students are pursuing career changes, coming from careers completely unrelated to healthcare. Other students are already health professionals seeking to expand and enhance their existing practices. All are interested in pursuing one of the fastest growing health professions in the United States, the practice of traditional Asian medicine.

*\* ACAHM is the recognized accrediting agency for the approval of programs preparing acupuncture and herbal medicine practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, MN 55331 Phone: (952) 212-2434 Fax: (952) 657-7068 email: info@acaom.org*

# Master's Program Educational Objectives:

The Purpose / Objectives of the Acupuncture Program is to create qualified and competent practitioners of acupuncture through student-centered educational structures and experiences that will result in the following competencies:

1. Defend an etiology of disease from a TCM zang-fu, eight principle, and meridian perspective and utilize this to create and recommend disease prevention strategies as well as a logical acupuncture treatment.
2. Have the ability to formulate a logical treatment principle from an TCM pattern or meridian diagnosis which can be put into action utilizing Acupuncture Medicine modalities.
3. Evaluate patients exhibiting conditions from within the appropriate scope of practice utilizing the Four Pillars of Diagnosis to formulate a treatment plan.
4. Demonstrate competency in administering a treatment plan as part of the clinical encounter.
5. Demonstrate competency in acupuncture skills, techniques, and modalities taught at the school.
6. Identify and demonstrate knowledge of situations and symptoms which necessitate the need for referral to an appropriate health care professional.
7. Demonstrate the ability to communicate in a professional manner the acupuncture theories, medical concepts, and diagnoses to other qualified complementary healthcare professionals.

ESATM's primary academic program is the Master's of Science in Acupuncture degree which includes the extensive study of theory, diagnostics, methods of treatment, and acupuncture treatments. Several styles of acupuncture are introduced and studied after laying a solid foundation in TCM. The program is also designed to prepare students to sit for national and state licensing examinations (NCCAOM).



## Legal Status of the College

The Eastern School of Acupuncture and Traditional Medicine is incorporated in the State of New Jersey as a for-profit corporation duly formed and organized under the laws and regulation of the State of New Jersey, Office of the Secretary of Higher Education.

# Licensure, Accreditation & Authorization

## New Jersey Acupuncturist Licensure

In New Jersey, a Licensed Acupuncturist (L.Ac.) is not considered a primary care practitioner, however, L.Ac.'s are able to practice independently. The scope of practice is outlined in New Jersey's Administrative Code 13:35-9.12 SCOPE OF PRACTICE.

### **New Jersey Division of Consumer Affairs**

124 Halsey Street, Newark, New Jersey 07101

Toll free (NJ only) (800) 242-5846 Fax (973) 273-8035

AskConsumerAffairs@dca.lps.state.nj.us

## Other States

Licensing for acupuncture varies from state to state and is constantly revised. While ESATM does its best to keep current on licensure needs, it cannot guarantee that accurate current information is on file. Each student is responsible for obtaining licensure information and for interpreting such information.

## Approval and accreditation

Eastern School of Acupuncture and Traditional Medicine and its following programs are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- (1) Master of Acupuncture
- (2) Certificate in Chinese herbal medicine

The programs listed above may offer courses via distance education.

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Accreditation status and notes may be viewed on the ACAHM Directory.

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone 952/212-2434; <https://acahm.org>

*Public Disclosure Statement Effective as of 9 August 2023.*



# Masters of Science in Acupuncture (MSAc.) Program Outline

Course Numbers & Titles

Crs/Hrs

## Traditional Medicine Theory

TM100 History and Foundations of Eastern Medicine .....	3/45
TM111 TCM Theory I .....	3/45
TM112 TCM Theory II .....	3/45
TM113 TCM Theory III .....	3/45
TM120 Chinese Medical Classics .....	3/45
TM211 TCM Diagnostic Principles I .....	3/45
TM212 TCM Diagnostic Principles II .....	3/45
TM310 TCM Clinical Medicine I (Gynecology/Andrology) .....	3/45
TM311 TCM Clinical Medicine II (Pediatrics/Geriatrics) .....	3/45
TM312 TCM Clinical Medicine III (Mental Health/Dermatology).....	3/45
EBW110 Taiji .....	2/30
BEC320 Medical Ethics & Counseling .....	3/45
MSC120 Comprehensive Exam Review .....	66/10

*Theory Requirements Total: 35.66/535*

## Acupuncture

AC100 Meridian Theory.....	3/45
AC110 Acupuncture Channels & Points I .....	3/45
AC120 Acupuncture Channels & Points II .....	3/45
AC130 Acupuncture Channels & Points III .....	3/45
AC210 Clinical Techniques I .....	3/45
AC220 Clinical Techniques II .....	3/45
AC290 Clinical Point Selection .....	3/45
AC310 Clinical Point Selection II .....	3/45
AC320 Treatment of Orthopedic Disorders .....	3/45
EBW120 Qi Gong .....	2/30
EBW130 Tui-Na I .....	2/30
EBW130 Tui-Na II.....	2/30
TM220 Survey of AM Systems .....	3/45
BEC310 Practice Management & Medical Billing .....	3/45

*Acupuncture Requirements Total: 39/585*



### Kiiko Style

TM221 Japanese Kiiko Style I .....	3/45
TM222 Japanese Kiiko Style II .....	3/45

*Kiiko Style Requirements Total: 6/90*

### Western Medicine

WM100 Western Medical Terminology .....	3/45
WM110 Anatomy & Physiology I .....	3/45
WM120 Anatomy & Physiology II .....	3/45
WM130 Anatomy & Physiology III .....	3/45
WM140 Biochemistry & Western Nutrition .....	3/45
WM210 Pathophysiology I .....	3/45
WM220 Pathophysiology II .....	3/45
WM250 Orthopedic & Neurologic Evaluation .....	3/45
WM310 Western Clinical Medicine I .....	3/45
WM320 Western Clinical Medicine II .....	3/45
WM330 Western Clinical Medicine III .....	3/45
WM340 Western Diagnostics & Pharmacology .....	3/45
WM360 Western Physical Exam .....	3/45
MSC110 Medical Research Principles .....	2/30
MSC210 Integrative Medicine .....	1/15

*Western Medicine Requirements Total: 42/630*

**MSAc. Didactice total: 122.66/1840**

### Clinical Internship

CO100 Introduction to Clinical Observation .....	1/30
CO120 Observation .....	2/60
CA200 Assistant I .....	2/60
CA210 Assistant II .....	2/60
CI310 Intern I .....	8/240
CI320 Intern II .....	7.8/234
CI330 Intern III .....	4/120
GRS Grand Rounds .....	1.9/56.5

*MSAc. CLINIC TOTAL: 28.7/860.5*

**MSAc. Program Total: 151.36/2700**



# ESATM MSAc. Curriculum Prerequisites Chart

<i>Year of Study</i>	<i>Course</i>	<i>Prerequisite courses</i>
Year I	TM100 History and Foundations of Eastern Medicine	None
	TM111 TCM Theory I	None
	WM100 Western Medical Terminology	None
	WM110 Anatomy & Physiology I	None
	EBW110 Taiji	None
	TM112 TCM Theory II	Successful completion of semester I
	AC100 Meridian Theory	Successful completion of semester I
	TM120 Chinese Medical Classics	Successful completion of semester I
	WM120 Anatomy & Physiology II	Successful completion of semester I
	EBW120 Qigong	Successful completion of semester I
	CO100 Introduction to Clinical Observation	Successful completion of semester I
	TM113 TCM Theory III	Successful completion of semester 2
	AC110 Acupuncture Channels & Points I	Successful completion of semester 2
	WM130 Anatomy & Physiology III	Successful completion of semester 2
	WM140 Biochemistry & Western Nutrition	Successful completion of semester 2
	CO120 Observation Shift	Successful completion of semester 2
	Completion of Part 1 of Second	Year Comprehensive exam
Year II	TM211 TCM Diagnostic Principles I	Successful completion of semester 3
	AC120 Acupuncture Channels & Points II	Successful completion of semester 3
	AC210 Clinical Techniques I	Successful completion of semester 3
	TM211 Japanese Kiiko Style I	Successful completion of semester 3
	WM210 Pathophysiology I	Successful completion of semester 3
	CA200 Assistant I	Successful completion of semester 3
	TM212 TCM Diagnostic Principles II	Successful completion of semester 4
	AC130 Acupuncture Channels & Points III	Successful completion of semester 4
	TM222 Japanese Kiiko Style II	Successful completion of semester 4
	WM220 Pathophysiology II	Successful completion of semester 4

<i>Department</i>	<i>Course</i>	<i>Prerequisite courses</i>
Year II	AC220 Clinical Techniques II	Successful completion of semester 4
	EBW130 Tui-Na I	Successful completion of semester 4
	CA200 Assistant II	Successful completion of semester 4
	CE200 Comprehensive Exam Year II Part I	Successful completion of semester 5
	C290 Clinical Point Selection I	Successful completion of semester 5
	TM220 Survey of AM Systems	Successful completion of semester 5
	WM250 Orthopedic & Neurologic Evaluation	Successful completion of semester 5
	EBW140 Tui-Na II	Successful completion of semester 5
	MSC120 Comprehensive Exam Review	Successful completion of semester 5
	CI310 Clinical Internship I	Successful completion of semester 5
	CE250 Comprehensive Exam Year II Part II	Successful completion of semester 5
Year III	TM310 TCM Clinical Medicine I	Successful completion of semester 6
	AC310 Clinical Point Selection II	Successful completion of semester 6
	WM310 Western Clinical Medicine I	Successful completion of semester 6
	BEC310 Practice Management & Medical Billing	Successful completion of semester 6
	WM340 Western Diagnostics & Pharmacology	Successful completion of semester 6
	CI310 Clinical Internship I	Successful completion of semester 6
	TM311 TCM Clinical Medicine II	Successful completion of semester 7
	WM320 Western Clinical Medicine II	Successful completion of semester 7
	MSC210 Integrative Medicine	Successful completion of semester 7
	BEC320 Medical Ethics & Counseling	Successful completion of semester 7
	WM360 Western Physical Exam	Successful completion of semester 7
	CI320 Clinical Internship II	Successful completion of semester 7
	TM312 TCM Clinical Medicine III	Successful completion of semester 8
	AC320 Treatment of Orthopedic Disorders	Successful completion of semester 8
	WM330 Western Clinical Medicine III	Successful completion of semester 8
	CI330 Clinical Internship III	Successful completion of semester 8

# Course Description

## Traditional Medicine Theory: 35.66 Credits/535 hours

### ***TM100 History and Foundations of Eastern Medicine (3)***

This course presents a rich and fascinating history that brings to life the subject of Eastern Medicine. Students come to understand that they are a link in the unbroken chain of this healing tradition. They will travel through medical history guided by the classical texts. Students will survey each key concept in the field to acquire an overview of the subject that they will immerse themselves in over the next three years.

### ***TM111 TCM Theory I (3)***

Traditional Chinese Medicine (TCM) Theory 1 begins our comprehensive study of the basic theories of Chinese Medicine. This introductory course provides the foundation of TCM. Students will learn an overview of the various theories and practices of TCM, the concept of yin and yang, the five phases, the concept of Qi and fundamental substances, Zang-Fu theory and interrelationships of organs. In addition, the course will cover the view of the human body and its interconnectedness with nature, with references to the Nei Jing (The Yellow Emperor's Inner Classic) and other classic texts.

### ***TM112 TCM Theory II (3)***

TCM Theory II continues our comprehensive study of the basic theories of Chinese medicine. It is the ESATM's position that only after deeply understanding the basic theories of Chinese medicine can the student effectively progress towards more advanced concepts such as those presented in subsequent theory and acupuncture courses. Moreover, without a firm Chinese medical conceptual framework for contextualizing later material on diagnosis and treatment, the student is less equipped to understand principles of clinical techniques such as acupuncture, moxibustion, tui-na, qi gong, and dietary therapy.

This includes having a broad context in which to understand other authentic experiential or text-based styles within the larger family of East Asian medicine, such as Japanese meridian therapy. As such, the basic theory courses comprise the cognitive spine on which students will build a firm and flexible frame of understanding—one that will endure throughout their careers as practitioners of East Asian medicine. This course will cover the zang-fu. This will give the physiological basis for which we base our understanding of how to differentiate patterns and understand the pathomechanisms of diseases.

### ***TM113 TCM Theory III (3)***

TCM Theory III moves into more advanced theory of Chinese Medicine. This course will cover concepts such as the six-divisions, four aspects, and San Jiao theories as well as theoretical and physiological foundations of gynecology and pediatrics. In addition the concepts of Jing, Qi, and Shen will be explored more in depth. Lastly, basic principles of Chinese medical nutrition will be discussed.

### ***TM120 Chinese Medical Classics (3)***

This is a course focusing on the classical texts of Chinese medicine as a means by which students can synthesize the information and expertise they have been acquiring in their studies. Students will explore the teachings of the Su Wen and the Ling Shu of the Nei Jing, the Nan Jing, and the Zhen Jiu Da Cheng. Class discussions will examine the theories, ethics, and treatment strategies in these teachings. In addition, students will be exposed to the influence of the Nei Jing in other traditions of Acupuncture Medicine. This course requires the students to research existing studies and compare and analyze the modern research with the classical textual wisdom. The research paper that is required is a reflection of an application of its efficacy and impact. This course provides a critical analysis of classical texts and is the basis for developing innovative techniques and treatment strategies.





The Huang Di Nei Jing Su Wen and Ling Shu are the consensus premier seminal works of Chinese medicine. The diagnostic systems, treatment principles, and treatment protocols introduced in these two books are fundamental to TCM, and form the foundation of all subsequent classical and modern texts of Chinese medicine. An introduction to the Su Wen and Ling Shu deepens our understanding of Chinese medicine's history, theory, and practice, and allows for a more deliberate practice of the medicine. In addition, The Huang Di Bashiyi Nan Jing will be explored as arguably one of the most important texts on the fundamentals of theory and the practice of acupuncture as well as the acupuncture classic, the Zhen Jiu Da Cheng.

