EASTERN SCHOOL
OF ACUPUNCTURE AND TRADITIONAL MEDICINE



CURRICULUM

MASTERS OF SCIENCE IN ACUPUNCTURE PROGRAM
CATALOG 2025-2026

ESATM.EDU

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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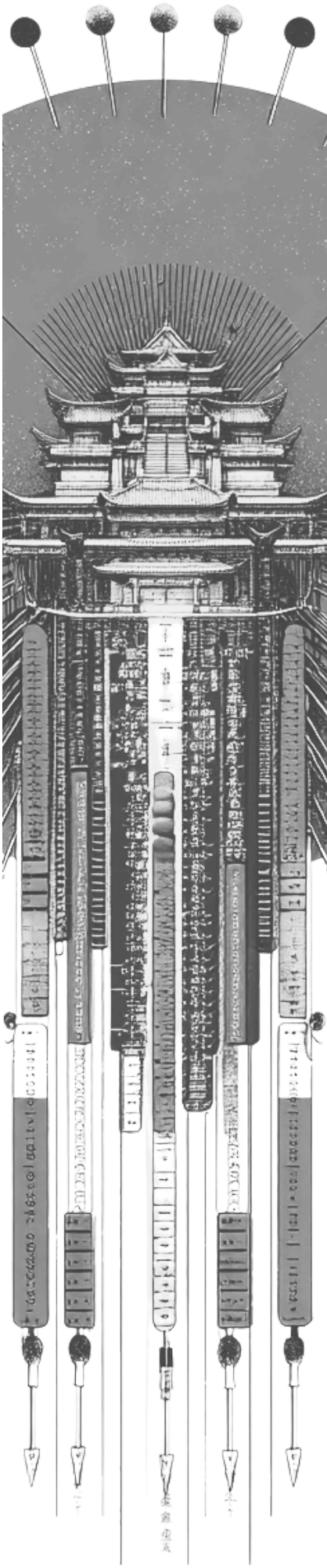
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ESATM

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ACADEMIC DEAN
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THE HEALER'S SPIRIT

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

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, was 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

From the President

It is a pleasure to welcome you to the Eastern School of Acupuncture and Traditional Medicine. The Eastern School was founded in 1997 by my mother, Julie Puretz. Ms. Puretz 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.

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 Eastern School 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 Eastern School 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
CEO / PRESIDENT

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.

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 compassionate, competent, and inspired practitioners of East Asian Medicine. Rooted in ancient wisdom and grounded in academic excellence, integrity, and empathy, the school thoughtfully integrates contemporary scientific knowledge to modernize and adapt this healing tradition for today's clinical and healthcare standards. We are committed to cultivating graduates who deliver exceptional, patient-centered care, engage in meaningful service to their communities, and contribute to the evolving healthcare landscape with knowledge, insight, and intention.

History & Development

The Eastern School of Acupuncture and Traditional Medicine is New Jersey's first college of acupuncture. Founded in 1997 by Julie Puretz, 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

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

Educational Objectives

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 healthcare 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 Masters of Science in Acupuncture degree, which encompasses the comprehensive study of theory, diagnostics, treatment methods, 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 regulations 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 & 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



Admissions and Application Requirements

ESATM.EDU

Educational Requirements

To enter the MSAc program at ESATM, students are required to have a minimum of 60 post-secondary credits from an accredited institution; vocational schools are not applicable. Students who intend to apply for the NJ state acupuncture licensing are required to have a bachelor's degree, independent of their acupuncture education.

Students who do not have a bachelor's degree are eligible to apply for licensure in the surrounding states of NY, PA, CT, MD, DE, as well as most states in the US. All credits and degrees, independent of the applicant's acupuncture education, can be in any subject. Acupuncture licenses are not transferable between states; therefore, graduates must apply individually to each state for licensing.

Students may start the MSAc program in the fall, winter, or spring trimesters. The schedule of courses and curriculum is the same regardless of the trimester they choose to begin their studies in.

For further information on individual state licensing requirements, please go to
www.nccaom.org
For further information on NJ state licensing, please go to
www.njconsumeraffairs.gov/acu

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

The Eastern School of Acupuncture and Traditional Medicine's admissions standards reflect the institution's commitment to maintaining the highest standards of educational excellence. ESATM's commitment is to enroll highly qualified and capable individuals who will become leaders and prominent proponents of the field of acupuncture and traditional medicine.

01 Online Application

Complete the online application at www.esatm.edu Upon submitting a completed application, applicants are contacted via email by the Director of Admissions regarding additional information, interviews, acceptance status, and enrollment.

02 Application Fee

A non-refundable $50 application fee. Application fee forms are available at www.esatm.edu

03 60 College Credits

Applicants to the MSAc program are required to have a minimum of 60 college credits in any subject, and must submit all official transcripts from accredited post-secondary institutions directly from the institution/college to the admissions department at kwilliams@esatm.edu

04 Medical License

You are not required to have a medical license to enter the MSAc program. If an applicant has a professional medical license they can submit their medical license with their online application. Professional licenses may include but are not restricted to M.D., D.C., P.T., R.N., and M.T.

05 Non-US Post-secondary Education

If an applicant has a post-secondary education outside of the United States, they must have their credentials/transcripts evaluated by the World Education Service (WES) and sent directly to the admissions department. www.wes.org

06 Reference Letters

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, clients, etc. Please contact the admissions department if you require further information.

07 Essay Submission

Applicants must submit a 2-4 page essay stating their interest in the acupuncture field. This essay can be from a professional or personal point of view. If you are going to use references in your essay, please list the references and cite them in the body of the essay.

08 Vaccination Records

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.

09 English Competency

An English language competency exam is required for applicants seeking admission to the program who do not have any post-secondary education or vocational certifications in the United States. These applicants must take the test of English as a Foreign Language (TOEFL) or equivalent with a score of 61. www.ets.org

01 Review Process

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.

02 Potential to Achieve

Applicants who have the potential to achieve the educational objectives of the program shall be admitted into the program.

03 Notification of Application Status

Applicants will be notified via email of their application status and acceptance.

04 Accepted Applicants Receive

- An acceptance letter via email.
- A pre-enrollment email.
- Two enrollment emails-One for enrollment documents to review, and one for enrollment documents to sign and return. Accepted students may request a meeting with the admissions department to review any enrollment materials.

05 Valid ID

Accepted students must submit a copy of a valid photo ID with their enrollment documents.

Enrollment Cancellation

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.

Financial Aid

ESATM is approved to offer Title IV Federal Student Aid for students who qualify.
Please contact the Admissions Director for additional information.

DISCLAIMER REGARDING FINANCIAL AID
To be eligible for financial aid, students must have a total of 90 credits. Students entering the MSAc program with under 90 credits will not be eligible for financial aid until they achieve a total of 90 credits, comprised of their prior education and their ESATM credits in the MSAc program.

01 Transfer Request Form

Complete the online application at www.esatm.edu. Prospective transfer students from accredited ACAHM institutions may request a transfer evaluation prior to applying to the MSAc program at ESATM.

02 Transfer Evaluation Fee

A non-refundable $50 application fee. Application fee forms are available at www.esatm.edu

03 Accredited Institutional Transcripts

Applicants to the MSAc program are required to have a minimum of 60 college credits in any subject, and must submit all official transcripts from accredited post-secondary institutions directly from the institution/college to the admissions department at kwilliams@esatm.edu

04 Additional Course Information

Applicants may be required to submit additional course information such as syllabi or course descriptions to complete the evaluation.

05 Review Process

Transfer evaluations take approximately 7-10 business days and are delivered via email from the Director of Admissions.

06 Credit Eligibility

Applicants may be required to take a placement exam or test out of specific courses for transfer credit eligibility.

07 Credit Acceptance ACAHM

ESATM as mandated by ACAHM may only accept transfer credits from an ACAHM accredited institution up to 50% of the MSAc program at ESATM.

