



Institute of Taoist Education & Acupuncture Inc



Master of Acupuncture
in Classical Five-Element
Acupuncture

Do Something Different™



**Institute of Taoist Education
and Acupuncture, Inc.**
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Institute of Taoist Education and Acupuncture and its following program are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

(1) Master of Acupuncture
The program 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.

Public Disclosure Statement Effective November 10, 2023.

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DEDICATION

ITEA was conceived by the late Sandy Lillie, Founder Preseident, from 1996 to 2020. Sandy collaborated with the late Terry Skellon in the establishment of ITEA. Both were advocates, visionaries and teachers of Classical Five-Element Acupuncture. The studies within this curriculum embody their spirits, love and understanding.

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Welcome to ITEA

We are in a new era of healthcare — an unprecedented time of blending ‘traditional’ Western medicine with a return to Eastern observance and reverence of nature in maintaining health. The lineage of Classical Five-Element Acupuncture (CF-EA) is in demand as one such healthcare discipline, although the number of schools teaching it remains quite small. CF-EA can not only treat physical symptoms, it also brings clarity of mind, and brings the twinkle back into a person’s eye. CF-EA calls this the treatment of the whole person – body, mind, and spirit.



Are you searching for something meaningful? Are you dissatisfied with the life you are leading — the life many people seem to lead — with large corporations, large cities, emphasis on money, individuals getting lost and devalued, and relationships with people and nature being substituted for interaction with mechanical devices? Do something different...

Change your outlook...

Change your environment...

Change your life and the lives of others!

Do Something Different™

Enroll in the Institute of Taoist Education and Acupuncture (ITEA) program. Learn to observe yourself and others without judgment and without being judged. Learn that there is no real failure — only opportunities for increased learning. Learn that the journey is more important than the destination. Learn to act rather than react. Learn how to listen deeply. Learn how to meaningfully touch the lives of others.

How ITEA is Different

As a student you will find acceptance of yourself—of the things you can do well, and the things that require a little more effort—acceptance of your uniqueness and individual personal worth. The ITEA program allows all students to work at their own pace and depth as individuals.

You will make a difference as an ITEA graduate

As a graduate you will give the highest quality treatment while also bringing your own special set of well-developed skills to clients. You will continue to learn, for the art of Classical Five-Element Acupuncture is forever deepened and honed through experience in practice. You will always be Doing Something Different—you will never be bored. This is the work of a lifetime!

You will lead your clients to Do Something Different! Whether your clients have physical complaints, psychological distress, chronic illness or lack the core strength to fully experience life with their bodies, minds and spirits, you will support their healing as their lives change.

You will become a teacher of clients, friends and colleagues. You will develop the ability to see where people struggle against nature and lose personal energy, and will give insight when asked. And this will lead, in a powerful way, to bringing humanity back to nature, to respecting nature, and perhaps, to healing the environment.

If the idea of working with nature, rather than against it, is exciting to you—if you have a desire to work hard, change your life and have fun in the process, this is the school for you! We are confident that you will find our program unparalleled. The dedication, inspiration and passion shown by our board, faculty, administration, students and alumni make me proud to be a leader of this school.

Hilary Skellon

Academic Dean and Dean of Faculty

President Emerita

Empower Yourself Empower Your Community Transform with Nature



Cultivate our hearts to help share Brightness or Illumination with others.
If we do this then we will be prosperous and have good fortune.

ITEA was founded by dedicated visionaries in 1996. The passion of Sandy Lillie and Terry Skellon rooted ITEA with a strong foundation as a leader in Classical Five-Element Acupuncture education. Since joining the ITEA Administration in 2020, my awe in the resolve and potency of the school has only increased. That ITEA is the only fully accredited, true Classical Five-Element acupuncture school in the nation is the result of powerful, determined energy and stamina since our founding seeds.

Those supportive roots ensured the first 26+ years of ITEA as a legacy leader in exemplary education. It is only with the stewardship, dedication, and wisdom of our faculty, staff and board that our roots have stabilized such growth into the future – growth that lifts our students and graduates into exceptional practitioners of this medicine.

The transformation of ITEA mirrors the transformation inherent within this healing system of medicine. As ITEA embodies an identity steeped in ancient teachings, adapting to modern and post-pandemic life, our values do not waiver. Integrity in our continued teachings, authenticity, and heart are truths we carry forward. We meet the ever-changing world today by inviting further inclusion into our legacy and curriculum, while providing students with over 2000 hours of rigorous and reflective learning to become leaders in healthcare and Classical Five-Element Acupuncture.

Studying at ITEA is an invitation to unite with your roots, discover your potential, and grow with the spirit of this medicine. Together, we cultivate the roots and branches of ITEA in service of sharing this medicine with more people. Thank you for being a part of ITEA.