### ***TM211 TCM Diagnostic Principles I (3)***

This course provides students with an in-depth study of the four (4) traditional pillars of TCM diagnosis, including observation, auscultation & olfaction, inquiry, and palpation. Students will learn signs and symptoms of various disorders, tongue diagnosis, pulse, meridian, and other palpation techniques.

### ***TM212 TCM Diagnostic Principles II (3)***

This course provides students with in-depth study of the manifestation, etiology, pathology, as well as herbal and acupuncture treatment of common Zang fu organ patterns and complicated Zang fu organ patterns.

This course provides students with the TCM diagnosis methods according to internal organs (Zang fu). The Eight Principle/Five Phase Treatment Strategy is the practical synthesis of the diagnostic techniques taught in the course. TCM pattern identification and point location skills will culminate in applying effective clinical protocols in a successful acupuncture practice.

This class also provides historical, theoretical and practical overview of classical acupuncture theory as presented in the Huang Di Nei Jing and Nan Jing culminating in an interpretation of classical point selection according to these disciplines. The Eight Principal/Five Phase Treatment Strategy seeks to promote an understanding of acupoint energetics in a historical context in order to lay the foundation for appropriate point selection and optimal treatment.

### ***TM310 TCM Clinical Medicine I***

TCM Clinical Medicine I is the first in the three course series on the clinical practice of Eastern Medicine. Diseases will be studied from the dual perspective of both biomedicine and Chinese

medicine. The emphasis of this series is on the practice of Eastern Medicine. A major goal of this series is on developing the cognitive skills to integrate both biomedical and Chinese medical concepts. The student will develop the ability to analyze a given medical condition from both perspectives. A central component to the series is the cultivation of self-directed learning skills in the students. The diseases focused on in this class are gynecology and andrology.

### ***TM311 TCM Clinical Medicine II***

TCM Clinical Medicine II is the second of the three course series on the clinical practice of Eastern Medicine. Diseases will be studied from the dual perspective of both biomedicine and Chinese medicine. The emphasis of this series is on the practice of Eastern Medicine. A major goal of this series is on developing the cognitive skills to integrate both biomedical and Chinese medical concepts. The student will develop the ability to analyze a given medical condition from both perspectives. A central component to the series is the cultivation of self-directed learning skills in the students. The diseases focused on in this class are pediatrics and geriatrics.

### ***TM312 TCM Clinical Medicine III***

TCM Clinical Medicine III is the third of the three course series on the clinical practice of Eastern Medicine. Diseases will be studied from the dual perspective of both biomedicine and Chinese medicine. The emphasis of this series is on the practice of Eastern Medicine. A major goal of this series is on developing the cognitive skills to integrate both biomedical and Chinese medical concepts. The student will develop the ability to analyze a given medical condition from both perspectives. A central component to the series is the cultivation of self-directed learning skills in the students. The diseases focused on in this class are mental diseases and dermatology.

### ***EBW110 Tai Ji (2)***

This is an introductory course in the Chinese System of movement and meditation of Tai Chi Chuan (Taijiquan); to maintain good health and longevity by promoting the free flow of Qi.

### ***BEC110 Medical Ethics & Counseling (3)***

There are certain ethical points to be considered in the business management within the acupuncture medicine field. In this course, there will be lectures, readings and discussions of ethics, jurisprudence and current issues that confront the modern health practitioner. The issues of compensation and money as it relates to service and ethics will also be discussed. Due to the range of status of the acupuncturist from primary care provider to technician depending on the state of residence, ethics will be discussed covering all of these.

This course provides students with knowledge of the laws and regulations of the New Jersey Acupuncture Examining Board and other government agencies with regard medical ethics and these will be in detail.

### ***MSC120 Comprehensive Exam Review (.66)***

This 10-hour course is placed in the semester following part one of the second year exam. The class reviews the results from the exam concentrating on areas of weakness depending on student performance. A focus will be on the development of positive studying and preparation habits that students can use to prepare for their board exams.



## Acupuncture Department: 27 credits/405 hours

### **AC100 Meridian Theory (3)**

This course studies the basic concepts of Meridian Theory: The distribution of channels, branches, and collaterals in the human body, including their physiological functions, pathological changes and interrelationships with all internal organs. Topics covered are: The formation of the channel and collateral theory; the distribution of the channel and collateral system: 12 channels, 8 extra channels, 15 collateral, the internal branches of the 12 channels, 12 tendon channels, and 12 superficial channels with their connections; the origin and the end of the channels and collaterals; the physiological function of channels and collaterals; the clinical application of the channel and collateral theory. The basics are also covered in Meridian pathologies, treatment protocols for common conditions, orthopedic disorders from a meridian perspective, and a study of the eight extraordinary meridians.

### **AC110 Acupuncture Channels & Points I (3)**

This course provides students with a detailed study of point locations and primary channel pathways in relation to anatomical regions, nerves, bones, muscles, tendons, ligaments, and vessels, with an emphasis on channel and collateral theory and treatment. Meridians covered in this course are the lung, large intestine, stomach, spleen, and heart meridians.

### **AC120 Acupuncture Channels & Points II (3)**

This course provides students with a detailed study of point locations and primary channel pathways in relation to anatomical regions, nerves, bones, muscles, tendons, ligaments, and vessels, with an emphasis on channel and collateral theory and treatment. Meridians covered in this course include the small Intestine, urinary bladder, kidney, pericardium, and San Jiao meridians.

### **AC130 Acupuncture Channels & Points III (3)**

This course provides students with a detailed study of point locations and primary channel pathways in relation to anatomical regions, nerves, bones, muscles, tendons, ligaments, and vessels, with an emphasis on channel and collateral theory and treatment. Meridians covered in this course are the gall bladder and liver meridians. In addition, the eight extraordinary meridians will be discussed in this class.

### **AC210 Clinical Techniques I (3)**

Basic Needling techniques are presented using demonstration and active participation by the students. Cautions and contraindications to needling are reviewed. Exercises are practiced to develop and improve needle techniques. Students proceed from inanimate object needling to common and difficult acupuncture point needling. Students progress from less sensitive points to more sensitive and difficult points. At completion of the course, students are able to demonstrate free hand needling and guide tube needling on common and difficult acupuncture points, techniques and methods to obtain the Qi, “De Qi”, and to direct Qi. Students learn and demonstrate Clean Needle Technique (CNT) whenever needling. Basic skills required for entry level clinical work are taught and practiced (cupping, gua sha, moxibustion techniques, electric stimulation, etc.).

### **AC220 Clinical Techniques II (3)**

In this class, students advance to needle the more sensitive points, practice needle threading, through-and-through needling, and dermal stimulation (including pellets, press needles, etc.). Students learn specialized acupuncture techniques such as advanced electro-acupuncture, and combine needling with moxibustion. Students practice scalp acupuncture needling and auricular acupuncture. More advanced methods for redirecting the qi in the channels (supplementing and draining) are practiced such as generating heat or cold. In addition, students will be introduced to alternate forms of acupuncture styles.

### ***AC290 Clinical Point Selection (3)***

This advanced course reviews the various acupuncture point prescriptions used for specific pathologies, with an emphasis on practical points commonly used in an acupuncture clinic. Learners will gain the ability to independently develop a point prescription based on a diagnosis, utilizing various acupuncture systems in order to obtain the best therapeutic result.

### ***AC310 Clinical Point Selection II (3)***

This course further teaches students how to select points and combinations to treat various diseases and conditions in adherence to traditional Chinese medicine and modern acupuncture theories. Cases are discussed and the point prescriptions are analyzed for rationale and alternate possibilities. Students will have the opportunity to present current cases they are treating in the clinic keeping all privacy standards as outlined by the HIPAA regulations.

### ***AC320 Treatment of Orthopedic Disorders (3)***

This course applies the diagnostic skills learned in Orthopedic and Neurological Evaluation to the treatment of such disorders with East Asian medicine. In addition this course presents: review and practice of acupuncture channels; pathways and point location; introduction and practice of TCM and sports medicine; development of motor point theory; and increased palpatory skills of anatomical structures.

### ***TM220 Survey of AM Systems (3)***

In the Survey of Acupuncture Medicine Systems course, students will be introduced to various styles of acupuncture and acupuncture medicine systems. The course will include basic history, principles, diagnostic techniques, and treatment options for several branch styles of east Asian medicine including (but not limited to) Classical Five Element acupuncture, Acupuncture Physical Medicine, Korean Medicine, Master Tung acupuncture style, Dr. Tan Balance Method style, Chinese herbal medicine, and advanced Kiiko Matsumoto style.

### ***EBW120 Qi Gong (2)***

Qi Gong is a set of exercises combining motion with meditation and breathing to train and nourish energy. The techniques and movements learned in this class will encourage the smooth flow of qi, which will allow for the cultivation of the mind-body-spirit connection. With practice, students will achieve insights to holistic self-healing and will be able to recommend appropriate qi gong exercises to patients to enhance their healing therapies. An emphasis will be made in this class on techniques that can be utilized in the clinical setting.

### ***EBW130 Tui-Na I (2)***

Tui-na is a massotherapy (massage) to treat diseases and traumatic injuries. In this course, there will be a brief discussion of Chinese Massotherapy and the basic principles of Massotherapy; which deals with yin, yang, qi, blood and internal organs. There will be a discussion introducing diseases involving the internal organs and their treatment by tui-na. Also, the special physical examination of the vertebrae, hip joint, upper and lower extremities will be taught in this course.

### ***EBW140 Tui-Na II (2)***

This course teaches hands-on techniques implementing combinations of acupressure, acupoint identification, and soft tissue massage. The student learns to prevent and treat disease by applying manual methods to remove obstructions in the meridian pathways by promoting an increase of vital energy or qi and blood circulation; reducing slight displacement of joints and healing soft tissue injuries; adjusting the functions of the internal organs and nerve regulation; improving joint mobility; and flushing cellular tissue. The sports tui-na techniques are practiced under supervision,



applying moderate to deep pressure, or pressure suitable to client sensitivity to assist in the healing process. Pediatric tui-na will also be introduced.

### ***BEC120 Practice Management & Medical Billing (3)***

This course provides students with many factors contributing to the successful management of clinical practice. ESATM recognizes that students should achieve a satisfactory return on the time, money, and energy invested in their education. To achieve this end, students must be introduced to good business skills and ethical business behaviors. Important factors to be considered are: skills and abilities of the acupuncture practitioner, practice plan (business plan), concentration of energy and resources, reputation and image, financial foundation, office location, fee schedule, operations, insurance, patient care, personnel and advertisement. In this course, these topics, including the laws and regulations of the New Jersey Acupuncture Examining Board and other governmental agencies, will be discussed in de-tail. For the medical billing module, ESATM recognizes and respects that students should realize a return on the time, money and energy invested in their education. For any service to persist, medicine included, there must be mutual benefit for the parties involved. In most cases, patients must receive health and well-being from their relationship with the practitioner. In addition to the satisfaction of a job well done, in most cases the practitioner must receive money. Money is the most common medium for the exchange of our values and energy, thus the student must practice good business and more importantly, ethical behavior. This hands-on module gives students a comprehensive view of the various office managements, record keeping, insurance billing, and bookkeeping systems related to an acupuncture practice.



## **Kiiko Style: 6 credits/90 hours**

### ***TM221 Japanese Kiiko Style I (3)***

This course includes a review of the basic concepts of Kiiko Style Japanese Acupuncture and theories, contrasting and comparing them with TCM. Students will be also be introduced to the special tools and techniques of this style of acupuncture, including the use of diodes, pachi pachi, thread moxa, ion pumping cords and triple bypass cords. Most importantly, students will learn and practice fundamentals of hara evaluation and basic point combinations used to release disease reflection areas of the hara.

### ***TM222 Japanese Kiiko Style II (3)***

Kiiko Style II includes basic hara review, and point prescriptions for different diseases supported by hands-on practice. This class encourages students to analyze what they have read in Vol. 1 and 2 and formulate clinical strategies to begin the transition to 3rd year student clinic.

## **Western Medicine: 39 credits/585 hours**

### ***WM100 Medical Terminology (3)***

This course provides students with a study of western medical terminology and nomenclature, including word origin and structure through the introduction of prefixes, suffixes, root words, plurals, abbreviations and symbols, surgical procedures, diagnostic procedures and medical specialties. This course will increase the ability of the student to access an extensive range of medical literature and to correspond with health care professionals as well as integrate biomedical terms into a TCM perspective.

### ***WM110 Anatomy & Physiology I (3)***

The A&P series comprehensively provides students with a presentation of the human

muscular-skeletal system and physiology. A & P I comprehensively presents the human muscular skeletal system. While the entire system is covered, particular emphasis is placed on internal areas to avoid when needling and external landmarks that guide the location of acupuncture points. This course provides the most important foundation for all subsequent acupuncture point location courses, orthopedic and neurological evaluation and treatment courses, needling courses and more.

### ***WM120 Anatomy & Physiology II (3)***

The A&P series comprehensively provides students with a presentation of the human muscular-skeletal system and physiology. A&P II presents the anatomy and physiology of the integumentary, urinary, digestive, respiratory, cardiovascular, lymphatic, and reproductive systems. While the entire systems are covered, a particular emphasis is placed on internal areas that are may be dangerous in needling and external landmarks that can guide the location of acupuncture points. Also emphasized are the relationships between different organs in the human body.