08 Credit Acceptance Time Limit

Transfer credit must have been earned within the last three years of acupuncture education. Core theory and points courses with more than one year of attendance will be subject to placement exams at ESATM.

09 Coursework Completion

Only completed coursework from an accredited institution may be directly transferrable.

10 Partial Credit

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.

11 Minimum Grade Requirement

A minimum grade of “C” (2.0) is required for credit transfer.

12 Transferred Grades and GPA

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 award life or professional experience credit.

01 Online Application

Applicants must complete an online application for admission at www.esatm.edu

02 Transfer Application Fee

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). Application fee forms are available at www.esatm.edu

03 Credit Requirements

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.

04 Official Transcripts

Official transcripts from all post-secondary institutions, including accredited acupuncture institutions and prior college education, and must be sent directly from the institution to the admissions department at kwilliams@esatm.edu

05 Professional Licenses

Applicants can provide copies of professional licenses with their online application. Professional licenses may include, but are not restricted to, M.D., D.C., P.T., R.N., and M.T.

06 Non-US Post-secondary Education

Any 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 Regardless of what the applicants prior institution required, ESATM requires only WES evaluations.

07 Reference Letters

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.

08 Essay Submission

Applicants must submit a 2-4 page essay stating their experience as an acupuncture student thus far. This essay can be from a professional or personal point of view. If you are going to use references in your essay, please list the references and cite them in the body of the essay.

09 Vaccination Records

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.



AUDITING COURSES

01 Edification Refresher

Students who have been given transfer credit for a course but wish to take the course for their own edification/refresher of the subject.

02 Non ESATM Acupuncture Students

Students who attend an acupuncture school other than ESATM who are interested in a specialty or subject offered by ESATM.

03 Non ESATM Graduates

Graduates of an acupuncture school ESATM or other institution who are interested in a specialty or subject offered by ESATM.

04 Currently Enrolled Students

Currently enrolled students wishing to review previously learned materials.

05 Course Fee

The course audit fee is $100.00 per credit. Audited courses cannot be transferred into any other program at ESATM and does not apply as matriculating credits for outside institutions. Non-ESATM students should contact the admissions office for further information regarding auditing individual courses. kwilliams@esatm.edu

NON-MATRICULATING COURSES

01 Application Process

Applicants and students who are interested in taking non-matriculating courses are required to fulfill the MSAc application requirements for admission and complete the entire MSAc application process.

02 State Licensing Requirements

Applicants who have completed their acupuncture education (at ESATM or another ACAHM accredited institution) requiring extra acupuncture education hours in order to complete state licensing requirements may take non-matriculating courses to complete their hours. They may take courses (depending on eligibility and based on prior education) or clinic shifts and must follow all course requirements including attendance.These students may exceed the 15 credit maximum of non-matriculating courses depending on the individual state licensing requirements.

03 Credit Limit

Students who wish to attend non-matriculating courses at ESATM prior to full-time matriculation in the MSAc program may take up to 15 credits of non-matriculating courses. Eligible courses are determined on a case-by-case basis an d based on prior education. Students intending to transfer non-matriculating courses into the MSAc program at ESATM must comply with all academic and attendance policies that apply to matriculating courses. Failure to do so will result in the student's ability to transfer courses and re-take the courses as a matriculating student.

04 Course Fee

The non-matriculating course fee is $440.00 per credit. Applicants should contact the admissions office for further information regarding non-matriculating individual courses. kwilliams@esatm.edu



Masters of Science in Acupuncture (MSAc.) Program Outline

MSAc. Program Total **138.75** UNITS / **2512.5** HOURS

ACUPUNCTURE

		UNITS/ HRS
ACU100	Introduction to Meridian Theory	3/45
ACU101	Acupuncture	3/45
ACU102	Acupuncture II	3/45
ACU200	Acupuncture III	3/45
ACU201	Acupuncture Techniques I	3/45
ACU202	Acupuncture Techniques II	3/45
ACU203	Tuina/Acupressure	3/45
ACU300	Acupuncture Point Therapeutics	3/45
ACU301	Auricular & Scalp Acupuncture	3/45

Acupuncture Requirements Total 27/405

TRADITIONAL CHINESE MEDICINE

TCM100	Theoretical Foundations I	3/45
TCM101	Theoretical Foundations II	3/45
TCM102	Survey of TCM Classics	3/45
TCM103	Theoretical Foundations III	3/45
TCM104	History of Medicine: East and West	2/30
TCM201	Diagnosis	3/45
TCM202	Diagnosis II	3/45
TCM203	TCM Internal Medicine	3/45
TCM204	Patient Care Psychology: An Integrative Approach	3/45
TCM301	TCM Internal Medicine II	3/45
TCM304	TCM: Through the Lifespan	3/45

Theory Requirements Total 32/480

WESTERN MEDICINE

WIM100	Integrative Western and TCM Terminology	2/30
WIM110	Surface & Topographical Anatomy	2/30
WIM111	Anatomy and Physiology I	3/45
WIM112	Anatomy and Physiology II	3/45
WIM113	Anatomy and Physiology III	3/45
WIM131	Integrative West East Nutrition	2/30
WIM141	Pathophysiology I	3/45
WIM142	Pathophysiology II	3/45
WIM151	Western Physical Assessment	1/15
WIM161	Western Clinical Medicine I	3/45
WIM162	Western Clinical Medicine II	2/30
WIM170	Western Pharmacology and Supplementation	2/30
WIM300	Clinical Red Flags, Medical Imaging and Lab Diagnostics	2/30

Biomedicine Requirements Total 34/510

UNITS/ HRS

Qi Cultivation

QC100	Self-Cultivation Qigong	2/30
QC102	Introduction to Taiji	1/15
	Qi Cultivation Requirements Total	3/45

Professional Development

PD303	Practice Management and Professional Development	2/30
PD304	Safety Ethics and Counseling	1/15
PD305	Integrative Research for Acupuncture	1/15
	Professional Development Requirements Total	4/60

Board Review

BR100	Board Review I	1/15
BR200	Board Review II	1/15
BR300	Board Review III	1/15
	Board Review Requirements Total	3/45

Japanese Acupuncture - Kiiko Matsumoto Style Medicine

KM201	KM I: Intro to Kiiko Matsumoto Style Medicine	3/45
KM202	KM II: Foundations of Kiiko Matsumoto Style Medicine	3/45
KM300	KM III: Applications of Kiiko Matsumoto Style Medicine	3/45
KM302	KM IV: Clinical Experience In Kiiko Matsumoto Style Medicine applied during Intern III III YR 3 Sm 2	
KM303	KM V: Clinical Experience In Kiiko Matsumoto Style Medicine applied during Intern III IV YR 3 Sm 3	
	Japanese Acupuncture - Kiiko Matsumoto Style Medicine Requirements Total	9/135

Clinical Medicine

CL102	Intro to Clinical Theater and Patient Care	1/30
CL201	Clinical Observation	2/60
CL202	Clinical Assistant II	2/60
CL203	Clinical Intern I	4/120
CL204	Clinical Intern II	4/120
CL301	Clinical Intern III	8/240
CL302	Clinical Intern IV	4/120
GR101	Grand Rounds (7 sessions required)	.25/7.5
GR102	Grand Rounds	.25/7.5
GR103	Grand Rounds	.25/7.5
GR201	Grand Rounds	.25/7.5
GR201A	Grand Rounds	.25/7.5
GR202	Grand Rounds	.25/7.5
GR202A	Grand Rounds	.25/7.5
	Clinical Medicine Requirements Total	28.75/862.5



Masters of Science in Acupuncture (MSAc.) Course Descriptions

Introduction to Meridian Theory
ACU100 • 2 Units • 30 Hours
This course familiarizes students with the concepts of channels and meridians. It presents a survey of the 12 primary and 8 extraordinary meridians, and the various pathways and collaterals associated with each meridian. It also presents the traditional system of proportional measurement combined with anatomical landmarks as a guide for locating points along a pathway.
Prerequisites: None