Brittany Sanelli, M.Ac.,L.Ac.
President



Mission

The Mission of the Institute of Taoist Education and Acupuncture is to provide a deep and comprehensive education in the theory and practice of Classical Five-Element Acupuncture based on the teachings of J.R. Worsley. Our educational program develops the professional skills and inner capacities of our students to be effective healers and inspiring teachers, and engenders in them a deep understanding and respect for the integrity of the human body, mind and spirit as it exists within nature.

Educational Objectives

Graduates of ITEA will possess:

- 1 A thorough theoretical understanding of Classical Five-Element theory and its place in East Asian philosophy and in history, as well as a personal awareness of the Five Elements, and how they interconnect people with nature.
- 2 The ability to use the Five Elements in clinical practice in order to recognize disharmony in their clients, formulate a Traditional Diagnosis, develop an appropriate treatment plan, and provide appropriate care.
- 3 Competence and interpersonal sensitivity in the application of the technical skills of assessment used in Classical Five-Element Acupuncture, including pulse taking, palpation, and discernment of color, sound, odor and emotion.
- 4 Competence and interpersonal sensitivity in the application of the technical skills of treatment used in Classical Five-Element Acupuncture, including acupuncture and moxibustion.
- 5 Important qualities of a health care practitioner including listening and communication skills, the ability to build rapport, and a commitment to conducting oneself in a professional and ethical manner with clients and colleagues.
- 6 A sufficient knowledge of western medical terminology, pharmacology, diagnostic procedures and treatment methods to enable effective communication with clients and other health care providers.
- 7 The capacity to practice in a safe and prudent manner, including the ability to recognize emergency conditions and other circumstances that may necessitate referral to—or consultation with—other health care providers.
- 8 The ability to inform the public and potential future students about the philosophy of Classical Five-Element Acupuncture and its benefits.



Vision Statement

The Institute of Taoist Education and Acupuncture will be locally and internationally recognized as the premier college for providing transformative learning and contributing to the health and well being of current and future generations.

Facts and Info

Q & A

Q: Is it possible to visit the school while an Intensive is in session?

A: Yes. Please call the ITEA office at (720) 890-8922 to schedule your visit. You can also arrange to talk with students and faculty when you visit our campus.

Q: May I speak with students or graduates of the school?

A: Certainly. Please call the office and we will arrange for students or graduates to phone you.

Q: Do I need a background in some form of healing art to attend ITEA?

A: No. The background you bring to your studies at ITEA is not the most important qualification for attending the Institute. What is most important is your commitment to being receptive to new ways of knowing and learning, being willing to learn without knowing everything all at once, and being willing to work toward personal growth.

Q: Are all of the classes in person?

A: A majority of the classes will be in person during the 13-15 day intensive. However, some courses throughout the program may be taught online as needed.



Q: When do I need to move to Colorado?

A: Traditional Track students must be in residence near the Louisville Clinic prior to beginning their third year of studies. Practitioner Track students may not have to move from their home at all.

Q: Am I too old to begin training for a new occupation?

A: In the study of Classical Five-Element Acupuncture, age can be a benefit. Life experience often gives a person more to draw upon when relating to clients. Students at ITEA range in age from 26 to 62. The majority of our students are in their 30s and 40s.

Q: I need to work while I am in school. Will this be possible?

A: We encourage students to work only part-time while in school, as the full-time program master's level curriculum has high academic rigor. Students must adhere to the attendance requirements during specified Intensive dates. Due to the 15-20 hours a week needed for homework and related study, full-time work is not advisable. It is possible if work commitments can be planned around the class and study schedules.

Q: I have family and children. Will I be able to manage my family and school?

A: It is important for prospective students to talk with family members about the decision to attend school. As with any significant life event, it is important to have the support and encouragement of loved ones. This ensures a more balanced transition to being a student.

Q: Are students at ITEA prepared for national acupuncture (NCCAOM) exams?

A: Students attend a 12-week preparation course in TCM and Point Location in Year 4 and a review course on biomedical topics. Classes, tests, and further study resources suggested by ITEA will prepare students for additional preparation in order to take the NCCAOM exams.



Program

Philosophy

The Institute of Taoist Education and Acupuncture, Inc. is dedicated to the essence of Classical Five-Element Acupuncture. This system of medicine is based on the laws of nature. Classical Five-Element Acupuncture practitioners are trained to see the client as a whole: body, mind and spirit.

Although understanding the symptoms of a person's illness is important, this style of acupuncture enables the practitioner to treat the root cause of disease rather than the symptom itself. By treating in accordance with the natural laws, balance and harmony of the client's vital energy (life force) can be restored, enabling the person to return to good health.