### ***WM130 Anatomy & Physiology III (3)***

The A&P series comprehensively provides students with a presentation of the human muscular-skeletal system and physiology. A & P III presents the development, structure, and function of the human nervous and endocrine system. While the entire systems are covered, a particular emphasis is placed on internal areas that may be dangerous in needling and external landmarks that can guide the location of acupuncture points. Also emphasized are the relationships between different organs in the human body.

### ***WM140 Biochemistry & Western Nutrition (3)***

This course is designed to provide an overview of the biological determinants of nutrient requirements and the assessment of nutrient status in individuals. Diseases associated with nutrients as well as those prevented by nutrients will be discussed. The biochemistry module concentrates on IUBMB nomenclature and macromolecules and their components.



### ***WM210 Pathophysiology I (3)***

This course is designed to provide students with an introduction to pathology, microbiology, inflammation, infection, immunity and immunology, non-neoplastic and neoplastic proliferations. This course provides a study of cellular adaptation to disease, environmental factors in disease, inflammation, and neoplasia.

### ***WM220 Pathophysiology II (3)***

This course continues the discussion in regards to pathology, microbiology, inflammation, infection, immunity and immunology, non-neoplastic and neoplastic proliferations. This course provides a study of cellular adaptation to disease, environmental factors in disease, inflammation, and neoplasia.

### ***WM310 Western Clinical Medicine I (3)***

The Internal Medicine series is designed to relate to the corresponding A&P and Pathophysiology classes and cover the biomedical diagnostic methods and treatments for the areas covered in the class.

### ***WM320 Western Clinical Medicine II (3)***

The Internal Medicine series is designed to relate to the corresponding A&P and Pathophysiology classes and cover the biomedical diagnostic methods and treatments for the areas covered in the class.

### ***WM330 Western Clinical Medicine III (3)***

The Internal Medicine series is designed to relate to the corresponding A&P and pathophysiology classes and cover the biomedical diagnostic methods and treatments for the areas covered in the class.

### ***WM340 Western Diagnostics & Pharmacology (3)***

This course is designed to help students develop basic skills in reading and interpreting medical images (X-ray, CT scan, MRI, etc.) and ordering, reading, and interpreting common Western medical diagnostic tests with respect to scope of practice. Western medical red flags will also be covered in this course. The pharmacology module provides students with an overview of the basic pharmacological principles, terminology, and the use of drug reference tools. These concepts are applied to help the student understand the potential complications drugs can have on the application of the treatment process. Current information on drug-herb interactions will be discussed and a discussion on the application of the ADME (absorption/distribution/metabolism/elimination) protocol will be emphasized.

### ***WM350 Orthopedic & Neurological Evaluation (3)***

This course is designed in two parts: 1. The learning of neurological examinations; 2. The study of the biomechanics of the human body. Students learn the basics of dermatome testing, muscle testing, deep tendon reflexes, etc. Students will also study biomechanics, which is a study of the body in terms of mechanical structure and the analysis of body motion and posture. This will enhance students' ability to understand proper body movement and the nature of physical injuries.

### ***WM360 Western Physical Exam (3)***

This course provides students with a study of western physical diagnostic processes, emphasizing three clinical skills: history taking, physical examination, and logical thinking. Students will be able to utilize these skills clinically and know when to refer patients to other healthcare professionals.





### ***MSC 110 Medical Research Principles (2)***

As the interface between Western medicine and TCM grows larger, so does the need for research on the effectiveness of and appropriate use of TCM in numerous health problems. Therefore, one of the things that is missing is a training program that will teach TCM practitioners how to conduct high-quality, multidisciplinary clinical research in Chinese medicine. This course provides an overview on the purpose, standards, and methodologies in conducting research related to our field. In addition, the basic thesis components and process will be introduced.

### ***MSC210 Integrative Medicine (1)***

This course will introduce students to a survey of the clinical practice of multiple modalities of medicine and be introduced to the practices of other health care practitioners, including: osteopathy, chiropractic, homeopathy, naturopathy, reflexology, biofeedback, hypnotherapy, polarity, hydrotherapy, and other natural healing modalities.



## **Clinical: 28.7 credits/860.5 hours**

### ***CO100 Introduction to Clinical Observation***

This course is a presentation, discussion, and practice of academic and clinical issues revolving around Clinical Observation designed to impart the knowledge and skills necessary to maximize the value of the students' observation in the clinic. The five areas of study and practice covered will be: clinic rules and procedures; clinical charting; Clean Needle Technique (CNT); laws and regulations; and introduction to case review and grand rounds. Tui-Na medical massage for stress relief techniques will also be introduced. Satisfactory passing of final exam will be necessary for entrance into Clinical Observation.

### ***CO120 Clinical Observation***

The Student Clinic experience at the ESATM is the practical counterpart to the theoretical and technical skills acquired in the didactic course work. The clinic is a professional setting where students, observing the work of a Clinical Supervisor on a practitioner shift learn the practice of Acupuncture Medicine, while providing the local community with low cost, and effective health care. The Student Clinic also serves as a teaching tool where students learn the best practices in managing a successful acupuncture clinic.



### **CA200 Clinical Assistant I**

This level of the student clinical experience is designed to prepare for internship. The observer assistant will be asked to participate to a greater extent in the clinical encounter in areas including intakes, diagnosis, treatment planning, and medical massage or accessory modalities. The observer assistant will work directly with their paired intern to learn and develop the skills and confidence to lead the clinical encounter to the next level.

### **CA210 Clinical Assistant II**

This level of clinical study directly prepares the clinical student for internship by actively integrating the AI into the clinical encounter. AIs may participate in all aspects of the clinical encounter and will participate extensively with an emphasis on providing adjunctive therapies for clinical patients. AIs are expected to work with their interns and supervisors to develop their skills so that they are able to transition smoothly into their internship.

### **CI310 Internship Level I**

The Student Clinic experience at ESATM is the practical counterpart to the theoretical and technical skills acquired in the didactic course work. The clinic is a professional setting where students, under the guidance of a Clinical Supervisor learn the practice of Acupuncture Medicine, while providing the local community with the low cost, and effective health care. The Student Clinic also serves as a teaching tool where students learn the basic procedures required to manage a successful acupuncture clinic. In level I, Interns will work closely with the supervisors and assistants to lead the patient encounters and provide quality healthcare in an environment where they can continue to learn and practice their basic skills.

### **CI320 Internship Level II**

The Student Clinic experience at ESATM is the practical counterpart to the theoretical and technical skills acquired in the didactic course work. The clinic is a professional setting where students, under the guidance of a Clinical Supervisor learn the practice of Acupuncture Medicine, while providing the local community with the low cost, and effective health care. The Student Clinic also serves as a teaching tool where students learn the basic procedures required to manage a successful acupuncture clinic. In level II, students work towards greater independence in practice while learning and practicing more advanced skills.

### **CI330 Internship Level III**

The Student Clinic experience at ESATM is the practical counterpart to the theoretical and technical skills acquired in the didactic course work. The clinic is a professional setting where students, under the guidance of a Clinical Supervisor learn the practice of Acupuncture Medicine, while providing the local community with the low cost, and effective health care. The Student Clinic also serves as a teaching tool where students learn the basic procedures required to manage a successful acupuncture clinic. In level III, interns prepare for private practice through greater independence in practice while still maintaining a healthy collaborative relationship with their supervisor. They practice all learned clinical techniques and provide mentorship to interns and assistants.

### **GRS Grand Rounds**

Students learn in a clinical theatre-style setting where a licensed acupuncturist leads the clinical encounter, intake, and treatment. Students have the opportunity to observe and listen to direct explanations for best practices directly from the practicing clinician in real time. Cases are discussed fully and the practitioner is able to reinforce learned principles from the didactic curriculum as well as model standards of behavior and practice.

# Academic and Clinic Faculty

## Department Chairs:

TCM Theory: *Dr. Lois Denmark, DACM, L. Ac., Dipl.OM (NCCAOM).*

*Biomedicine: Dr. Robert Eisen, DC*

*Kiiko Style: Christine Kim Henckel, L.Ac.*

## David Allen, DACM, L.Ac.

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David graduated from Pacific College of Oriental Medicine in with his masters in 2007, and again with his doctorate in 2016, having spent many years studying directly under Alex Tiberi, widely considered to be the foremost expert on pediatric acupuncture and herbalism in the Western world. Part of this training included developing painless, needle-free alternatives to acupuncture, and safe, healthy, and tasty herbal formulas for a wide variety of conditions. David travels extensively in Korea and China furthering his studies in pediatrics. David is a faculty member at Pacific College of Oriental Medicine, the nation's educational leader in Traditional East Asian Medicine. He also supervises acupuncture students at the Integrative Medicine program at Rady's Children's Hospital of San Diego.

David believes that all children deserve every chance at a healthy and happy life, and has devoted his life to helping them achieve their highest potential. While he specializes in pediatrics, David also treats adults for a wide range of ailments.

## John Aguilar, Jr, DAOM, L.Ac.

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Dr. Aguilar studied Chinese medicine at six different colleges, including two at the doctorate level, earning his MSTCM and then his DAOM. He has also completed undergraduate studies in psychology and Chinese studies. He is currently a graduate student at the University of Washington, Asian Languages and Literature department, focusing on the Han dynasty medical classics under the expert philologist Professor William Boltz. He has been working with patients for twenty years, offering acupuncture, herbal medicine, and qigong and meditation instruction. He has lectured extensively at Eastern and Western medical universities and is currently on faculty at four Chinese medical schools.

## Ken Burgess, (certified teacher)

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Ken Burgess has dedicated over three decades to the practice and study of traditional martial arts. He has attained teacher certification in Karate, Kung Fu, Tai Chi and Chi Kung. In 1991, after receiving the precepts, he became a Buddhist and was given the Dharma name, Hoshu (Treasured Practice). After clearly realizing the potential healing powers of these practices, he is now committed to deepening his understanding to help others improve their physical and mental health and fulfill his vow to relieve suffering. He is currently teaching Yang Family Tai Chi under Holly Sweeney-Hillman and is working toward full certification in the 18 Luohan Chi Kung System under Sifu Sergio Arione.

## Tarun Chauhan, M.D., MBBS (India)

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Dr. Chauhan completed his medicinal studies from Osmania Medical College, India in 1996. He worked as a physician in various hospitals for 10 years in India. Finally, he worked in a country side hospital. This provided him the opportunity to manage all kinds of cases. Dr. Chauhan used to work as a Family Practitioner conducting surgeries, reducing and casting bone fractures, delivering babies, and conducting autopsies.

Dr. Chauhan's goal of getting into a medical residency in the US was realized after passing all

required exams and becoming ECFMG certified. He has since worked at Elmhurst Hospital, Jackson Heights in cardiac clinical research. He has also worked in Saint Luke's Roosevelt hospital Manhattan in the physiotherapy department.

Dr. Chauhan has been teaching since 2008. He has taught at Dover Business College, Everest, and currently at Lincoln Tech. He has learned and developed skills in teaching and managing over the last nine years. His teaching philosophy includes helping students to understand the subject, so they have to cram study less. He shares his clinical experience and asks clinically oriented questions to foster excitement in his students. Importantly, Dr. Chauhan teaches students techniques to be good students and clinicians. Dr. Chauhan's vast experience and expertise covers areas such as Anatomy & Physiology, EKG, CPR, Pharmacology, clinical procedures, lab works, Medisoft, Computer skills, and Venipuncture. Dr. Chauhan is creative and a fast learner. He learned to stand up on a surfboard in one day! He loves skiing, sailing, and has grown his own rose garden. He is a good swimmer, tennis player, badminton and soccer player, and a former marathon runner. Dr. Chauhan is a recipient of several awards.

### **Christy Chiang, MSTOM, L.Ac.**

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Christy Chiang is a highly experienced acupuncture provider with a robust background in Western Science and an impressive track record in holistic health. A former clinic supervisor and faculty member at esteemed acupuncture institutions, Christy brings over 15 years of clinical expertise and academic excellence to her practice. She is also a certified life and health coach, combining her skills to offer comprehensive care to her patients.

In her thriving private practice, Christy has successfully treated over 300 patients weekly, specializing in infertility and complex cases. Her integrative approach blends Eastern and Western medicine, delivering highly effective and efficient results. Christy's expertise extends to functional medicine, herbal medicine and energy healing, where she leverages advanced systems to help patients achieve optimal health. She believes that addressing the root causes of "ids-ease" is the key to long-term wellness and vitality.

Christy is widely recognized for her profound knowledge, compassionate care, and meticulous attention to her patients' needs. Her dedicated to advancing the field of acupuncture is evident through her roles as a former Board Member of the Asian American Acupuncture Association and as the Director of Continuing Education for multiple acupuncture organizations and schools.

Beyond her professional achievements, Christy is a lifelong learner passionate about exploring the latest developments in medicine. In her free time, she enjoys spending quality moments with her family, continually inspired to deepen her impact in both her personal and professional life.

### **Debra Davies, DACM, L.Ac.**

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Dr. Deb Davies, DACM, L.Ac., is a licensed acupuncturist, childbirth educator, and the founder and owner of PUSH San Diego. She's spent over 20 years passionately following her mission of supporting women in fertility, pregnancy, birth, and postpartum care. She empowers expectant couples by educating and equipping them with natural and integrative health care options.

Over the course of her career, Deb has helped thousands of families in their childbirth journey. She has a renowned expertise in helping families overcome fertility obstacles, maintain a healthy full-term pregnancy, and prepare for an optimal birth experience. She also provides support during labor and birth with acupuncture, acupressure, and massage therapy, and is highly skilled in postpartum recovery care and optimizing C-section recovery time.