Acupuncture I
ACU101 • 3 Units • 45 Hours
This course is the second of a three-part series focused on the detailed study of acupuncture point location, functions, and energetics. Students will explore the pathways, anatomical features, and clinical applications of points along the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine, and Urinary Bladder meridians. Emphasis is placed on accurate and safe point location using both anatomical landmarks and proportional measurement techniques.
Prerequisites: Surface and Topographical Anatomy, Introduction to Meridian Theory

Acupuncture II
ACU102 • 3 Units • 45 Hours
This course is the second of a three-part series focused on the detailed study of acupuncture point location, functions, and energetics. Students will explore the pathways, anatomical features, and clinical applications of points along the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine, and Urinary Bladder meridians. Emphasis is placed on accurate and safe point location using both anatomical landmarks and proportional measurement techniques.
Prerequisites: Acupuncture I, Surface and Topographical Anatomy, Introduction to Meridian Theory

Acupuncture III
ACU200 • 3 Units • 45 Hours
This course is the third and final installment in a four-part series on acupuncture point location and energetics. It focuses on the study of commonly used extra points and explores the clinical functions and relationships of specialized point groupings, including Front-Mu, Back-Shu, Confluent, Influential, and Group Luo points. Emphasis is placed on deepening students' understanding of point energetics and their integration into treatment planning. The course also includes a comprehensive practical review of all primary meridians and key point locations covered throughout the series.
Prerequisites: Acupuncture I & II, Surface and Topographical Anatomy, Introduction to Meridian Theory

Acupuncture Techniques I
ACU201 • 3 Units • 45 Hours
This course offers a comprehensive blend of lectures, demonstrations, and hands-on practice in safe needling techniques and various acupuncture modalities. It begins with a review of Clean Needle Technique (CNT) and its practical applications, emphasizing needle safety and infection control protocols. Students will engage in discussions that explore the broad spectrum of treatment options available to the acupuncturist, fostering clinical reasoning and decision-making skills. Instruction focuses on acupuncture needling techniques, with particular attention to point location and palpation as essential components of effective and accurate needling. The course also includes both analytical and practical exploration of the concept of Qi and its relationship to needling techniques. In addition, students will be introduced to adjunctive acupuncture modalities, including moxibustion, gua sha, and cupping, with opportunities for guided practice.
Prerequisites: Acupuncture I, II & III, Theoretical Foundations I & II

ACUPUNCTURE

Acupuncture Techniques II
ACU202 • 3 Units • 45 Hours
This course builds on foundational needling skills with advanced acupuncture techniques and modalities. Students will review Clean Needle Technique and needle safety and engage in practical training that emphasizes accurate point location, palpation, and the clinical application of Qi theory. Modalities covered include electro-acupuncture, plum blossom, dermal needles, bleeding and cupping, ultrasound, thermal therapies, and adjunctive tools such as magnets and beads. Equipment, maintenance, and safety protocols are also addressed.
Prerequisites: Acupuncture I, II & III, Theoretical Foundations I & II, Acupuncture Techniques I

Tuina / Acupressure
ACU203 • 3 Units • 45 Hours
This course covers therapeutic massage and soft tissue manipulation within the scope of Traditional Chinese Medicine. The course includes theory and application of Tuina, indications for Tuina, development of the student's ability to apply manipulation methods, and the study of clinical applications of Tuina for common diseases.
Prerequisites: Introduction to Meridian Theory

Acupuncture Point Therapeutics
ACU300 • 3 Units • 45 Hours
This course covers acupuncture treatment strategies for common conditions, integrating TCM pattern differentiation with Western medical understanding. Students will learn point selection, treatment planning, and advanced needling techniques, with applications in gynecology, pediatrics, and adjunctive therapies such as moxibustion, cupping, and gua sha. Emphasis is placed on clinical reasoning and the delivery of safe and effective practice.
Prerequisites: Acupuncture I, II & III, Theoretical Foundations I & II

Auricular & Scalp Acupuncture
ACU301 • 1 Units • 15 Hours
This course reviews the methods and clinical application of microsystem acupuncture, focusing on the systems of scalp and auricular acupuncture, integrating lectures, demonstrations, and practice sessions within the course.
Prerequisites: Acupuncture Techniques I, II

TRADITIONAL CHINESE MEDICINE

Theoretical Foundations I
TCM100 • 3 Units • 45 Hours
This is the first of a three-part series that presents the fundamental and foundational theories and concepts of Traditional Chinese Medicine. This course begins with the theories of Yin and Yang, Five elements, Vital Substances, Zang-Fu and Channels and Collaterals. This course will also explore the etiology of disease in Traditional Chinese Medicine, along with the basic concepts of diagnostic investigation & treatment theory.
Prerequisites: None

Theoretical Foundations II
TCM101 • 3 Units • 45 Hours
This is the second of a three-part series that presents the fundamental theories and concepts of Traditional Chinese Medicine. This module focuses on pattern identification based on Zang-Fu syndrome differentiation. Students will learn to recognize and identify basic signs and symptoms of disease patterns based on various Zang-fu syndromes.
Prerequisites: Integrative Western and TCM Terminology, Theoretical Foundations I

Survey of TCM Classics
TCM102 • 3 Units • 45 Hours
This course offers a comprehensive introduction to the foundational texts and major doctrines of Traditional Chinese Medicine. Students will study classics such as the Huang Di Nei Jing, Jin Gui Yao Lue, Shang Han Lun, and Wen Bing, gaining insight into the historical, philosophical, and clinical roots of TCM. Emphasis is placed on core theoretical frameworks including Yin-Yang, Qi, and the Five Elements as well as early herbal doctrines that inform modern diagnosis and treatment. The course supports a deeper integration of classical principles into contemporary clinical practice. **Prerequisites**: None

Theoretical Foundations III
TCM103 • 2 Units • 30 Hours
This class represents the final segment of a three-part sequence in TCM principles and theory. We will present the next level of TCM theory and differentiation of syndromes. This course will survey a variety of differentiation systems, such as theories of Qi and blood, differentiation of TanYin syndromes, differentiation of Zang Fu organ syndromes, differentiation of syndromes according to five element theory, differentiation of syndromes according to Shang Han Lun theory, and differentiation of syndromes according to Wen Bing theory.
Prerequisites: Integrative Western and TCM Terminology, Theoretical Foundations I & II

History of Medicine: East and West
TCM104 • 2 Units • 30 Hours
This course provides a survey of the history and development of the Western medical system, as well as acupuncture and Chinese medicine, including major historical events and their impact on the development of medical paradigms in the East and the West.
Prerequisites: None

Diagnosis I
TCM201 • 3 Units • 45 Hours
This first section of the two-part series on TCM Diagnosis focuses on the “Four Diagnostic Methods” of Observation, Smelling/ Hearing, Inquiry and Palpation. Each diagnostic method will be explored in detail, with time allocated for in-class practice of the appropriate diagnostic modality. Beginning with an introduction to the basic skills and theories of traditional diagnosis using the four examinations, this two-part series covers a broad range of topics related to the traditional Chinese medical diagnosis and prepares students for the clinical aspects of the curriculum.
Prerequisites: Integrative Western and TCM Medical Terminology,
Theoretical Foundations I, II & III

Diagnosis II
TCM202 • 3 Units • 45 Hours
The second of a two-part series on diagnostic methods in TCM, the emphasis of this course is on TCM diagnosis integrating various clinical signs and symptoms, and the formulation of differential diagnoses based of clinical signs and symptoms. Students will also be introduced to TCM pediatric diagnosis, as well as pattern identification based on the Four Levels, Six Stages, Triple Burner, Eight Extraordinary Vessels, and Five Elements.
Prerequisites: Integrative Western and TCM Medical Terminology,
Theoretical Foundations I, II & III, Diagnosis I