Training

Training guides students in using and respecting the laws of nature to treat or prevent illness. Emphasis is placed on reawakening and developing natural diagnostic skills:

the ability to see, to hear, to ask, and to feel.

Therefore, the school strongly encourages students to grow, not only in academic knowledge and understanding of acupuncture, but also in terms of their own personal development and learning.

The training methods used at ITEA are based in traditional Eastern approaches to learning. Courses follow the oral tradition — different teachers at different times will approach topics from new perspectives. The student will comprehend and retain content based on experience and ability. While a certain amount of memorization is required, students are not expected to learn information which does not apply to their practice. The aim of the school is to develop skilled diagnosticians and practitioners, not merely agile test-takers. Some portions of the program may be offered online.

Western Approach

In a Western university, the teacher is regarded as the imparter of a knowable body of factual information.

- Students must learn the required material, know the "correct" answers and reference all source material.
- Western sciences emphasize mental gymnastics and rote memorization of the theories of "experts."
- Western thought sees events as linear, where one progresses and never returns to a previous level.



Eastern Approach

In traditional Eastern education, the teacher is a guide who helps students uncover the wisdom inherent within.

- A personal approach to the material is required for a profound synthesis.
- Traditional Eastern methods of study value concentration, the ability to clear the mind and perceive things directly.
- Learning occurs in a spiral. Students returns again and again to the same topic, enhancing and increasing knowledge and understanding.

The Five Elements

Acupuncture is perhaps the oldest medical system in the world, originating in China more than 3,000 years ago. It is used today by one-third of the world as a primary health care system and has been endorsed as a health care system by the United Nations World Health Organization. Acupuncture is effective for a broad spectrum of complaints from a mild stomachache to severe depression.

Classical Five-Element Acupuncture

This form of acupuncture is based upon the principle that health is maintained by a balanced flow of energy throughout the body. All illness, whether of body, mind or spirit is caused by an imbalance in this energy network. Classical Five-Element acupuncturists assess where this energy is out of balance. They do not diagnose or treat according to symptoms, but in response to the client's balance of energy. Each client is treated as a unique individual with his or her own needs. Clients with the same symptoms may therefore receive quite different treatments.

The Institute of Taoist Education and Acupuncture, Inc. would like to express sincere gratitude to our Master teacher—the late Professor J.R. Worsley. Without his teachings and inspiration, the school would not exist, and we are very grateful for his knowledge and wisdom.

The Elements

Water, wood, fire, earth and metal are the 5 elements, each with their own unique characteristics, all of which relate to specific organs or functions within the body. The extent to which these elements are balanced within us determines, in part, our overall health and sense of well-being.

木

wood

Wood is the energy of spring; it gives us the power of birth and renewal. It enables us to move forward with vision and determination.

火

fire

Fire is the energy of summer; it gives us warmth and the capacity to love and be loved. It enables us to mature and blossom.

土

earth

Earth is the energy of late summer; it gives us the ability to nurture ourselves and others. It provides our center, and represents our mother.

金

metal

Metal is the energy of autumn; it gives us our sense of quality and value, and our capacity to look at what lies beyond ourselves. It gives us the power to let go. It represents our father.

水

water

Water brings the elements full circle. It gives us adaptability and willpower. It is the element of winter, giving us time to pause and gather strength. It is the seedbed of all life.

About ITEA

The idea to open a school in Colorado had been discussed for years, and began to germinate in 1993. At that time Sandra Lillie and Scott Boynton, graduates of the Worsley Institute of Classical Acupuncture in Miami, Florida, became interested in establishing a Classical Five-Element school located centrally in the United States. Over the next several years plans began to take shape. With the help of Terry Skellon, a teacher at the College of Traditional Acupuncture in England, Sandra brought the idea to fruition. In 1996, ITEA was incorporated as a non-profit institution and certified by the Department of Higher Education, Division of Private Occupational Schools, of the State of Colorado.

ITEA's first Traditional Track class began in September of 1996. Since the Institute's inception, a new class has started each fall term. Our current location provides a comprehensive learning environment for students, and a Clinic which serves the local community. The Practitioner Track began in January of 2011. Today, ITEA has expanded and evolved to meet all accreditation requirements set forth by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM).

Administrative Staff

President, Brittany Sanelli, is responsible for compliance with all accreditation and regulatory agencies, supporting ITEA leadership in management of institutional operations and procedures, as well as project management, marketing and further implementation of quality professional training. Brittany is a CF-EA practitioner and ITEA graduate.

Hilary Skellon, Academic Dean and Dean of Faculty, oversees the curriculum of Classical Five-Element Acupuncture. Daughter of the late Prof. J.R. Worsley, she holds the standards of integrity of this medicine as taught to her by J.R. Worsley.