Deb brings a remarkable degree of empathy to her practice at PUSH San Diego. Her first daughter, Mia Belle, was stillborn at term from an umbilical cord accident in March of 2001. Her second daughter, Lauryn, was born a year later. Both girls instill Deb's work with an unparalleled



degree of inspiration and passion that enable her to compassionately support other women through the childbirth process, including support for miscarriage and recurring pregnancy losses.

Even outside of her work at PUSH San Diego, Deb continues to follow her passion for integrative medicine. In 2006, she founded the Integrative Medical Discussion Group to bring together Eastern and Western medical students. She also served as the director of Alumni Services and Community Education at Pacific College of Oriental Medicine in San Diego and as the Community Partnership Committee co-director of the Center for Integrative Medicine at the University of California, San Diego. She's currently an event coordinator and continuing education provider for licensed acupuncturists and was recognized as an Alumni Leader in the field of Chinese Medicine and Integrative Medicine.

### **Joseph DelGiodice, C.H., L.Ac.**

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Joseph DelGiodice is an acupuncturist, Chinese and Western herbalist, and naturopath, with a tenure in the healing arts that stretches across four decades. With his great grandfather an herbalist and bone setter, great grandmother a midwife, and godfather a 1949 graduate of The Swedish Institute, the practice of healing stretches even further back in his family, to nineteenth century rural Sicily. His lifelong fascination with health and longevity began at age 7. Having studied extensively with herbalist priest Jeffrey Yuen, and having been a long time apprentice to Master Western Herbalist David Simon, Joe is a graduate of Rutgers College, the Somerset School of Massage Therapy, the Pacific College of Oriental Medicine, and the American Naturopathic Medical Institute.

Joe has been a member of the ESATM community since summer. Prior to that, Joe was a faculty member at PCOM NY and an acupuncture proctor for the NJ State Board of Medical Examiners. Since July of 1999, he has maintained a private practice in Hoboken, focusing on whole body wellness, geriatrics, musculo-skeletal care, women's and men's health, and natural food education. He is also a volunteer gardener at the Community Church of Hoboken Organic Vegetable Garden.

### **Lois Denmark, DACM, L.Ac., Dipl.OM (NCCAOM)**

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Lois Denmark has been a Faculty Member and Clinical Supervisor at the Eastern School of Acupuncture since 2004. She teaches core curriculum courses in the Theory, Acupuncture & Herbology Departments and is the current Traditional Medicine Theory Department Chair. She has been in private practice in NJ & NY since 1998 and is a graduate of PCOM NY & PCOM SD where she attained the degree: Doctor of Acupuncture & Chinese Medicine. She has a B.A. from Montclair State College.

### **Chenxia Duan, L.Ac. in NJ ,Dipl. O.M (NCCAOM)**

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Chenxia received her academic and medical training as a physician in Traditional Chinese Medicine from Zhangjiakou Medical College and Tianjin University of Traditional Chinese Medicine in China, as well as the School of Medicine at Kyoto University in Japan, where she studied Pulmonary Biology.

Over the last two decades, Chenxia was a research scientist at the Cincinnati Children's Hospital and Schering-Plough (now Merck), and most recently was the community liaison at Saint Barnabas Medical Center's Center for Asian Health.

Chenxia joined Mecca in 2018 in order to return to her roots as an acupuncture practitioner and help patients from a variety of backgrounds to treat numerous conditions. She is passionate about furthering the discourse of Traditional Chinese Medicine, and complements her clinical practice with teaching at the Eastern School of Acupuncture and Traditional Medicine.

### **Gregory Dube, MSAc, L.Ac.**

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Gregory Dube is a recent graduate from ESATM, having completed his study at the school in the Winter of 2021. He completed his undergraduate studies from Rutgers University in 2011 and





graduated high school from Christian Brothers Academy in Lincroft NJ. In his private time, he enjoys martial arts, reading and studying various subjects across many disciplines.

### **Robert D. Eisen, DC**

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Dr. Robert D. Eisen is a 1988 graduate of Palmer College of Chiropractic in Davenport Iowa, where he earned his Doctor of Chiropractic Degree. He has earned a B.S. in Biology from the National College of Chiropractic, in Lombard Illinois and an A.S. degree in Chemistry from Kingsborough Community College in Brooklyn, N.Y.

Dr. Eisen has been a practicing chiropractor in New Jersey since 1989 and his current practice is located in Paramus, N.J. He has a family practice that specializes in the treatment of musculoskeletal conditions. Dr. Eisen holds advanced post graduate training in Manipulation under Anesthesia and has completed the course in study to sit for the Department of Transportation Certified Medical Examiner certification. He continues his post graduate education by taking various continuing education courses in topics ranging from musculoskeletal conditions to nutrition. “I believe that it is important to continue your education to learn new cutting edge technologies and treatment to better serve my patients and help them achieve their goals of optimal health”.

Dr. Eisen began teaching as an adjunct professor at the Eastern School of Acupuncture and Traditional Medicine in 2012, where he began teaching Medical Terminology. He continued on staff at ESATM and became the acting Bioscience Department Chair as well as teaching Anatomy and Physiology, Bioscience, Anatomy Intensive and Biology.

“I believe that a whole person approach to health, incorporating chiropractic care, acupuncture, massage therapy, regular exercise and good nutrition will help my patients to achieve the results they desire for their health. The more proactive you are in keeping yourself healthy the less likely you will be to become sick and dependent on medications to try and improve your health status.”

### Constance Fraser, RN L.Ac.

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Constance Fraser is a registered nurse and licensed acupuncturist. She graduated from Pacific College of Oriental Medicine. She trained in Chinese and Japanese martial arts since 1979, and was introduced to Chinese Medicine in 1982 by a qi gong teacher. She earned undergraduate degrees at FDU. Additionally, she has studied various systems of bodywork.

### Giselle Foss, DC, MSAc, L.Ac.

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Dr. Giselle Foss is a licensed chiropractor (DC), a soon to be Licensed Acupuncturist (Lac), a soon to be Certified Herbalist, and an experienced 500-hour yoga instructor (E-RYT500). After earning her Bachelor's degree in Health Science from North East College of Health and Science in 2018, she continued her training at New York Chiropractic College where she received her Doctor of Chiropractic degree and completed her clinical training in November 2020.

Following Chiropractic school, Dr. Giselle continued her education at Eastern School of Acupuncture and Traditional Medicine gaining degrees in both Acupuncture in August 2023 and Chinese Herbology in December of 2023.

With experience treating patients of all ages and needs, she has developed a special passion for the health of bleeding-people.

In addition to her degrees listed above, she is also an experienced yoga teacher with multiple certifications. She received her first 200-hour yoga teacher training certificate in 2016 from The Yoga Shop in West Hartford, CT, and her second 200-hour and 500-hour yoga teacher training certificates in 2020 from Wild Essence Alchemy in Essex, CT. She has also completed a 1000 Advanced Facilitator Training through Wild Essence Alchemy.

Her integrative approach to healthcare combines chiropractic, acupuncture, herbal medicine, yoga, and other modalities to help restore balance and promote optimal health. She committed to empowering her patients to take an active role in their own health and well-being.



### Dr. Mayda Gonzalez-Bosch, M.D., Ed.D.

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Dr. Mayda Gonzalez-Bosch is a distinguished leader in health professions and higher education with over two decades of transformative experience. Based in Dumont, NJ, Dr. Gonzalez-Bosch is renowned for her strategic leadership, ability to foster collaborative environments, and commitment to student success through innovative initiatives, academic excellence, and mentorship.

Dr. Gonzalez-Bosch has achieved remarkable career milestones, including being named among the **Top 50 Women in Educational Leadership (#7)** by *Women We Admire* in 2024 and recognized in **Marquis Who's Who in America** the same year. Her accolades also include receiving **Faculty of the**

**Year** awards at two institutions for her exceptional teaching and leadership. She has successfully led accreditation processes, developed workforce initiatives to address healthcare skill gaps, and spearheaded programs to enhance student retention and success.

Currently serving as the **Academic Associate Vice President for Health Professions at SUNY Orange**, Dr. Gonzalez-Bosch oversees a broad portfolio of health programs, including Nursing, Dental Hygiene, Physical Therapy Assistant, and more. Her leadership has enhanced institutional impact through strategic planning, accreditation, and interdisciplinary initiatives. Previously, as **Associate Dean of Health Professions and Workforce at Bergen Community College**, she managed program development, workforce training, and student success strategies, fostering a student-centered learning environment.

Dr. Gonzalez-Bosch's academic achievements include a **Doctorate in Higher Educational Leadership (Ed.D.)** from Manhattanville University. She also holds a **Medical Degree (MD)** from Serafin Ruiz de Zarate Medical School in Cuba and a certification in **Coaching Strategies for Higher Education** from SUNY.

An active member of esteemed professional organizations such as the **American Association of Community Colleges (AACCC)** and the **Council for the Study of Community Colleges (CSCC)**, Dr. Gonzalez-Bosch continues to contribute to the advancement of education. Her visionary leadership, coupled with her expertise in curriculum design, faculty development, and program management, ensures her legacy as a transformative figure in healthcare and academic excellence.

### Christine Kim Henckel, L.Ac.

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Christine Kim Henckel has 11 years' experience working in Mental Health and Addiction services. Her interest in Eastern Medicine was sparked by her observation of the limitations and inconsistent results with Western pharmaceutical treatment. After graduating ESATM in 2011, Christine stayed on as an assistant and is currently a Faculty member and Clinic Supervisor. She treats patients in her private practice and continues to study under the renowned Master Acupuncturist, Kiiko Matsumoto.

### Janelle Krannich, MSAc.

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Janelle Krannich is a recent 2024 graduate of ESATM en route to her licensure for acupuncture. She has been working as a patient care specialist at Acuworx in Jersey City and will move into an acupuncturist role once her Boards are complete and license is attained. Janelle obtained her B.S. in Accounting at Pennsylvania State University with minors in International Business, International Studies, and Spanish. Janelle spent over a decade in finance and accounting, mostly as a banking auditor and financial controller. Janelle once optimized the efficiency and effectiveness of an enterprise's internal processes and has since transitioned to assessing and optimizing our bodies' internal processes.

### Richard Lai, DPT

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Dr. Richard Lai is a graduate of ESATM for Acupuncture and Northeastern University for Physical Therapy where he earned his Bachelor's in Rehabilitation Sciences, Doctorate in Physical Therapy and minor in Business Administration. Currently, Dr. Lai is the Regional Director of Education and Development with CareOne Management and oversees the rehabilitative services in 12 Sub-Acute Rehab Facilities in the Northeast region.

Dr. Lai has worked in a variety of settings including: outpatient physical therapy which he had his own private practice in Edgewater NJ, acute care hospitals, inpatient rehabilitation, skilled nursing and when he was in Boston was lucky to have worked with the Boston Celtics under Athletic Trainer/Physical Therapist Ed Lacerte.

Outside of his professional career, Dr. Lai enjoys spending time with his family and is an avid videographer/photographer.



### **Karen Lin, L.Ac., M.D. (China)**

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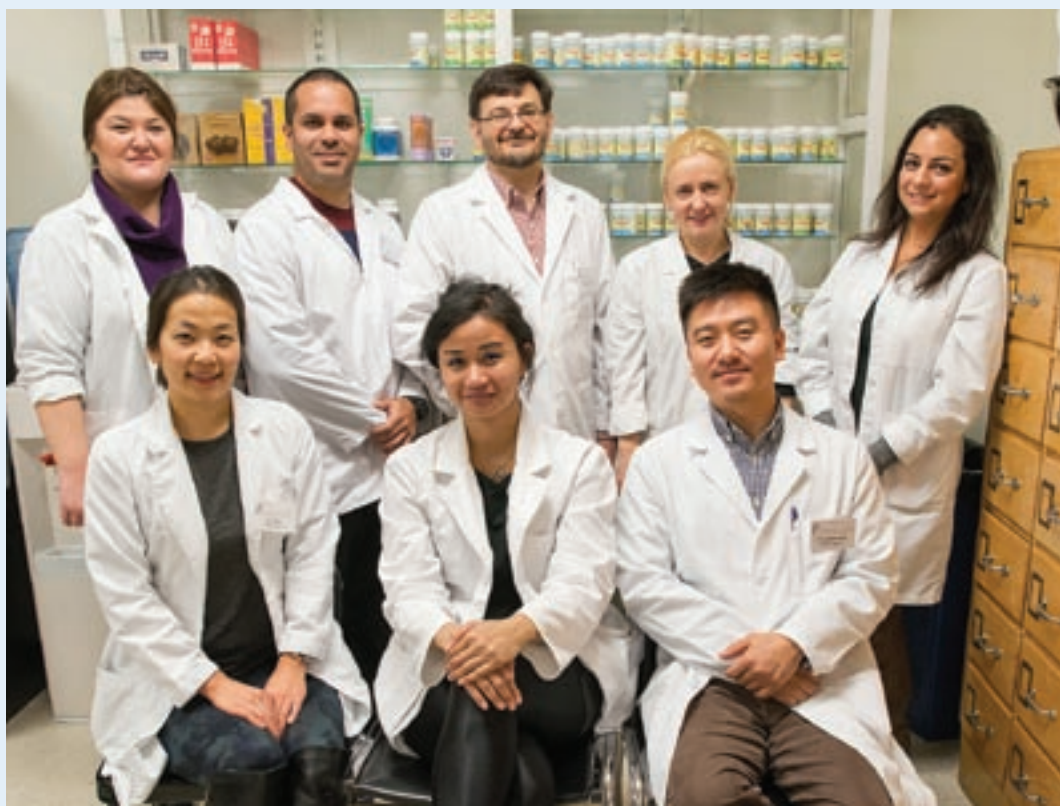
Karen Lin graduated from the Eastern School of Acupuncture in New Jersey. She subsequently became a faculty member teaching the clinical research class to third year students. She established Harmony Acupuncture and Wellness, LLC in Cranford, New Jersey, to treat people with various conditions. Long before working in this field, Karen earned her M.D. degree from Guangzhou Medical University in China in 1992 and worked as a physician in the affiliated hospital. She came to the United States to continue her education and obtained her Master's degree in biochemistry in 1996. Since then, she has been working in the biomedical research field for 20 years.