TCM Internal Medicine I
TM203 • 3 Units • 45 Hours
This is the first of a two-part series that examines common disorders in detail from a TCM perspective. Students will study in detail the signs and symptoms, diagnosis, treatment principles, as well as the acupuncture for various respiratory, digestive, and urogenital disorders.
Prerequisites: Integrative Western and TCM Medical Terminology,
Theoretical Foundations I, II & III, Diagnosis I & II, Acupuncture Point Therapeutics

TRADITIONAL CHINESE MEDICINE

Patient Care Psychology: An Integrative Approach
TCM204 • 3 Units • 45 Hours
Students are introduced to foundational concepts and theories in psychology as they apply to both daily life and clinical practice. The course examines the evolution of psychological thought and integrates Western psychology with Traditional Chinese Medicine, emphasizing the role of the Shen (spirit) in health. The Worsley Five Element model is explored to understand emotional and spiritual aspects of organ systems, offering a holistic framework for addressing mental-emotional imbalances.
Prerequisites: Integrative Western and TCM Medical Terminology, Theoretical Foundations I, II & III, Diagnosis I & II, Acupuncture Point Therapeutics

TCM Internal Medicine II
TCM301 • 3 Units • 45 Hours
This is the second of a two-part series that examines in detail common disorders from a TCM perspective. Students will study in detail the signs and symptoms, diagnosis, treatment principles as well as the acupuncture for various disorders of the musculoskeletal, neurological, metabolic and cardiovascular systems.
Prerequisites: Diagnosis I & II, Acupuncture Point Therapeutics, TCM Internal Medicine I

TCM: Through the Lifespan
TCM304 • 2 Units • 30 Hours
This 15-week course explores Traditional Chinese Medicine (TCM) across the human lifespan, emphasizing prevention, balance, and longevity. Divided into four sections: pediatrics, gynecology, and geriatrics, the course examines the unique physiological and energetic needs at each life stage. Students will learn how to apply TCM diagnostics, acupuncture protocols, and lifestyle guidance to support developmental milestones, reproductive health, healthy aging, and disease prevention. Rooted in classical theory and modern clinical relevance, the course offers a holistic, individualized approach to lifelong wellness.
Prerequisites: Integrative Western and TCM Medical Terminology, Theoretical Foundations I, II & III, Diagnosis I & II, Acupuncture Point Therapeutics

QI CULTIVATION

Self-Cultivation Qigong
QC100 • 2 Units • 30 Hours
This course introduces the foundational principles and practices of Qigong as a method of self-healing and Qi cultivation. Students will explore how Shen (spirit), Xin (mind), and Yi (intention) guide and regulate the movement and development of Qi. Through guided Qigong practice, students will deepen their understanding of the Zang-Fu organs, the Three Treasures (Jing, Qi, Shen), and the Five Phases (Wood, Fire, Earth, Metal, Water). Emphasis is placed on experiential learning to support personal health, energetic awareness, and the integration of Qi cultivation into clinical and daily life. By embodying these practices, students gain insight into self-regulation and healing, allowing them to better guide patients in applying lifestyle practices that support long-term wellness. **Prerequisites**: None

Introduction to Taiji
QC102 • 1 Units • 15 Hours
This course introduces acupuncture students to the foundational principles and movements of Tai Chi, a traditional internal martial art known for its cultivation of Qi, balance, and mental focus. Through learning basic postures, forms, and breath coordination, students will experience how Tai Chi enhances body awareness, supports internal energy flow, and reinforces concepts central to Chinese medicine. Emphasis is placed on self-cultivation, stress reduction, and integrating Tai Chi principles into clinical practice to promote patient-centered lifestyle guidance and practitioner well-being. **Prerequisites**: None

Integrative Western and TCM Terminology
WIM100 • 2 Units • 30 Hours
This course provides students with a foundational understanding of key medical terminology from both Western biomedicine and Traditional Chinese Medicine (TCM), emphasizing the development of a shared vocabulary to support integrative healthcare practice. Students will learn essential Western terms related to anatomy, physiology, and pathology alongside core TCM concepts.
Prerequisites: None

Surface and Topographical Anatomy
WIM110 • 2 Units • 30 Hours
This course provides a focused study of the human musculoskeletal system with an emphasis on the external features and surface landmarks essential to acupuncture practice. Students will develop the ability to identify anatomical structures by touch and visualization, linking external reference points to the underlying internal anatomy. Special attention is given to areas of clinical significance for acupuncture point location and needling safety, building a strong foundation for advanced courses in acupuncture technique, diagnosis, and treatment.
Prerequisites: None

Anatomy and Physiology I
WIM111 • 3 Units • 45 Hours
This course introduces the human musculoskeletal system with a focus on structures most relevant to acupuncture practice. Students learn key internal areas to avoid needling and external landmarks that support accurate point location. Emphasizing both safety and clinical application, the course builds the essential anatomical foundation for advanced study in point location, evaluation, and treatment techniques.
Prerequisites: Western and TCM Terminology, Surface and Topographical Anatomy

Anatomy and Physiology II
WIM112 • 3 Units • 45 Hours
Building on the foundation of A&P I, this course explores the structure and function of the body's major organ systems, including the integumentary, urinary, digestive, respiratory, cardiovascular, and lymphatic systems. Emphasis is placed on clinically relevant anatomy, highlighting sensitive internal regions that require caution in needling and external reference points essential for accurate acupuncture practice. The course also examines the interrelationships among organ systems, preparing students to integrate anatomical knowledge into safe and effective evaluation and treatment.
Prerequisites: Western and TCM Terminology, Surface and Topographical Anatomy, Anatomy and Physiology I

Anatomy and Physiology III
WIM113 • 3 Units • 45 Hours
This course focuses on the anatomy and physiology of the nervous and endocrine systems, examining their structures, functions, and clinical significance. Students will study neural pathways, hormonal regulation, and the coordination of body systems, with particular attention to areas that require caution in acupuncture practice. Key external anatomical markers are highlighted to support accurate point location, while the course also emphasizes the interconnected roles of the nervous, endocrine, and reproductive systems in maintaining health and balance.
Prerequisites: Western and TCM Terminology, Surface and Topographical Anatomy, Anatomy and Physiology I & II

Integrative West East Nutrition
WIM131 • 2 Units • 30 Hours
This course introduces nutrition from both Western biomedical and Traditional Chinese Medicine perspectives. Students will study macronutrients, micronutrients, and their role in metabolism, health, and disease prevention, while also exploring Chinese dietary therapy, emphasizing the energetic qualities of foods and their effects on balance. Practical focus is placed on nutritional assessment, dietary planning, and integrating Western and TCM principles to support holistic, patient-centered care.
Prerequisites: Western and TCM Terminology, Theoretical Foundations I

Pathophysiology I
WIM141 • 3 Units • 45 Hours
This course offers an introduction to the mechanisms and processes underlying human disease, emphasizing how cells and tissues respond to injury and stress. Students will explore the body's inflammatory and immune responses, the impact of environmental and infectious factors, and the development of abnormal cellular growth. The course provides a foundation for understanding disease progression and prepares students to apply pathophysiological concepts in clinical reasoning and patient care.
Prerequisites: Western and TCM Terminology, Surface and Topographical Anatomy, Anatomy and Physiology I, II, & III

Pathophysiology II
WIM142 • 3 Units • 45 Hours
Building on the concepts introduced in Pathophysiology I, this course examines the progression and systemic effects of disease across major organ systems. Students will study the mechanisms of dysfunction, the role of the immune response, and the development of both acute and chronic conditions. Emphasis is placed on integrating cellular, tissue, and organ-level changes to understand clinical manifestations, providing a foundation for safe and informed evaluation and treatment in healthcare practice.
Prerequisites: Western and TCM Terminology, Surface and Topographical Anatomy, Anatomy and Physiology I, II, & III, Pathophysiology I