### **Dr. AJ Mannion, DAChM, L.Ac, Dipl.OM**

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Dr. AJ Mannion, DAChM, L.Ac, Dipl.OM serves his community as an online health coach, competitive dance and acrobatics educator and adjudicator, healing and healthcare practitioner, and graduate-level lecturer and clinical supervisor for Traditional Chinese Medicine colleges in the USA. He is a licensed acupuncturist and certified Chinese herbalist in New Jersey, as well as a certified Reiki Master and VortexHealing® practitioner. Dr. AJ believes that the Awakening of human consciousness is the ultimate goal of all healing paths, and he uses his extensive training and clinical experience to help his clients and students awaken through their suffering into greater states of freedom, peace, awareness and health. He received his Master's in Acupuncture and post-graduate training in Chinese Herbalism from the Eastern School of Acupuncture and Traditional Medicine, and his Doctorate of Acupuncture and Herbal Medicine from Five Branches University. He has additional training in the fields of CranioSacral Therapy and Visceral Manipulation from the Upledger and Barral Institutes respectively and has been proud to teach at ESATM since 2023.

As a dance and acrobatics educator, Dr. AJ takes his deep knowledge in the healing arts and combines them with his experience in the performing arts (including his BFA in Dance from Montclair State University) to craft classes that help students achieve greater ease, finesse, awareness and health in their physical, mental-emotional, spiritual and artistic faculties. His technique training is anatomically precise and walks the fine line of cultivating high-level technical and artistic excellence while also supporting the health and longevity of his dancers. He has been teaching dance around the country since 2010, and is highly sought after for his energetic, fun yet challenging acrobatics workshops. Dr. AJ has also served as a regular adjudicator for regional and national dance competitions since 2020. AJ is fiercely supportive of children and aims to treat every child as if they were his own. He believes that children who are trained





to have compassionate self-awareness, a disciplined approach towards excellence, and deeply rooted kindness and tolerance for their local and global communities will lead the way to a brighter future.

### **Dr. Song Ho (Daniel) Maeng, DAOM, L.Ac., Dipl.OM (NCCAOM), FABORM**

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Dr. Song Ho (Daniel) Maeng is a Doctor of Acupuncture and Oriental Medicine (DAOM) and a Fellow of the Acupuncture and TCM Board of Reproductive Medicine (FABORM). A dedicated practitioner and educator, Dr. Maeng combines a patient-centered and integrative approach to healthcare, emphasizing the harmonious blend of Traditional Chinese Medicine (TCM) and modern medical practices.

Dr. Maeng earned his DAOM and Master of Science in Acupuncture and Oriental Medicine (MSOM) from Virginia University of Integrative Medicine (VUIM) and holds a Bachelor of Science in Interdisciplinary Studies from Liberty University. Through his academic journey, Dr. Maeng honed his expertise in acupuncture, herbal medicine, oriental medicine theory, and Korean medicine. With a specialization in reproductive medicine and integrative healthcare, he is committed to addressing complex patient needs with innovative and personalized care.

In addition to his clinical practice, Dr. Maeng is a passionate educator, teaching subjects such as acupuncture, herbal medicine, oriental medicine theory, and Korean medicine. His teaching philosophy reflects a commitment to equipping the next generation of practitioners with a deep understanding of both traditional practices and their application in contemporary settings.

Dr. Maeng's work is rooted in the belief that holistic, patient-centered care is the key to achieving optimal health outcomes. Through his integrative approach, he strives to empower patients and students alike, fostering a greater appreciation for the transformative potential of Acupuncture Medicine.

### **Mandanna G. Naleyanda, M.D.**

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Dr. Naleyanda further pursued his science passion further and received medical education from Karol Marcinkowski University of Medical Science located in Poland with externships/ internships at various Hospitals in the States. He worked as a consultant at Dendrite, a Pharmaceutical company- neuroscience division and then moved to Kaplan Medical and has been imparting medical knowledge for more than a decade as an instructor. His focus has been in USMLE preparation, Nursing and Allied Health related fields.

### **Dr. Farshid Namin, DAOM, L.Ac., Dipl. O.M. (NCCAOM)**

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Dr. Farshid Namin is a licensed acupuncturist and educator with a distinguished career spanning emergency medicine, global health, and integrative medicine. He practiced as an Emergency Medicine Doctor in Iran for over a decade before working with United Nations agencies, the International Red Cross/Red Crescent, and international NGOs.

After relocating to the U.S., Dr. Namin earned his Master's and Doctorate in Acupuncture and Oriental Medicine and now serves as the Dean of Clinical Education and Research at Yo San University of Traditional Chinese Medicine in Los Angeles. He has held key leadership roles and coordinates major educational events, including integrative medicine symposiums.

An experienced educator, Dr. Namin teaches pharmacology, herb-drug interactions, and clinical sciences to Master's and Doctoral students while maintaining a private acupuncture practice in Tarzana, California. His work reflects a deep commitment to advancing integrative and traditional medicine.

### **Sally Rappeport, MSTOM, L.Ac.**

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Sally Rappeport has been practicing in Brooklyn, NY since 1998. She received her degree from PCOM-NY. She focuses on internal medicine and has a passion for classical herbal medicine. She has studied with many teachers including, Sharon Weizenbaum, Ed Neal, Yaron Seidman and Dr. Feng Shi-Lun. In 2005-6 she did a one-year internship at High Falls Gardens in order to connect to the pharmacopeia from germination thru processing. In 2016 she joined the board of the High Falls Foundation.

### **Marcia Senatus, MSAc, LMT**

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Marcia “Mars” Senatus is a skilled Therapeutic Massage and Bodywork Therapist with over six years of professional experience. She is a certified Master Myoskeletal Therapist specializing in prenatal and postpartum massage, myofascial release, tragerwork, and aquatic bodywork. Mars brings a distinctive perspective to bodywork and therapeutic massage, enriched by her graduate studies in Acupuncture and Chinese Medicine.

A proud alumna of the Eastern School of Acupuncture and Chinese Medicine, Mars is honored to return as a massage instructor, contributing to the school’s tradition of learning, growth, and healing. Her passion for integrative care and her commitment to fostering connections—one hand and one patient at a time—reflect her dedication to promoting wellness and balance in her students and clients alike.

### **Dr. Mili Sha, DACM, L.Ac.**

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Dr. Mili Shah was born and raised in New York, and moved to San Diego, CA to complete her Masters and Doctorate degrees in Acupuncture and Chinese Medicine from Pacific College of Health Sciences (Formerly Pacific College of Oriental Medicine). She specializes in chronic diseases, chronic pain, mental emotional health and women’s health using both acupuncture and herbal medicine in her private practice. She has been teaching since 2022 and is passionate about inspiring students and practitioners to expand their knowledge and experience.

### **Siva Gregory Skroce, MSAc., L.Ac.**

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Siva Gregory Skroce L.Ac. is a dad, yogi, and acupuncturist. Greg received his Master’s Degree in Traditional Chinese Medicine from the Eastern School of Acupuncture and Traditional Medicine and is licensed to practice acupuncture by the NCCAOM and State of New Jersey. He practices Japanese acupuncture in the style of Kiiko Matsumoto. This style is valued for its integration with western medicine, palpatory diagnostic process, and its lasting, immediate and results. He completed RYT200 and RYT500 yoga instructor certifications from the National Yoga Alliance through Jaipure Yoga in Montclair from 2014-2016 and additional certifications in Meditation and Raja Yoga through Yoga Life Society under the guidance of his guru Sri Reverend Jaganath Carrera. He also completed a three-year apprenticeship with his guru in order to earn the title ‘Acharya’, which means ‘knowledgeable teacher’. He has taught yoga and meditation workshops in Seton Hall Law School, Mountainside Medical Center, Bryant Park, the Creative Music Studio at the New School, and various yoga studios in the NY/NJ area. He continues to study and practice yoga and meditation every day and teaches weekly group classes in Montclair, NJ at Jaipure Yoga.

### **Shiaomei Weingarten, B.A., M.S., Lic. Ac. (NJ, NY, CT, PA), Dipl. Ac. (NCCAOM)**

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Shiaomei Weingarten is a clinic supervisor at The Eastern School of Acupuncture. A graduate of the Eastern School, Shiaomei holds a B.A. in Oriental Languages from Fu Jen Catholic University, Taipei, Taiwan and a M.S. in Hotel and Food Service Management from the School of Hospitality Management, Florida International University, Florida.

Shiaomei has postgraduate studies in Advanced Japanese Treatment (Kiiko Matsumoto Style), is certified in Reflexology by the International Institute for Reflexology. She is also studying energy work with Donna Eden of Energy Medicine, classic Chinese medicine including knowledge of essential oils, stones and Chinese herbs with Jeffrey Yuen and Japanese acupuncture with Kiiko Matsumoto and Tsuyoshi Shimamura. Shiaomei also studied a comprehensive two-year herbal program with David Winston, founder of Herbalist and Alchemist.

### **Maahwush Zahidi MS.Ac, L.Ac., Dipl. Ac.**

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Maahwush Zahidi is a Licensed Acupuncturist in the states of New Jersey and New York and is nationally Board Certified in Acupuncture and Oriental Medicine by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). She holds B.A. and M.A. degrees in Psychology

from Rutgers and Boston University, respectively. She attained her M.S. degree with honors in Acupuncture from Tri-State College of Acupuncture where she was trained in three distinct modes of acupuncture—TCM, Mark Seem’s Acupuncture Physical Medicine (trigger point), and renowned Master Acupuncturist Kiiko Matsumoto’s Japanese meridian style.



Upon graduation from TSCA, Maahwush joined its faculty staff as a Kiiko Matsumoto intern, Teaching Assistant for Acupuncture Physical Medicine classes, and Anatomy/Physiology instructor until the closing of TSCA. Upon the closing of TSCA, she was a faculty member and clinical supervisor during the TSCA Teach-Out at PCOM.

Her style in private practice and in community acupuncture integrates Chinese and Japanese-based techniques, myofascial trigger point release, facial acupuncture, cupping, gua sha, electric stimulation, and moxibustion. She continues to follow and study the teachings and style of Kiiko Matsumoto.

### **Yanming Zu, Ph.D.**

Dr. Yanming Zu received her B.S. degree in Pharmacy from Shenyang Pharmaceutical University in P.R. China, and her Ph.D. degree in Pharmaceutics from University of Illinois at Chicago. Dr. Zu is a Registered Pharmacist in New York State and has been working in pharmaceutical industry for almost 20 years. Born in a family of Traditional Chinese Medicine and Pharmacists, Dr. Zu always has her personal passion and special loving for Traditional Chinese Medicine. Hence Dr. Zu also achieved her Master degree of Acupuncture from Eastern School of Acupuncture and Traditional Medicine.

## **GUEST LECTURERS**

### **Kiiko Matsumoto, L.Ac.**

Kiiko Matsumoto is the founder of Kiiko Matsumoto Style of Acupuncture (KMS) and considered to be a “living Master of Acupuncture”. She is well known for her ability to integrate the work of some of the most famous Japanese masters into her practice for the last three decades. Her style of acupuncture focuses on treating the root cause with emphasis on the entire body rather than a single symptom.

Kiiko Matsumoto regularly teaches her style of acupuncture around the world and in the U.S. Her dedication to researching and understanding the Chinese medical classics makes her one of the authorities on the subject of acupuncture. She shares this knowledge with her patients in her clinic and with students around the world in her seminars. Kiiko’s passion for sharing her research makes her a popular and sought-after teacher. Her students find her seminars to be practical, fun and dynamic.



## Admissions Requirements & Procedures

Admissions requirements for the MSAc program at ESATM

- An online application [www.esatm.edu](http://www.esatm.edu).
- Official transcripts from all post-secondary educational institutions attended.
- Letters of recommendation from three individuals who can attest to the applicant's ability to complete the program (healthcare practitioners, professors or employers). All individuals must include full contact information on letters.
- A narrative 2 – 4 page essay utilizing MLA or APA format. Topic will be provided via email at the applicant's request. [kwilliams@esatm.edu](mailto:kwilliams@esatm.edu)
- A non-refundable application fee of \$50.

### ***Admissions Requirements***

1. Submit an online application located at [www.esatm.edu](http://www.esatm.edu)
2. All incoming students must present a valid photo ID at their enrollment meeting, a driver's license or passport. If the student was not born in the US, they must also bring valid proof of citizenship.
3. A \$50.00 application fee for the MSAc program.
4. Applicants to the MSAc program are required to have a minimum of 60 college credits in any subject. If the applicant intends to practice acupuncture in the state of New Jersey, they must have a bachelor's degree in any subject independent of their acupuncture education at the time of applying for NJ state licensure.
  - Official transcripts from post-secondary institutions must be sent directly from the institution to the admissions department.
  - Applicants should provide copies of professional licenses. Professional licenses may include but are not restricted to M.D., D.C., P.T., R.N., and M.T. (you are not required to have a medical license to enter the MSAc program)
  - All post-secondary education outside the US must be evaluated by the World Education Service (WES) and sent directly to the admissions department. [www.wes.org](http://www.wes.org).
5. Students transferring western bioscience credits into the MSAc program may be required to take a placement exam for individual courses or may be required to provide additional course



materials. Applicants who do are not licensed healthcare professionals, must have completed courses within ten years of applying to the MSAC program with a grade of 2.0 or greater for transfer credit consideration.