Western Physical Assessment
WIM151 • 1 Units • 15 Hours
This course introduces students to the fundamental methods of clinical evaluation in Western medicine, with a focus on history taking, physical examination techniques, and the application of clinical reasoning. Emphasis is placed on developing practical skills that support accurate patient assessment and safe, effective care. Students also learn to recognize situations that require collaboration or referral to other healthcare providers, reinforcing the role of integrative practice in patient management.
Prerequisites: Pathophysiology I & II

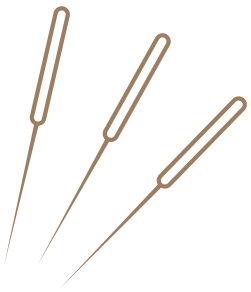
Orthopedic and Neurological Evaluation
WIM152 • 2 Units • 30 Hours
This course introduces students to the principles and techniques of neurological and orthopedic assessment used in Western medicine. Students will gain practical experience with diagnostic methods such as reflex testing, muscle strength evaluation, sensory assessment, and range-of-motion analysis. In addition, the course explores the fundamentals of biomechanics, providing insight into posture, movement patterns, and mechanisms of injury.
Prerequisites: Pathophysiology I & II

Western Clinical Medicine I
WIM161 • 3 Units • 45 Hours
This course offers a comprehensive introduction to common diseases encountered in clinical practice, covering neurological, rheumatologic, dermatologic, musculoskeletal, endocrine, hematologic, immunologic, and infectious conditions. Students will study the underlying causes, key signs and symptoms, and diagnostic considerations for each disorder while strengthening their ability to distinguish between similar presentations. Basic treatment approaches are reviewed, and emphasis is placed on applying clinical reasoning skills to support safe and effective patient care.
Prerequisites: Pathophysiology I & II, Western Physical Assessment, Orthopedic and Neurological Evaluation

Western Clinical Medicine II
WIM162 • 3 Units • 45 Hours
This course continues the study of major clinical disorders, focusing on conditions affecting the cardiovascular, respiratory, gastrointestinal, hepatobiliary, renal, urogenital, and gynecological systems. Students will examine the causes and progression of disease, learn to identify characteristic clinical signs, and practice distinguishing among differential diagnoses. Core diagnostic standards and basic management strategies are introduced, with an emphasis on integrating this knowledge into clinical decision-making and patient care.
Prerequisites: Pathophysiology I & II, Western Physical Assessment, Orthopedic and Neurological Evaluation

Western Pharmacology and Supplementation
WIM170 • 2 Units • 30 Hours
This course provides students with a foundation in the principles of pharmacology as applied to modern clinical practice. It covers the actions, indications, and safety considerations of commonly prescribed medications while highlighting their potential interactions with herbal therapies and nutritional supplements.
Prerequisites: Pathophysiology I & II, Western Physical Assessment, Orthopedic and Neurological Evaluation

Clinical Red Flags, Medical Imaging, and Lab Diagnostics
WIM300 • 2 Units • 30 Hours
This course trains students to recognize warning signs of serious medical conditions and to interpret essential diagnostic tools used in Western medicine. Emphasis is placed on identifying clinical red flags that require referrals, as well as developing foundational skills in understanding radiological images and laboratory results. Students will learn how to integrate imaging and lab data with patient presentations, enhancing their ability to make safe clinical decisions and collaborate effectively within an integrative healthcare setting.
Prerequisites: Pathophysiology I & II



PROFESSIONAL DEVELOPMENT

Practice Management and Professional Development

PD303 • 2 Units • 30 Hours

This course introduces essential business and professional skills for managing an acupuncture or Traditional Asian Medicine practice in New Jersey. Topics include marketing, financial planning, introductory medical billing, legal responsibilities, and recordkeeping. Students will also develop professional competencies in communication, time management, and ethical practice to support a successful transition from student to licensed practitioner.

Prerequisites: Level 2–3 intern

Safety, Ethics, and Counseling in the TCM Clinical Setting

PD304 • 1 Units • 15 Hours

This course introduces effective communication strategies to improve patient understanding and treatment outcomes. Emphasis is placed on health literacy, recognizing patients with limited comprehension, and using appropriate counseling tools to strengthen provider-patient interactions. Key topics also include ethical standards and patient safety within the scope of acupuncture practice.

Prerequisites: Practice Management

Integrative Research for Acupuncturists

PD305 • 1 Units • 15 Hours

This course introduces the principles of research and evidence-based medicine, with a focus on acupuncture and Asian Medicine. Students gain foundational skills in research methodology, critical reading of medical literature, and study design. The course also explores current biomedical research on acupuncture and the academic peer review process.

Prerequisites: Intro to Clinical Patient Care

BOARD REVIEW

Board Review I

BR100 • 1 Units • 15 Hours

This review course assesses student proficiency in Year 1 coursework through practical and written skills testing. It prepares students for national board exams by reinforcing foundational knowledge and introducing strategies for standardized test-taking. Emphasis is placed on content mastery, clinical reasoning, and practical application to ensure readiness for continued academic and clinical advancement.

Prerequisites: All Year 1 Coursework

Board Review II

BR200 • 1 Units • 15 Hours

This course evaluates student competency in Year 2 material through both written and practical exams. It supports continued preparation for national board exams by reinforcing intermediate-level knowledge, clinical application, and diagnostic skills. Emphasis is placed on integrated thinking, test-taking strategies, and readiness for advanced clinical training.

Prerequisites: All Year 2 Coursework

Board Review III

BR300 • 1 Units • 15 Hours

This review course prepares students for the NCCAOM Acupuncture Board Exam. It covers key topics in acupuncture theory, point location, biomedicine, and foundations of Oriental medicine. The course includes brief content reviews, case studies, and test-taking strategies to build confidence and improve exam performance.

Prerequisites: Completion of all Coursework

KM I: Introduction to Japanese Acupuncture and Kiiko Matsumoto Style Medicine

KM201 • 3 Units • 45 Hours

This is the first of a three-part series of classes that specializes in Kiiko Matsumoto Style acupuncture. History and evolution of Japanese Acupuncture will begin the course along with introduction to moxibustion techniques. Palpatory skills will be emphasized and students will learn to palpate the abdomen, meridians and important anatomical structures properly as the first step in diagnosis in KM Style. This is an in-person course.

Prerequisites: None

KM II: Foundations of Kiiko Matsumoto Style Medicine

KM202 • 3 Units • 45 Hours

This is the second of a three-part series that specializes in Kiiko Matsumoto style acupuncture. This course is a continuation of the Introductory Course and will build off the theory learned. Students will learn root and branch treatments and incorporation of Western disease in differential diagnosis. This is an in-person course.

Prerequisites: Introduction to Japanese Acupuncture and Kiiko Matsumoto Style Medicine

KM III: Differentiating Diagnoses in Kiiko Matsumoto Style Medicine

KM300 • 3 Units • 45 Hours

This final course in KM Style Acupuncture will focus on treatment and include Kiiko Matsumoto's more recent clinical findings and treatments not yet published. The student will learn to modify working diagnoses to finalize the best course of treatment. This class is geared mostly towards hands-on practice, cross-testing points and fine-tuning needling techniques. This is an in-person course.

Prerequisites: Introduction to Japanese Acupuncture and Kiiko Matsumoto Style Medicine, Foundations of Kiiko Matsumoto Style Medicine

KM IV: Clinical Experience in Kiiko Matsumoto Style Medicine

KM302 • 2 Units • 60 Clinical Hours

This specialty clinic provides students with hands-on clinical training in Kiiko Matsumoto Style (KMS) acupuncture under the supervision of a certified Kiiko Style professor. Building on classroom instruction from KMS I–III and clinical skills from Internal Medicine III, students will refine diagnostic palpation, root treatment strategies, and point selection within a real patient care setting. Emphasis is placed on deepening understanding of channel imbalances and systemic treatment through classical and modern Kiiko methods.

Prerequisites: Introduction to Japanese Acupuncture and Kiiko Matsumoto Style Medicine, Foundations of Kiiko Matsumoto Style Medicine, Differentiating Diagnoses in Kiiko Matsumoto Style Medicine

KM V: Clinical Experience in Kiiko Matsumoto Style Medicine

KM303 • 2 Units • 60 Clinical Hours

A continuation of Kiiko IV Clinic, this advanced clinical course allows students to further develop their proficiency in Kiiko Matsumoto Style acupuncture. Supervised by a certified Kiiko Style professor, students apply concepts from KMS I–III and Internal Medicine III to diagnose and treat complex cases. Focus is on advanced palpation techniques, layered treatment strategies, and critical thinking to support clinical decision-making in a supervised, real-world setting.

Prerequisites: Introduction to Japanese Acupuncture and Kiiko Matsumoto Style Medicine, Foundations of Kiiko Matsumoto Style Medicine, Differentiating Diagnoses in Kiiko Matsumoto Style Medicine , Clinical Experience in Kiiko Matsumoto Style Medicine

Introduction to Clinical Theater and Patient Care

CL102 • 1 Units • 30 Clinical Hours

This preparatory course introduces students to the foundational skills and professional standards required before beginning Clinical Observation. Topics include clinic rules and procedures, charting, Clean Needle Technique (CNT), laws and regulations, and an introduction to case review, clinical theater, and grand rounds. Emphasis is placed on developing observation skills, clinical professionalism, and understanding how Traditional Chinese Medicine (TCM) theory is applied in practice. Successful completion of Clean Needle Technique (CNT) and Basic Life Support (BLS) certification must be obtained by the end of this course.

Prerequisites: Theoretical Foundations I, Acupuncture I,
Integrative Western and Eastern Terminology

Clinical Observation

CL103 • 2 Units • 60 Clinical Hours (2 Units Required)

In this foundational stage of clinical training, students engage in structured observation under the guidance of clinic supervisors. They will observe senior interns and licensed practitioners during patient care in the clinical setting. Through this process, students will develop a deeper understanding of patient interaction, clinical workflow, diagnosis, and treatment planning. This course is designed to help students build the essential skills and professional awareness required for direct patient care in subsequent phases of clinical training.

Prerequisites: Introduction to Clinical Patient Care and Clinical Theater

Clinical Assistant I

CL201 • 2 Units • 60 Clinical Hours

This foundational clinical training course transitions students from observation to active participation as Clinical Observers/Assistants. Under supervision, students develop skills in patient interaction, clinic procedures, and professional conduct, including assisting with intake, room setup, and record-keeping. Emphasizing clinical readiness and communication, the course builds confidence and familiarity with clinical workflows to prepare students for advanced responsibilities.

Prerequisites: Introduction to Clinical Patient Care and Clinical Theater, Clinical Observer,
CPR & First Aid, Clean Needle Technique (CNT) Certification

Clinical Assistant II

CL202 • 2 Clinical Units • 60 Hours

This advanced transitional clinical course builds on prior experience to prepare students for full clinical internship responsibilities. Under supervision, students enhance clinical judgment, communication, and initiative by taking patient histories, assisting with treatments, and engaging in patient care discussions. Emphasis is on refining workflow, professionalism, teamwork, and integrating theory with practice in preparation for primary patient care roles.

Prerequisites: Introduction to Clinical Patient Care and Clinical Theater,
Clinical Observer, Assistant I

Clinical Internship – Level I

CL203 • 3 Units • 90 Clinical Hours (4 Clinics Required, 2 Units/30 Hours Each)

In Level I Clinical Internship, students begin hands-on practice under close supervision, completing four rotations (2 units/30 hours each). They continue to develop and deepen skills in patient intake, history-taking, physical exams, TCM diagnosis, and supervised treatment planning, building confidence and applying foundational acupuncture knowledge. This level establishes the basis for increased clinical autonomy.

Prerequisites: Introduction to Clinical Patient Care and Clinical Theater, Clinical Observer, Assistant I, Assistant II, CPR & First Aid, Clean Needle Technique (CNT) Certification

Clinical Internship – Level II

CL204 • 2 Unit • 60 Clinical Hours (3 Clinics Required, 2 Units/30 Hours Each)

At Level II, interns deepen their clinical skill set while continuing to work directly with patients under supervision. In three clinical rotations (2 units/30 hours each), students take greater responsibility for clinical assessment, diagnosis, and the development of treatment plans, which are reviewed and approved by clinic supervisors. Interns are expected to demonstrate increasing independence, accuracy, and clinical reasoning. Emphasis is placed on continuity of care, patient follow-up, and treatment outcome evaluation.

Prerequisites: Intern I

Clinical Internship – Level III

CL301 • 8 Units • 240 Clinical Hours (2 Specialty Clinics Required, 2 TCM)

In this stage of clinical internship, students will complete three advanced specialty clinic rotations under the supervision of faculty with expertise in each respective style: Traditional Chinese Medicine (TCM), Kiiko Matsumoto-style acupuncture. Students are expected to conduct complete patient intakes, formulate diagnoses, and design and implement treatment plans with minimal supervision. Emphasis is placed on clinical integration, patient education, and the refinement of clinical judgment. By the end of this level, students should demonstrate readiness for independent practice and professional competency in multiple treatment approaches.

Prerequisites: Intern II

Clinical Internship – Level IV

CL302 • 4 Units • 120 Clinical Hours (2 Specialty Clinics Required, 2 Units/30 Hours Each)

In this final stage of clinical internship, students will complete two advanced specialty clinic rotations under the supervision of faculty with expertise in each respective style: Traditional Chinese Medicine (TCM), Kiiko Matsumoto-style acupuncture. Students are expected to conduct complete patient intakes, formulate diagnoses, and design and implement treatment plans with minimal supervision. Emphasis is placed on clinical integration, patient education, and the refinement of clinical judgment. By the end of this level, students should demonstrate readiness for independent practice and professional competency in multiple treatment approaches.

Prerequisites: Intern I, II, III

Total Internship Requirements Across All Levels: 10 Clinic Rotations (2 Units/30 Hours Each)

Total: 20 Units • 600 Hours





Academic & Clinic Faculty

ESATM.EDU

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

Dr. David Allen, DACM, L.Ac.
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.

Ken Burgess, (certified teacher)
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.

Mitchel Chalek B.F.A., M.S., L.Ac. (NJ, NY). Dipl. Of Oriental Medicine (NCCAOM)
Mitchel Chalek's introduction to Asian medicine began in 1973 when he picked up a book by Tokujiro Namikoshi called "Japanese Finger Pressure Therapy - Shiatsu". This led to enrollment in shiatsu school in New York with Wataru Ohashi, herbal studies with Jeffrey Yuen, and eventually his Masters degree in Oriental Medicine from Pacific College of Oriental Medicine in New York. He has worked as an acupuncturist at Memorial Sloan-Kettering's Integrative Medicine Clinic where he participated in research development and supervision, and has maintained a private practice in Montclair, NJ since 1999. He is currently a faculty member at Pacific College in New York City and The Eastern School in Bloomfield, NJ, where he teaches courses on Asian Medical Theory, Acupuncture, and supervisor in the acupuncture and herbal clinic.

Dr. Tarun Chauhan, MD, MBBS (India)
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.
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.

Dr. Debra Davies, DACM, L.Ac.

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.

Joseph DelGiodice is an acupuncturist, Chinese and Western herbalist, nutritionist, 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 physiotherapy at The Swedish Institute, the family practice of healing stretches back to nineteenth century rural Sicily. His own lifelong fascination with health and longevity began at age 7. Having studied extensively with herbalist priest Jeffrey Yuen since 1997 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 2012, where he has served as a clinical supervisor, clinic dean, and instructor of clinical techniques, five element theory, and herbal medicine. Prior to that, he 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 at Hudson Healing Arts in Hoboken, NJ, focusing on whole body wellness, geriatrics, musculoskeletal care, women's and men's health, and natural food and lifestyle education. Joe also volunteers in a local community organic garden, loves preparing healthy vegan meals, and is an avid cross-country skier, longboard surfer, acoustic guitarist, and singer-songwriter.