6. Applicants must supply three letters of reference from individuals knowledgeable about the applicant's potential for success in a graduate level academic program. Applicants are encouraged to seek references mainly from health professionals, educators, employers, and clients.
7. Applicants must submit a 2-4 page assigned topic essay, in MLA or APA format with a minimum of 3 cited, credible references. Please email the admissions office for your assigned topic. [kwilliams@esatm.edu](mailto:kwilliams@esatm.edu)
8. All applicants under the age of 30 must submit their vaccination records (applicants can utilize a copy of their post-secondary school vaccination records) with their application.
9. English language competency must be required of all students seeking admission to the program taught in English. Students who do not have post-secondary education in the United States must take the Test of English as a Foreign Language (TOEFL) or equivalent with a score of 61.
10. Upon submission of a completed application, applicants are contacted via email by the Director of Admissions, regarding additional information, interviews, acceptance status, and enrollment.

***Note: Any modification of ESATM's admissions requirements will only be granted under exceptional circumstances and at the sole discretion of the CEO/President.***

### **Admissions Process**

1. All admissions materials are submitted to the Director of Admissions for review and processing. All submitted documents are the property of the college and cannot be returned to the student.
2. Applicants who have the potential to achieve the educational objectives of the program shall be admitted into the program
3. Applicants will be notified via email of their application status and acceptance.
4. Accepted applicants will receive:
  - An acceptance letter via email.
  - A pre-enrollment email.
  - Two enrollment emails-one for enrollment documents to review, one for enrollment documents to sign and return. Accepted students may request a meeting with the admissions department to review any enrollment materials.
5. Accepted students must submit a copy of a valid photo ID with their enrollment documents. Students have the right to cancel the Enrollment Agreement up to and including the first day of instruction and receive a refund of all fees paid, except the non-refundable \$50.00 application fee.

### **Admissions Requirements for Acupuncture Transfer Students**

1. Applicants must complete a written or online application for admission and remit a non-refundable \$75.00 application fee. (\$75.00 fee is waived for transfer applicants who requested a transfer evaluation prior to applying to the MSAC program at the fee of \$75.00). See below for Transfer Evaluation Request information.
2. Applicants to the MSAC program are required to have a minimum of 60 college credits in any subject. If the applicant intends to practice acupuncture in the state of New Jersey, they must have a bachelor's degree in any subject independent of their acupuncture education at



the time of applying for NJ state licensure.

- Official transcripts from post-secondary institutions must be sent directly from the institution to the admissions department.
  - Applicants should provide copies of professional licenses. Professional licenses may include but are not restricted to M.D., D.C., P.T., R.N., and M.T.
  - All post-secondary education outside the US must be evaluated by the World Education Service (WES) and sent directly to the admissions department. [www.wes.org](http://www.wes.org)
3. Applicants must supply three letters of reference from individuals knowledgeable about the applicant's potential for success in a graduate level academic program. Applicants are encouraged to seek references mainly from health professionals, educators, and employers, however, letters from other individuals are also acceptable.
  4. Applicants must submit a 2-4 page topic related essay, in MLA or APA format with a minimum of 3 cited, credible references. Please email the admissions office for your assigned topic. [kwilliams@esatm.edu](mailto:kwilliams@esatm.edu)

All applicants under the age of 30 must submit their vaccination records (applicants can utilize a copy of their post-secondary school vaccination records) with their application.

### ***Transfer Evaluation Requests***

Transfer evaluation: Prospective transfer students from accredited ACAHM institutions may request a transfer evaluation prior to applying to the MSAC program at ESATM. Please submit the following for a transfer evaluation:

- A completed Transfer Evaluation Request Form, is available at [www.esatm.edu](http://www.esatm.edu).
- A \$75.00 Transfer Evaluation Fee. (The \$75.00 transfer application fee is waived for applicants who requested a transfer evaluation prior to applying to the MSAC program).
- All unofficial (or official) ACAHM accredited institutional transcripts. (Official transcripts must be submitted with your application to the MSAC program at ESATM, unofficial transcripts can be used solely for evaluation purposes).
- Applicants may be required to submit additional course information such as syllabi or course descriptions to complete the evaluation.
- Transfer evaluations take approximately 7-10 business days and are delivered via email from the Director of Admissions.
- Applicants may be required to take a placement exam or test out of specific courses for transfer credit eligibility.
- ESATM as mandated by ACAHM may only accept transfer credits from an ACAHM accredited institution up to 50% of the MSAC program at ESATM.
- Transfer credit must have been earned within the last five years of acupuncture education. Core theory and points courses with more than one year of attendance will be subject to placement exams at ESATM.
- Only completed coursework from an accredited institution may be directly transferrable.
- ESATM does not offer partial credit. Not all ACAHM accredited institutions offer similar credits, hours, coursework and breakdown of curriculum, therefore courses that do not meet the credits, hours; or coursework, to a full standard are ineligible for transfer.
- A minimum grade of "C" (2.0) is required for credit transfer.
- Coursework transferred into the program receives the applicable credit, however, grades earned in the previous institution are not calculated into the GPA reflected on the student's ESATM transcript. The GPA reflects only courses attended at ESATM.
- ESATM does not reward life experience credit.

## Terms and Course Offerings

There are three academic terms during a calendar year. Winter, spring, and fall terms each consist of 15 weeks of classes. A set academic schedule by trimester and a full academic calendar is available on the student webpage (Orbund).

## Course Prerequisites

Prerequisites are built into the program. Students follow a set curriculum and schedule. Program prerequisites are available herein, on Orbund. Students who are licensed medical professionals or are transferring to ESATM from an accredited ACAHM program or who have western medical transfer credits, may have course credits that give them advanced placement in individual courses. This does not affect the length of the three-year program but may exempt them from certain pre-requisite standards.

# Academic & Clinic Policies



## Academic Methods of Instruction

Methods of instruction include lecture, discussion classroom exercises, hands-on classroom exercises, live remote sessions, case studies, role playing, problem solving, oral participation/proficiency, quizzes, midterms, and final examinations. All course work is prescriptive. Instruction is in the English language only.

## Carnegie Scale

For lecture and didactic courses, 1 credit hour equals 50 minutes of class instruction. For each credit hour of class, 2 hours of out-of-class work is required.

For clinic and practical course work, 1 credit hour equals 2 hours of clinic/class instruction. For each credit hour of clinic/class, 1 hour of out-of-clinic/class work is required.

## Course Offerings & Registration

There are three academic terms during a calendar year. Winter, spring, and fall semesters consist of 15 weeks of classes. A set academic schedule is published each semester prior to the registration period. The

registration period is during week 11 of each semester. At the end of the registration period, affected students will be notified of any course cancellations due to low enrollment. Students may register for courses via Orbund or email the registrar with their course selection. Students must utilize the course prerequisites when determining course registration. The course prerequisites are available herein, on the Orbund homepage, and in the administrative office.

## Auditing Courses

Students who wish to audit courses may do so under the following circumstances:

1. Students who have been given transfer credit for a course but wish to take the course for their own edification/refresher of the subject.
2. Students who attend an acupuncture school other than ESATM who are interested in a specialty or subject offered by ESATM.

3. Graduates of an acupuncture school ESATM or other institution who are interested in a specialty or subject offered by ESATM.
4. Students who have not yet applied/enrolled in the MSAC program at ESATM. Students in this circumstance will be limited to courses and credits available for audit.
5. Currently enrolled students wishing to review previously learned materials.

The course audit fee is \$100.00 per credit. Non-ESATM students should contact the admissions office for further information regarding auditing individual courses.

### **Add/Drop**

During the first week of each semester, students may add or drop classes. After the first week of each semester, a late add/drop fee will be applied for each course. After the add/drop period, all withdrawals will be recorded on the student’s transcript as a grade of W. Classes dropped after the seventh week, and through the end of the semester, will be recorded as WF(Withdraw/Fail).

### **Attendance**

Students are expected to attend every class. Students must attend 80% or more of a didactic course and complete all course requirements to receive credit for the course. For each class, 3 absences are permitted. Instructors may reduce the number permitted but cannot exceed 3 absences and is detailed in the course syllabus. More than 3 absences will result in an a failing grade. The exception is an excused absence.

### **Excused Absences**

Individual excused absences include specific events, including jury duty, a death in the immediate family, and others. Documentation is required to be submitted to the Registrar. If the absence is unspecific, including any Covid-related reason, a family issue right before class, travel delays, and others, the student must submit documentation to the Dean.

Scheduled schoolwide closures include federal holidays and scheduled campus closures from the academic calendar. All on-campus and live remote classes would be canceled. Unscheduled schoolwide closures include those weather-related. Notice is sent via text message and posted on the website the day before or day of. All live remote classes run as scheduled. All schoolwide excused absence class time needs to be made up.

93-100%	A	GPA 4.0	77-79%	C+	GPA 2.3
90-92%	A-	GPA 3.7	70-76%	C	GPA 2.0
87-89%	B+	GPA 3.3	Below 70	F	GPA 0.0
83-86%	B	GPA 3.0	Incomplete		INC
80-82%	B-	GPA 2.7			

### **Clinic Attendance Policy**

100% attendance is required for all clinic shifts. Students are permitted up to three absences per shift. If a student exceeds 3 absences, they will not receive credit/hours for the shift. All absences must be made up by attending another 4-hour shift. Students must email the Registrar with the missed and makeup shifts notated.



### ***Clinic Shift Registration***

Clinic registration takes place concurrently with didactic registration, but it completed based on student level. Observers must take a Practitioner shift, and will have a choice of Practitioner shifts depending on the offerings for that semester. Assistants can take any TCM shift. Observers must take an assigned Practitioner shift.

Students must take a minimum of one (1) Kiiko clinic shift as an intern. Students must take a minimum of five (5) TCM shifts as an Intern.

### ***Clinic Intern Lottery***

All Interns will register for clinic shifts through a lottery system. Students are put into 1 of 4 tiers, based on their academic status in the program. Students must complete a Clinic Intern Shift Lottery Form prior to the start of the registration period, and will be registered by the Registrar.

### ***Clinic Dress Code***

Students are required to dress professionally at all times. Scrubs are required for all clinic shifts. For practical courses involving point location and palpation skills, students must be prepared with loose fitting clothing. If unprepared, students may receive an absence for the class.

### ***Course Retakes***

All courses attempted by the student, no matter the grade earned or whether the course was dropped or incomplete will appear on the student's official transcript. Failed courses must be repeated for credit. Once the student passes a failed course, both grades will appear on the student's transcript. Academic transcripts will reflect an audited course, but credits and hours will not be counted.

### ***Leave of Absence***

A leave of absence refers to a specific period during a student's ongoing program of study when they are not in academic attendance. It does not include non-attendance for a scheduled break in a student's program.

Only one leave of absence may be granted during any twelve (12) month period and cannot exceed one hundred and eighty (180) days. The twelve-month period will begin on the first day of the student's leave of absence. For a leave of absence, the student must do the following: provide a written (email is acceptable), signed, and dated notification for the leave of absence, prior to the time period the leave is to occur.

### ***Withdrawal***

Students wishing to withdraw completely from the college at any time during the semester must alert the administration by submitting a written notification of intent in person, via email, or by certified mail.

### ***Technology and Cell Phone Usage***

Electronic devices are permitted for classroom purposes only (e.g. note taking, digital textbooks, reference). Phones and electronic devices are prohibited during all examinations and while reviewing exam content.

The ESATM classrooms are cell phone-free zones during class and clinic time. Ringers must be turned OFF before class begins.

### ***Clean Needle Technique***

The Clean Needle Technique (CNT) course is administered by the Council of Colleges of Acupuncture and Medicine (CCAAM). Successful completion of this course is a requirement to begin the internship level I, as well as for the NCCAOM certification and state licensure.



The CNT course includes the following components:

- an orientation;
- detailed instruction on the theories, concepts, and application of clean needle technique as described in the CNT manual;
- a training session where each application can practice and perfect utilization and employment of CNT;
- a demonstration of the practical application of CNT;
- a written examination; and
- a practical examination.

The ESATM does not conduct registration for the CNT course. All pertinent information on the CNT course can be found on the CCAOM website: [www.ccaom.org](http://www.ccaom.org).

### ***CPR Certification***

Students entering their Internship at the Eastern School of Acupuncture must have a current CPR card from the American Heart Association or American Red Cross.

### ***Graduation Requirements***

To qualify for graduation, students must complete the following:

- CPR certification
- CNT certification
- Annual FERPA/HIPAA/OSHA training
- Three Comprehensive Examinations
- Year I and II conferences
- 250 Clinical encounters
- 7 grand rounds sessions
- 5 TCM intern clinic shifts (minimum)
- 1 Kiiko intern clinic shift
- Satisfactory completion of all required course work and clinical hours.
- Meet all financial obligations to the college.

# Comprehensive Examinations

## *Purpose of the Exams*

Comprehensive exams determine the progress of students in the program. There are three (3) sections of comprehensive exams given at ESATM. The Year I comp exam is administered at the end of the first year. During the second year, there are two exams. The Year II Part I comp exam is administered after the second semester of the second year. The Year II Part II comp exam is after the completion of the second year.

Comp exams are administered on the first day following the end of each semester (usually a Tuesday), per the academic calendar. Exams begin promptly at 9:00am. All pertinent information is included in the comp exam petition.

Students must pass the Year II Part I comp exam in order to enter the clinic as an intern. Students with non-passing comprehensive exam results will co-treat until all sections are passed.

## *Exam Modules*

The Year I comp exam includes theory, acupuncture, western medicine, and practical point location.

The Year II Part I comp exams includes theory, acupuncture, and point location.

The Year II Part II comp exam includes western medicine and case studies.