Dr. Lois Denmark, DACM, L. Ac., Dipl.OM (NCCAOM)
Lois Denmark has been a Faculty Member and Clinical Supervisor at the Eastern School of Acupuncture since 2004 and at other ACAHM accredited institutions since 2007. She teaches core curriculum courses in the Theory, Acupuncture & Herbology Departments and is a member of the Traditional Medicine Theory Department Committee. Lois was the Theory Dept Chair for fifteen years from Jan 2010-April 2025 and Chair of the Herbal Certificate Program from for three years from June 2009-Jan 2012.

She is a graduate of PCOM NY & PCOM SD where she attained the degree: Doctor of Acupuncture & Chinese Medicine (DACM) and where she has attained the rank of Professor. She has a B.A. from Montclair State College. She has been an exhibiting artist of work in altered surface photography and mixed media and is a member of the NAWA (National Association of Women Artists). Lois has an interest in the artistic expressions and products of indigenous people from the Southwestern US, Canada, and Africa.

One's gaze views the body's image, sees its reference points, and forms perceptions and associations. The subject conveys the energy, the time and the emotion of their experiences. Acupuncture needles express the treatment of the diagnosis – a description of who that person is at the time of treatment; the treatment activates shifts and modulations moving closer to potential. Each case one encounters is a welcome opportunity.

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



Dr. Robert D. Eisen, DC

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.”

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

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 NorthEast 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.

Constance Fraser, RN L.Ac.

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.

Dr. Mayda Gonzalez-Bosch, MD, Ed.D.
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 (AACC) 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.

Dr. Ajay Kiri, M.D.
Dr. Kiri has a background in family practice with an emphasis on sports medicine. Maintains a boutique primary care practice in NYC and worked at several orthopedic and physiatry practices over the last 15 years. Dr. Kiri also pursued additional training in medical acupuncture at SUNY Downstate in Brooklyn and has over 10 years of experience practicing medical acupuncture. Furthermore, Dr. Kiri believes strongly in promoting healthy habits through lifestyle change in order to prevent the development of reversible or avoidable disease processes. There is a relatively new field of medicine called longevity which aims to maintain a higher level of functional status into your 60s, 70s, and 80s. Dr. Kiri plans to transition my medical work into this field and also to continue help patients and clients with their complex issues.



Janelle Krannich, MSAc.
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.

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

Dr. AJ Mannion DAcHM, L.Ac, Dipl.OM
Dr. AJ Mannion has been working in the world of holistic health since 2010, and has had the privilege of studying, professionally practicing and often teaching many forms of healthcare and healing including acupuncture, Chinese herbalism, massage therapy, Reiki and other forms of energy healing, Visceral Manipulation, Craniosacral Therapy and more. Also since 2010, he has worked nationally as a coach and adjudicator for competitive acrobatics and dance, and frequently draws upon his experience in both the performing and healing worlds to better support his athletes, patients, and graduate students. Education is AJ's true professional passion, and he is deeply committed to creating classroom environments for students of all ages that engender creativity, self-awareness, community-minded thinking, and an inspired commitment to excellence leading to professional confidence and competence. He received his B.F.A. in Dance from Montclair State University, M.S in Acupuncture as well as post-graduate certificate in Chinese Herbal Medicine from ESATM, and his Doctorate of Acupuncture and Herbal Medicine from Five Branches University. He has served as regular faculty at ESATM since 2023 teaching a variety of courses, and looks forward to continuing to serve the acupuncture and herbal medicine community in this way!

Dr. Mandanna G. Naleyanda, M.D.
Dr. Naleyanda further pursued his science passion further and received medical education from Karol Marcinkowski University of Medical Science located in Poland with externships/ interships 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)
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.

Dr. Bruce Woong Park, DACM, LAc.
Dr. Bruce Park teaches acupuncture and herbal medicine at New York College of Health Professions. He earned a doctorate in Acupuncture and Chinese Medicine at Pacific College of Health and Science. Bruce graduated from the Tri-State College of Acupuncture in New York and Dongguk University in Seoul, Korea. As a former Buddhist monk for twenty years, he published Buddha Dharma Practice and Herbal Medicine Notebook: A Comprehensive Guide to East Asian Herbal Medicine. Currently, he is associate dean, director of Research and CE at New York College of Health Professions.

Marcia Senatus, MSAc, LMT
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 Shah, DACM, L.Ac. 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.

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.

Jeffrey Yuen
Jeffrey Yuen, is an 88th generation Daoist Priest of the Yu Qing Huang Lao Pai (Jade Purity School, Yellow Emperor/ Lao Tzu Sect), ordained by Master Yu Wen, and 26th generation of the Quan Zhen Long Men Pai (Complete Reality School, Dragon Gate Sect), ordained by Master Lu Xin-Xu. Mr. Yuen is recognized internationally to be a Master of classical Chinese medicine, Daoism, Tai Ji Chuan, and Qi Gong. Mr. Yuen trained under his adoptive grandfather, the late Daoist Master Yu Wen (1872-1981) of the Yu Qing Huang Lao Pai, a sect from the Shang Qing tradition of Daoism. Having a strong resonance with Daoist teachings, Mr. Yuen studied extensively under Master Yu Wen and was allowed to openly practice and serve the community when he was 16 years old. Mr. Yuen also studied Chinese herbal medicine with Master Gong Song-Liu, a eunuch for the last two emperors of the Qing Dynasty who apprenticed with the Imperial Medical Academy physicians. In the martial arts arena, Mr. Yuen trained under many eminent masters. Among these masters are Leung Shum (Northern Eagle Claw), Lo Ching-Sum (Vietnamese Jing Wu Association), Chan Hai-Fu (White Crane’s Eagle-In-Cotton), Chan Tai Shan (Tibetan Lama Style), Yao Mei-Hua (Yang Style Tai Chi Chuan), Wang Qing Shan (Yang Style Tai Chi Chuan), and Cui Yan (Chen Style Tai Chi Chuan). Mr. Yuen believes that he can contribute to the practice of Chinese medicine by spreading the traditions of classical Chinese medicine. In that regard, he continues to teach extensively throughout the United States and abroad. He has been a member of the faculty of Daoist Traditions since it was founded in 2003.





Schedule of Fees

ESATM.EDU

Tuition & Fees

School Year 2025 - 2026

Application Fee Transfer Student (non-refundable)	$75
Transfer Evaluation Fee	$75
Administrative Fee (non-refundable) – per semester	$75
Malpractice Insurance Fee (non-refundable) – per semester	$50
Late Registration Fee	$25
ADD/DROP Fee	$25
1st year Tuition	$18,810
2nd Year Tuition	$22,000
3rd Year Tuition	$20,240
3 Year Full Tuition (not to exceed)	$61,050
Tuition per Credit Hour	$390
Books and Supplies (over 3 years) - Approximate	$2,300

Other Fees (non-reoccuring)

Reinstatement Fee	$250
Late Registration Fee	$25
Retake/Make-up Exam Fee - Written	$25
Retake/Make-up Exam Fee - Practical	$50
Placement Exam - Didactic	$50
Placement Exam - Practical	$100
Tutoring Fee	$25/hour
Make-up Orientation Fee	$75
Official Transcript	$10

$10 Normal (7-10 business days) $25 Rush (3 business days) $50 Same Day (When Available)

ESATM Scholarships

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 and 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.

Students' payment plans and financial aid disbursements can be viewed on their student portal (Or bund). 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 and 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 the semester.....	20% of that semester's tuition
After the third week but prior to completion of 25% of the semester.....	45% of that semester's tuition
After 25% but not more than 50% of the semester has been offered.....	70% of that semester's tuition
After completion of more than 50% of the semester.....	100% of that semester's tuition

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

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's file, including the school's written determination of such appeal and details of any academic plan that may be developed.

Academic &Clinic Policies

Academic Methods of Instruction

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

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.
6. 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).

Academic &Clinic Policies

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, three absences are permitted. Instructors may reduce the number permitted, but cannot exceed three absences, and is detailed in the course syllabus. More than three absences will result in a failing grade. The exception is an excused absence.

Excused Absences

Individual excused absences include specific events, such as jury duty, a death in the immediate family, and other similar circumstances. 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.

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 Dress Code

Students are required to dress professionally at all times. Blue scrubs are required for all clinic shifts and assistance shifts. Interns must wear both a lab coat and blue scrubs. 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.

Academic &Clinic Policies

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 use only (e.g., note-taking, digital textbooks, and reference materials). 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.

Clinic Dress Code

Students are required to dress professionally at all times. Blue scrubs are required for all clinic shifts and assistance shifts. Interns must wear both a lab coat and blue scrubs. 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.

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.

Academic &Clinic Policies

Clean Needle Technique

The Clean Needle Technique (CNT) course is administered by the Council of Colleges of Acupuncture and Medicine (CCAHM). 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:

- Orientation
- Detailed instructions on the theories, concepts, and application of clean needle technique as described in the CNT manual
- Training session where each application can practice and perfect utilization and employment of CNT; • a demonstration of the practical application of CNT
- Written examination
- 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.

Grading System

93-100%	A	GPA 4.0	93-100%	C+	GPA 4.0
93-100%	A+	GPA 4.0	93-100%	C	GPA 4.0
93-100%	B+	GPA 4.0	93-100%	F	GPA 4.0
93-100%	B	GPA 4.0	Incomplete		INC
93-100%	B-	GPA 4.0			

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 coursework and clinical hours.
- Meet all financial obligations to the college.

Student Conduct & Discipline

Policies

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

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 under state and federal law. No one is to report for work or class, exhibiting any effects of alcoholic consumption or under the influence of drugs. The sale of alcoholic beverages and controlled substances is 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 drug findings. The College enforces policies and laws regarding the use of alcohol and other drugs. Students and staff are referred to various agencies to receive help with drug or alcohol problems.

Student Conduct & Discipline

Policies

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.

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 Conduct & Discipline

Policies

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 oc-curred, 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: (I) 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 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

Comprehensive exams are administered on the first day following the end of each semester (typically a Tuesday), in accordance with the academic calendar. Exams begin at 9:00 AM. All relevant information regarding scheduling and content is included in the comp exam petition.

Academic Support

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

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. 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. 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 Puretz Library

The Julie Puretz 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 multimedia 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 Puretz 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

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 www.nces.ed.gov/IPEDS

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

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.

Post-Graduate Program

This optional, non-credit-bearing rotation allows graduates to reintegrate into the teaching clinic environment after graduation. It's designed to help build confidence, continue learning, and improve clinical techniques while students are studying for the board exams. It also helps graduates stay active in clinical practice until they are licensed (typically 4–6 months after completing the Master's program). Participation in this rotation requires adherence to all school policies pertaining to clinical rotations.

Alumni

Alumni Opportunities

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

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





Academic Calendar

ESATM.EDU

Fall 2025 Sept 8 – Dec 21

Semester

Sept 2	New Student Orientation via Zoom, 5-7pm
Sept 7	New Intern White Coat Ceremony & Orientation, 10am-12pm
Sept 8	Fall 2025 semester begins Tuition payment due Add/Drop Period begins
Sept 14	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
Sept 21	Last day to clear Winter 25 incompletes
Oct 13	Indigenous Peoples' Day (school in session, admin office closed)
Oct 14	Week 6 – Student Town Hall w/ the Dean, 5-6pm
Oct 17	Kiiko Matsumoto clinic shift, time TBD
Oct 18 - 19	Kiiko Matsumoto grand rounds, 10-6pm
Oct 26	Last day to drop a Class and not receive a WF (Withdrawal Failure)
Oct 27	Week 8 – Midterms Week
Nov 11	Veteran's Day (school in session, admin office closed)
Nov 17 - 23	Week 11 – Fall 2025 Registration
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 15	Week 15 – Finals Week
Dec 21	Last day of F25 semester
Dec 22	Comprehensive Exams, 9am
Dec 22 - Jan 5	**WINTER BREAK**
Dec 24	Admin office ½ day
Dec 25	Entire school closed
Dec 26	Grades posted
Dec 31	Admin office open ½ day

Winter 2026 Jan 5 – April 19

Semester

Dec 30	New Student Orientation via Zoom, 5-7pm
Jan 4	New Intern White Coat Ceremony & Orientation, 10am-12pm
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)
Feb 10	Week 6 – Student Town Hall w/ the Dean, 5-6pm
Feb 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	Week 8 – Midterms Week
Mar 16	Week 11 – Spring 2026 Registration
April 13	Week 15 – Finals Week
April 19	Last day of W26 semester
April 20	Comprehensive Exams, 9am
Apr 20 - May 3	**SPRING BREAK**
April 26	Grades posted Deadline for exit loan counseling for Winter 26 grads

Spring 2026 May 5 – Aug 17

Semester

April 28	New Student Orientation, 5-7pm via Zoom
May 3	New Intern White Coat Ceremony & Orientation, 10am-12pm
May 5	Spring 2026 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 26 incompletes
May 25	Memorial Day (entire school closed)
June 9	Week 6 – Student Town Hall w/ the Dean, 5-6pm
June 19	Juneteenth (admin office closed)
June 21	Last day to drop a Class and not receive a WF (Withdrawal Failure)
June 23	Week 8 – Midterms Week
July 4	Independence Day (entire school closed)
July 14	Week 11 – Fall 2026 Registration
July 15	Fall 2026 incoming student applications due
Aug 11	Week 15 – Finals Week
Aug 17	Last day of S26 semester
Aug 18	Comprehensive Exams, 9am
Aug 18 - Sept 7	**SUMMER BREAK**
Aug 24	Grades posted Deadline for exit loan counseling for Spring 26 grads

Fall 2026 Sept 8 – Dec 21

Semester

Aug 30	New Student Orientation via Zoom, 5-7pm
Sept 2	New Intern White Coat Ceremony & Orientation, 10am-12pm
Sept 8	Fall 2026 semester begins Tuition payment due Add/Drop Period begins
Sept 14	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
Sept 21	Last day to clear Spring 26 incompletes
Oct 13	Indigenous Peoples' Day (school in session, admin office closed)
Oct 14	Week 6 – Student Town Hall w/ the Dean, 5-6pm
Oct 26	Last day to drop a Class and not receive a WF (Withdrawal Failure)
Oct 27	Week 8 – Midterms Week
Nov 11	Veteran's Day (school in session, admin office closed)
Nov 17 - 23	Week 11 – Fall 2025 Registration
Nov 25	Classes in session, clinic closed at 12:30pm
Nov 26 - 27	Entire school closed
Nov 28 - 29	Classes not in session, clinic open
Dec 15	Week 15 – Finals Week
Dec 21	Last day of F26 semester
Dec 22	Comprehensive Exams, 9am
Dec 22 - Jan 3	**WINTER BREAK**
Dec 24	Admin office ½ day
Dec 25	Entire school closed
Dec 27	Grades posted
Dec 31	Admin office open ½ day

TAKE YOUR FIRST STEP ON A LIFE-CHANGING JOURNEY

ESATM.EDU

Begin a transformative journey at the Eastern School of Acupuncture and Traditional Medicine.



NO MEDICAL PRE-REQUISITES REQUIRED

MSAC PROGRAM

30 YEARS OF EXCELLENCE

START NOW !