## *Registration and Results*

Registration for all comp exams takes place between weeks 5 and 7 of each semester via comp exam petition. Students must complete the petition prior to week 8 to avoid a \$25.00

late registration fee. Comp exam petitions are emailed to qualified students, and are available in the administrative office. Registration takes place with the Registrar. Students will be emailed a study guide after submitting a petition.

Students will be notified of exam results in the week following the exams. All students may review their comp exams after result notifications have been sent.

## *Make-up Exam Policy*

Make up exams should be scheduled and completed through the instructor at a time which is agreeable to both student and instructor. If no time can be arranged, the student must contact the Administrative Office to schedule a make-up.

There is a \$25 written fee and \$50 practical fee for the respective exams, if scheduled with the Administrative Office. We strongly encourage students and instructors to schedule make-ups independent of the office to avoid administrative fees.



## Comprehensive Exams

Below are examples of class correspondences:

Exam Section	Associated Classes
1st Year TCM Theory	TM111, TM112, TM113, TM120
1st Year Point Location	AC100, AC110
1st Year Bioscience	WM100, WM110, WM120, WM130, WM140
2nd Year TCM Theory	TM111, TM112, TM113, TM120, TM211, TM212
2nd Year Point Location	AC100, AC110, AC120, AC130, AC210, AC220,

## Academic Conduct & Discipline Policies



### Carnegie Scale

For lecture and didactic courses, 1 credit hour equals 50 minutes of class instruction (10 minutes break each hour). For each credit hour of class, 2 hours of out-of-class work is required.

For clinic and practical course work, 1 credit hour equals 2 hours of clinic/class instruction. For each credit hour of clinic/class, 1 hour of out-of-clinic/class work is required.

### Evaluation Periods

SAP evaluation periods are based on actual semesters or hours contracted at the college. Students who are not making SAP will be notified in writing. Failure to make SAP will impact eligibility for Title IV aid.



## ***Academic Year Definition***

### **For Credit Hour Semester:**

24 credit hours and 30 weeks of instruction

### **For Clock Hour Semester:**

900 clock hours and 26 weeks of instruction

In the current trimester schedule, an Academic Year is 2 semesters.

## ***Clock to Credit Hour Policy***

Didactic courses: 15 academic hours equal 1 semester unit  
Clinical Training: 30 academic hours equal 1 semester unit

## **ATTENDANCE/ABSENCES**

Students are expected to attend every class. Students must attend 80% or more of a didactic course and complete all course requirements to receive credit for the course. For each class, 3 absences are permitted. Instructors may reduce the number permitted but cannot exceed 3 absences and is detailed in the course syllabus. More than 3 absences will result in an a failing grade. The exception is an excused absence.

### ***Excused Absences***

Individual excused absences include specific events, including jury duty, a death in the immediate family, and others. Documentation is required to be submitted to the Registrar. If the absence is unspecific, including any Covid-related reason, a family issue right before class, travel delays, and others, the student must submit documentation to the Dean.

Scheduled schoolwide closures include federal holidays and scheduled campus closures from the academic calendar. All on-campus and live remote classes would be canceled. Unscheduled schoolwide closures include those weather-related. Notice is sent via text message and posted on the website the day before or day of. All live remote classes run as scheduled. All schoolwide excused absence class time needs to be made up.

### ***Code of Conduct***

ESATM students are expected to behave in an ethical and professional manner at all times. All cases of academic dishonesty will be handled by the College's judicial process and can result in penalties that may include dismissal from the program.

The ESATM is committed to the security of all exams and assessments. Students must not discuss the content of exams with other students. Students may not copy, photograph, or distribute any assessment information. Any breach in the confidentiality of exams will be handled by the College's judicial process and can result in penalties that may include dismissal from the program.

### ***Drug and Alcohol Abuse***

ESATM has a zero tolerance policy regarding alcohol and drugs on campus and will strictly enforce this policy. Controlled substances, such as marijuana and cocaine, are illegal by state and federal law. No one is to report for work or class evidencing any effects of alcoholic consumption or under the influence of drugs. The sale of alcoholic beverages and controlled substances are also prohibited on school premises. Anyone violating this policy will be removed from school property and disciplinary action will be taken. The local Police Department will also be notified of any findings of drugs. The College enforces policies and laws regarding alcohol and other drug use. Students and staff are referred to various agencies to receive help with drug or alcohol problems.

## ***Campus Security***

The College does not tolerate violence or other threatening conduct against any members of the College community. The College will impose strict disciplinary actions such as, but not limited to, termination of employment or enrollment. The College will appropriately involve law enforcement officials, should any of the following occur on school premises or at school-sponsored events: acts of violence; sexual misconduct or harassment; or other threatening conduct.

## ***Discipline Policy***

The executive council may impose discipline for violations of college policies or regulations whether or not such violations are also violations of law, and whether or not proceedings are or have been pending in the courts involving the same acts.

If an alleged violation of school policies occurs in connection with an official school function not on campus, the student accused of the violation shall be subject to the same disciplinary procedures. The loss of college employment shall not be a form of discipline under these policies. However, when student status is a condition of employment, the loss of student status will result in termination of the student's employment. In imposing discipline other than suspension or dismissal, access to health services shall not be restricted unless the act that predicated the discipline is appropriately related to the restriction.

If as a result of an official appeal it is determined that the student was improperly disciplined, the CEO shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such case, the record of the hearing may be used only in connection with legal proceedings. The CEO also may take other reasonable actions to ensure that the status of the student's relationship to the college shall not be adversely affected.

The results of any disciplinary action by the college that alleged a forcible or non-forcible sex offense has occurred, it must be disclosed to both the alleged offender and the alleged victim, the scope of information to be provided under this section shall be: (1) the college's final determination with respect to the alleged sex offense; and (2) any sanction that is imposed against the alleged offender. It is the alleged victim's obligation to keep the results of the disciplinary action or appeal confidential, consistent with the doctrine of reasonableness.

Whether or not a hearing is conducted, the college may provide written notice to a student that his or her alleged behavior may have violated school policy or regulations and that, if repeated, such behavior will be subject to the disciplinary process. Evidence of the prior alleged behavior as detailed in the written notice may be introduced in a subsequent disciplinary action in order to enhance the penalty.

## ***Student Grievances***

The Student Grievance Procedure is available to any Eastern School of Acupuncture and Traditional Medicine student who seeks to resolve any grievance involving an alleged violation directly affecting that student by any member of the ESATM community while acting in an official capacity, or of any of the written policies of the ESATM. All tracking and recording of student complaints and grievances is the responsibility of the CEO and will be kept in confidential files located in the CEO's office.

## ***Grievance Procedure***

After a student grievance is submitted, the CEO will review the matter. If additional information is required, the CEO will contact the student. During an investigation, relevant interviews and a review of all documentation will take place. The goal of the investigation is to unilaterally recommend a resolution of the matter. At the conclusion of the investigation, a recommendation for resolution will be made.

In the event of a dispute by reporting student, they may request that the matter be re-opened and reviewed.

Once the matter is final, written notice of the CEO's decision will be transmitted within a reasonable time not to exceed thirty (30) days to the reporting student and any other appropriate parties. The matter shall remain confidential, and no other publication of the matter shall be made.

If the reporting student remains displeased with the result, an appeal may be made to:

**NJ Higher Education**

P.O. Box 542, Trenton, NJ 08625-0542

Telephone: (609) 292-4310

Email: njhe@njhe.state.nj.us



## Student Services

The Director of Administrative Operations assists students directly or through referral. Direct services offered by the director include: letters of recommendation, explanation of policies and procedures relating to student records, publication of class schedules and approval of academic petitions.

### *Student Advising*

ESATM offers student advising during normal business hours. All ESATM students are able to receive counsel about any subject such as academic, financial, and course advising.

### *Academic Support*

Academic and professional concerns can be discussed with Department Chairs or the Academic Dean. Prior to each enrollment year, students may meet with the Registrar to go over any unsatisfactory academic progress.

### *Student Council*

Each class may elect a student representative who attends student council meetings. Meetings are held once per semester, and can be more frequent if preferred. Representatives can convey students concerns and receive information about upcoming school events and developments. Students may attend Board meetings during the open session part of the meeting. The Student Council is an independently student-run organization and is dependent on the participation and interest of the students. The school administration lends support and encouragement to the Student Council and works with the organization to provide several forums for student representation to participate in governance.

### ***School Closing Policy***

In case of inclement weather, an automated text message alert will be sent to your phone. If your phone does not receive text messages, additional information regarding school closures will be available on our website [www.esatm.edu](http://www.esatm.edu). Also, you can call the main admin number (973)746-8717 for school closure announcements. Announcements regarding school closure are posted/sent by 6:00 am, however if you live in an area where the weather is hazardous, please use your own judgement and stay safe.

### ***Campus Security and Annual Security Report (ASR)***

The Clery Act requires colleges that receive federal funding to disseminate a public annual security report (ASR) to employees and students every October 1st. This ASR must include statistics of campus crime for the preceding 3 calendar years, plus details about efforts taken to improve campus safety.

ASRs must also include policy statements regarding (but not limited to) crime reporting, campus facility security and access, law enforcement authority, incidence of alcohol and drug use, and the prevention of/ response to sexual assault, domestic or dating violence, and stalking. The report is published annually in the Campus Security Program, and is located on the college website.

### ***Sexual Harassment Policy***

Sexual harassment is prohibited on the college campus. A violation of this policy can result in termination of enrollment. Information on sexual assault prevention, the legal consequences of sex offenses, counseling and support services, are provided in the Campus Security Handbook.

### ***Student Lounge***

The lounge contains student mailboxes, a microwave, a refrigerator, beverage area, and seating. A bulletin board located in the lounge is updated with postings of career opportunities, financial aid information, seminar announcements, and other information.

### ***Bookstore***

The ESATM bookstore is located in the administration office and also online at [www.esatm.edu](http://www.esatm.edu). Students may purchase select texts, school apparel, and treatment supplies including needles, moxa, cupping tools, and salves. Additionally, supplies or texts not carried in the bookstore can be ordered (subject to availability) for purchase. All requests should be made in writing to the bookstore manager.

### ***The Julie Poretz Library***

The Julie Poretz Library supports the academic programs and provides resources and services to the ESATM community. The Director of Library Services is available to assist students with research and term papers. The library is open when any member of the faculty or staff is present.

The library contains books, journals and multi-media resources on Traditional Medicine, Western Medicine, and other healing modalities. The online subscriptions include the EBSCOhost Research Database and Alt HealthWatch, which contain articles from over 190 peer-reviewed journals, and can be used onsite. Students have access to books, articles and other items not available at the Julie Poretz Library through inter-library loans, via our membership in LibraryLinkNJ.

### ***Photocopy Policy***

Students have access to the photocopy machine located in the library to make photocopies. The school assigns each student a username and password for login and access to the photocopy machine. Students can make up to 100 complimentary photocopies per semester. If the quota is exhausted, students may purchase additional copies in the administration office.



### ***Use of School Property***

All property, including school computers, telephone, fax machine, photocopy machine, library and room space, is to be used for school purposes only.

### ***Local Housing***

The ESATM does not provide student housing facilities.

### ***IPEDS – Student Body Statistics***

The Integrated Postsecondary Education Data System (IPEDS) system is built around a series of interrelated surveys that collect school-level data in such areas as: school characteristics, enrollments, program completions, staffing patterns, faculty salaries, finances, financial aid and student body demographics. Information on IPEDS is available at – <http://www.nces.ed.gov/IPEDS>. The College’s current IPEDS statistics may be found on the website at <http://www.esatm.edu/about/student-information.html>.

### ***Orbund***

Orbund is ESATM’s web-based education management system. Orbund has streamlined many processes that once relied on human intervention. These processes include the rich capability of self-service advisement for degree auditing, and fee and tuition real-time payments. Orbund works best with Google Chrome. Access to tools and services through Orbund is based on your role at ESATM.

Benefits:

- Deliver easy-to-use, self-service tools for students, faculty and staff
- Send effective, timely and meaningful communications
- Let users teach, share and manage information easily through online environments
- Automate workflows to simplify system management and administrative processes

### ***Alumni Forum***

The ESATM’s Director of Admissions maintains an alumni forum on the school’s website. The forum posts information including:

- Career opportunities
- Office space availability
- Equipment for sale

### ***Continuing Education***

Post-graduate CEU programs are held regularly at the ESATM. The ESATM welcomes field experts and high in-demand instructors from all over the country to present on a variety of desired topics. Current students are able to attend CEU’s at a discounted rate. CEU’s must not conflict with their ESATM schedule, including clinic shifts. Students receive a certificate of completion which does not count towards class hours nor do they receive PDA points.

### ***Alumni Association***

Graduates of ESATM are encouraged to join the alumni association. Alumni remain part of the school community in many ways, including:

- Participating in school events
- Mentor current students and recent graduates
- Tutors to current students
- Presenters at special events
- Access to library services
- Joining the ESATM faculty
- Financial contributions

# Schedule of Fees

## School Year Fall 2024 – 2025

### TUITION & FEES:\*

Application Fee (non-refundable) .....	\$50
Application Fee Transfer Student (non-refundable) .....	\$75
1st Year Tuition .....	\$17,290
2nd Year Tuition .....	\$20,670
3rd Year Tuition .....	\$21,060
3 Year full tuition (not to exceed) .....	\$59,020
Tuition per Credit Hour .....	\$390
Administrative Fee (non-refundable) .....	\$75 per semester
Malpractice Insurance (non-refundable) .....	\$50 per semester
Books & Supplies (over 3 years) .....	\$1,750 (approximate cost)
Reinstatement Fee .....	\$250
Transfer Evaluation Fee (prior to applying).....	\$75
Non-Matriculating per Credit.....	\$390
Audit per Credit .....	\$100

### Non-Tuition Fee

Application Fee (non-refundable)	\$50
Application Fee Transfer Student (non-refundable)	\$75
Late Registration (additional fee, non-refundable)	\$25
Add/Drop Course Request (Except 1st week of Semester)	\$50
Student Identification Card Replacement	\$10
Course Make-Up Exam	\$25 (written); \$50 (practical)
Diploma Replacement	\$75
Graduation Ceremony Cap and Gown	\$100
Returned Check	\$25
Late Tuition Payment Penalty	add \$50 after registration period
Transfer Evaluation Fee	(prior to applying) \$75

## ESATM Scholarships

The ESATM does not currently offer institutional scholarships however, the admissions department maintains ongoing scholarships available from external sources.

The Eastern School of Acupuncture and Traditional Medicine participates in the US Education Department's Title IV Student Loan program and also in the NJ Class Loan program. Students are encouraged to apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and [www.hesaa.org](http://www.hesaa.org) respectively. ESATM also offers extended tuition payment plans for students who are paying completely or partially out of pocket. For further information, please visit our website at [www.esatm.edu](http://www.esatm.edu).

Students' payment plans and financial aid disbursements can be viewed on their student portal (Orbund). Payments can be made through the student portal or sent directly to the Bursar via a personal or certified check, money orders, cash, or a major credit card. A late fee of \$50.00 will be imposed for tuition payments remitted 10 days past the due date and for each subsequent month until payment is received. A \$25 fee will be charged to the student for checks returned by the bank.

Students who are 30 days delinquent in tuition payment that have not notified the Bursar of their status will be issued a written warning and a meeting will be scheduled with the student. In the event that the warning and meeting do not rectify the matter, the student may be dismissed from college.

## Refund Policy

Tuition refunds will be made consistent with applicable state and federal requirements. Students wishing to cancel their enrollment must notify to the college of their intent in writing. The effective date of cancellation is the date the notice is postmarked or submitted to an approved college administrative officer.

An enrollee may cancel enrollment before or on the first day of class in any given semester and receive a full refund of all tuition and refundable fees paid toward that semester or session.

Tuition refund policies also apply to any student who may be dismissed from the program by the administration. In the event of withdrawal or termination by the school, a refund will be a pro-rata portion of the tuition based upon the last day of attendance.

## PER PROGRAM REIMBURSEMENT SCALE

If withdrawal or cancellation occurs	The school will retain
Prior to the first day of the semester .....	Full refund
During the first week of the semester .....	10% of that semester's tuition
During the second or third week of .....	20% of that semester's tuition the semester
After the third week but prior to .....	45% of that semester's tuition
Completion of 25 percent of the semester	
After 25 percent but not more than.....	70% of that semester's tuition
50 percent of the semester has been offered	
After completion of more than .....	100% of that semester's tuition
50 percent of the semester	



## COURSE WITHDRAWAL REIMBURSEMENT SCALE

Week 1.....	Post Add/Drop period (8 days after the trimester begins)
Week 2.....	10% of the course fee retained by ESATM
Week 3.....	20% of the course fee retained by ESATM
Week 4.....	45% of the course fee retained by ESATM
After Week 4 of classes ESATM retains 100% of course fee.	

### *Satisfactory Academic Progress (SAP)*

The Eastern School of Acupuncture's policy on satisfactory academic progress (SAP) applies to all students enrolled in an Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and New Jersey Department of Education Licensing Bureau approved program, whether receiving Federal Title IV, HEA Funds, Partial funding assistance, or self-pay. SAP standards are monitored by the Academic Dean, Director of Financial Aid, and Registrar.

All students must maintain SAP according to the following standards in order to continue enrollment. SAP for financial aid is measured at the end of each payment period, and will be checked prior to disbursement of aid.

### *Minimum Standards*

All ESATM students enrolled in the Masters of Science in Acupuncture program must meet minimum standards of SAP. Both qualitative and quantitative measures are utilized to determine satisfactory progress. Students who do not meet minimum standards may be ineligible for future financial aid disbursements and are subject to dismissal.

## FINANCIAL AID WARNING

The ESATM evaluates SAP at the end of each payment period. Students who do not meet SAP measures described above will automatically be put on Financial Aid Warning for one payment period. This status may only be given to a student who was in compliance with the institution's SAP standards at the previous evaluation. Students who are put on a Financial Aid Warning continue to receive Title IV aid for the next payment periods after they receive the warning status. The student's academic progress will be evaluated at the end of the Warning period. It may not be assigned for consecutive payment periods.

The Warning status is applied only to students with a reasonable expectation of improvement in one payment period.

If a student is making SAP at the end of the Financial Aid Warning period, they shall be returned to normal SAP status with no loss of Title IV eligibility.

A student, who has not improved his standing and still fails to comply with the satisfactory academic progress policy at the end of the Warning Period, will be ineligible for future aid disbursements. It



is advisable for any student on warning status to meet with both a financial aid counselor and an academic advisor to ensure future satisfactory progress and aid eligibility.

The student may continue on a cash-pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days after notification of loss of SAP.

## APPEAL PROCESS

The Financial Aid Appeal process allows students who are not meeting SAP standards to petition the institution for reinstatement of title IV aid eligibility. (If a school does not allow an appeal, a student may not be placed on financial aid probation).

Students may have the opportunity to have their financial aid eligibility reinstated by appealing the decision and being placed on Financial Aid Probation. Students have five (5) business days after being notified to institute an appeal. The appeal must be in writing and given to the CEO, who will meet with the Financial Aid Academic Appeals Committee to make a decision on the appeal.

The bases on which a student may file an appeal are: injury or illness; death of a relative; or other special circumstances. Students must provide supporting documents and describe in writing any unusual circumstances that warrant special consideration. Students must provide information as to why they did not make SAP and what has changed that will allow them to make SAP by the next evaluation point.

The CEO will provide a decision in writing within ten (10) business days.

## FINANCIAL AID PROBATION

If Financial Aid Probation Status is granted, the student will regain Title IV, HEA eligibility for the next eligible payment period only. The student must be making SAP at the end of the payment period to regain Title IV, HEA funding for the next payment period.

The student will be placed on an academic plan to regain satisfactory academic progress status to continue to be eligible for federal aid beyond the initial probationary period, the student must either be meeting the cumulative attendance and grade standards as published by the school, or be in compliance with any customized written academic plan.

The academic plan may be as complicated as a course-by course plan toward completion, or as simple as a mathematical formula that specifies the percentage of coursework that the student must now complete. An academic plan may continue for multiple payment plans. The student is now on financial aid probation. At the completion of the plan the student will either be in compliance with SAP or have completed the program. If the student fails to meet the standards established in the plan, the student will no longer be eligible for title IV aid.

In the academic plan, the ESATM determines the minimum grade point average the student must achieve and the number of credits that the student may take.

An academic plan can be changed, if the student files another appeal. The reasons for changing the academic plan are related to unusual circumstances that presented the student from meeting the requirements of the original academic plan. These reasons may include:

- Two required courses are only available in the same time slot.
- The school is unable to offer a required course during the term outlined in the plan.
- Personal situation or emergency.

All documents concerning a written appeal of a SAP evaluation must be kept in the student file, including the schools written determination of such appeal and details of any academic plan that may be developed.

# Board of Directors

<b>Chairperson</b>	Suzanne Soehner, OMD (CA), L.Ac.
<b>Secretary, Educator Member, Public Member</b>	Susan Di Raimo, M.A., R.N.
<b>Member</b>	Margaret Amireh, DACM, L.Ac.
<b>Member</b>	Michael Corradino, DAOM, DNA, AP.
<b>Public Member</b>	Anthony Scordo, III, Esq.



# Administration

Aida Almanzar, MBA .....	Chief Executive Officer   President
Dr. Ilona Abitbol, DAOM, L.Ac, Dipl. OM .....	Academic Dean
Christine Henckel, L.Ac.....	Clinic Director
Kelly Williams, MS.Ed .....	Director of Admissions
Sam Adam, M.S.-ILS.....	Staff Librarian
Jennifer Coppola.....	Director of Financial Aid
Rebecca Reisen, JD.....	Director of Administrative Operations   Registrar
Sherlley Alvarez.....	Administrative Assistant   Clinic Receptionist
Philip Spires.....	Clinic Receptionist

# Academic Calendar

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## Fall 2024 – Winter 2026

*Add/Drop period – Week 1 – each semester*

*Previous semester incomplete (INC) course and clinic deadline – last day of Week 2*

*Grand Rounds – W25 – KIIKO MATSUMOTO Jan 19 and 19, 10-6pm on campus*

*New Student Orientation via ZOOM – S24 – August 27, 5-7pm*

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### Sept 3 - Dec 16

### Fall 2024 Semester

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Aug 27	New Student Orientation via Zoom, 5-7pm
Sept 3	Fall 2024 semester begins Tuition payment due Add/Drop Period begins
Sept 9	Last day to drop classes (w/o tuition charges) Last day to add classes (excluding grand rounds) Student registration finalized statements/bills distributed
Sept 16	Last day to clear Spring 24 incompletes
Oct 14	Indigenous Peoples' Day (school in session, admin office closed)
Oct 21	Last day to drop a class and not receive a WF (Withdrawal Failure)
Oct 22-28	Midterms – Week 8
Nov 11	Veteran's Day (school in session, admin office closed)
Nov 12-18	Winter 2025 Registration – Week 11
Nov 27	Classes in session, clinic closed at 12:30pm
Nov 28-29	Entire school closed
Nov 30-Dec 1	Classes not in session, clinic open
Dec 17	Comprehensive Exams
Dec 17-Jan 5	<b>WINTER BREAK</b>
Dec 24	Admin school open half day
Dec 25	Entire school closed
Dec 26	Grades posted
Dec 31	Admin office open half day

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### Jan 6 – April 20

### Winter 2025 Semester

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Jan 6	Winter 2025 semester begins Tuition payment due Add/Drop Period begins
Jan 12	Last day to drop classes (w/o tuition charges) and drop fee Last day to add classes (excluding grand rounds) Student registration finalized statements/bills distributed

Jan 18-19	Kiiko Matsumoto Grand Rounds, 10-6pm on campus
Jan 19	Last day to clear Fall 24 incompletes
Jan 20	Dr. Martin Luther King Day (school in session, admin office closed)
Feb 17	Presidents' Day (school in session, admin office closed)
Feb 23	Last day to drop a class and not receive a WF (Withdrawal Failure)
Feb 24-Mar 2	Midterms – Week 8
March 17-23	Spring 2025 Registration – Week 11
April 21	Comprehensive Exam
Apr 21-May 4	<b>SPRING BREAK</b>
April 27	Grades posted
	Deadline for exit loan counseling for Winter 25 grads

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### May 5 – Aug 17

### Spring 2025 Semester

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May 5	Spring 2025 semester begins Tuition payment due Add/Drop Period begins
May 11	Last day to drop classes (w/o tuition charges) and drop fee Last day to add classes (excluding grand rounds) Student registration finalized statements/bills distributed
May 18	Last day to clear Winter 25 incompletes
May 26	Memorial Day (entire school closed)
June 22	Last day to drop a Class and not receive a WF (Withdrawal Failure)
June 23	Midterms – Week 8
June 19	Juneteenth (admin office closed)
July 4	Independence Day (entire school closed)
July 14-20	Fall 2025 Registration – Week 11
July 15	Fall 2025 incoming student applications due
Aug 18	Comprehensive Exams
Aug 18-Sept 7	<b>SUMMER BREAK</b>
August 24	Grades posted Deadline for exit loan counseling for Spring 25 grads

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### September 8-Dec 21

### Fall 2025 Semester

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Sept 2	New Student Orientation via Zoom, 5-7pm
Sept 8	Fall 2025 semester begins Tuition payment due Add/Drop Period begins
Sept 14	Last day to drop classes (w/o tuition charges) Last day to add classes (excluding grand rounds) Student registration finalized statements/bills distributed



Sept 21	Last day to clear Spring 25 incompletes
Oct 13	Indigenous Peoples' Day (school in session, admin office closed)
Oct 26	Last day to drop a class and not receive a WF (Withdrawal Failure)
Oct 27-Nov2	Midterms – Week 8
Nov 11	Veteran's Day (school in session, admin office closed)
Nov 17-23	Winter 2026 Registration – Week 11
Nov 26	Classes in session, clinic closed at 12:30pm
Nov 27-28	Entire school closed
Nov 29-30	Classes not in session, clinic open
Dec 22	Comprehensive Exams
Dec 22-Jan 5	<b>WINTER BREAK</b>
Dec 24	Admin school open half day
Dec 25	Entire school closed
Dec 26	Grades posted
Dec 31	Admin office open half day

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### Jan 5 – April 19

### Winter 2026 Semester

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Jan 5	Winter 2026 semester begins Tuition payment due Add/Drop Period begins
Jan 11	Last day to drop classes (w/o tuition charges) and drop fee Last day to add classes (excluding grand rounds) Student registration finalized statements/bills distributed
Jan 18	Last day to clear Fall 25 incompletes
Jan 19	Dr. Martin Luther King Day (school in session, admin office closed)
February 16	Presidents' Day (school in session, admin office closed)
Feb 22	Last day to drop a class and not receive a WF (Withdrawal Failure)
Feb 23-Mar 1	Midterms – Week 8
March 16-22	Spring 2026 Registration – Week 11
April 20	Comprehensive Exams
Apr 20-May 3	<b>SPRING BREAK</b>
April 26	Grades posted Deadline for exit loan counseling for Winter 26 grads

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## The Eastern School of Acupuncture and Traditional Medicine

440 Franklin Street, Suite 500  
 Bloomfield, NJ 07003  
 Main (973) 746-8717  
 Fax (973) 746-8714  
[www.esatm.edu](http://www.esatm.edu)



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AND TRADITIONAL MEDICINE





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