Registrar, Marybel Good, oversees the operations of recordkeeping, transcripts, and all aspects of student progress through the ITEA program. She has direct interface with students and faculty, including development and solutions related to Populi.

Kathy Knaus, Finance Director, is responsible for all school finances and Title IV, Veterans and Disability financial implementation.

Our Admissions Team oversees all communications with prospective students and works with them through the application process to their final acceptance.

Clinic Director, Mary Ellen Metke D.Ac., oversees all operations of the student Clinic and Supervisors.

Randi Savage, D.Ac., is the Dean of Students, and tracks student progression and well-being within the college. As Director of Western Science, Randi also oversees all aspects of the western medical components of the program.

Therese Spina, Deputy Faculty Chair, administers Faculty records, evaluates the program, and records and maintains this data.

Leah Barber, Clinic Administrator, works with students in Years 3 and 4 to track their progression through the clinical years. Leah also supports marketing and events.

Board of Directors

Mary Able – Chair

Kathy Knaus – Finance Director

Robb Menzies – Treasurer

Brittany Sanelli – President

Hilary Skellon – Visionary

Cindy Wallis – Public Member

Joe White – Secretary, Public Member

John Winternitz – Faculty Representative

Kara, Year 2 – Student Representative



Community Services

- The ITEA student Clinic provides a valuable service to the city of Louisville and other local communities by providing low-cost treatments.
- Students give talks on Classical Five-Element Acupuncture, informing the public about the healthful benefits of this system of medicine.
- Students participate in community fairs and events in the Boulder/ Denver area throughout the year.
- ITEA also has a free weekly clinic for veterans and first responders which provides a valuable service to local communities.



Campus

The Institute of Taoist Education and Acupuncture, Inc. is located on easily accessible South Boulder Road just north of historic “Old Town” Louisville, Colorado. ITEA is in a medical complex, and has expanded services for classes, library, community acupuncture clinic, administration and lounge. The building is wheelchair accessible. Ample free parking is available for clients and students within the complex. The complex is close to restaurants, markets, and two beautiful city parks.

We acknowledge the original owners of the land on which ITEA calls home, the traditional territories and ancestral homelands of the Arapaho, Cheyenne, Ute and many other Native American nations. We offer our respect and gratitude to the past and present elders of this land for their stewardship of these territories that now sustains us all.

Louisville, CO

Louisville has been rated one of the best places to live in the U. S. and in 2017, our neighbor city, Boulder, was rated by National Geographic as the happiest place in the nation!

- August/September Intensives: classes span the peak of summer and the beginning of the harvest season.
- October/November Intensives: the autumn months can be warm or bring the early snows of winter.
- January/February Intensives: in the midst of winter, snowstorms and cold temperatures last for a few days at a time with crisp sunny weather.
- April/May Intensives: warm spring days to heavy wet snow.

The spectrum of weather becomes a teacher, and proves to be exceptional for the study of Classical Five-Element Acupuncture.

Library

Our library is a comprehensive resource with books, videos and DVDs, periodicals, professional journals, student projects, and articles written by students. Computers offer internet access. Many books from Professor J.R. Worsley’s personal collection were donated to ITEA by JB Worsley. This collection provides students with a connection to history with the unique opportunity to see rare or out of print titles.

Diversity, Equity, Inclusivity, Belonging and Acceptance

ITEA does not discriminate on the basis of gender, gender identity, age, national or ethnic origin, religion, disability, medical condition, marital or parental status, sexual orientation, or status as a disabled veteran in all rights, privileges, educational policies, programs and activities generally accorded or made available to all constituents of the school or clinic. ITEA does not tolerate any such discrimination or lack of inclusivity in students, faculty, the administration or the Board.

Enrollment Requirements

Students need a total of 106 semester credits by the 7th intensive for the Traditional Track. It is advised to complete all 106 credits including corequisite courses before beginning the program, if possible.

Enrollment Requirements:

- 90 to 98 credits, including 4 semester credits in Biology and 4 semester credits in Anatomy and Physiology.
- Students are eligible for enrollment into the program with 90 credits if the 8 Western Science credits have been completed within the 90-credit total.
- Students with 90 credits of which the 8 Western Science credits are not included are eligible for the program with 98 credits.

Corequisite Courses Passed by Year 1 Intensive 3:

- 3 semester credits in Chemistry or Psychology
- 1 semester credit in a Medical Terminology course from an accredited institution or a certificate of completion in a course approved by ITEA

Corequisite Courses Passed by Year 2 Intensive 7:

- 4 semester credits in Anatomy and Physiology
- All credits must be at the baccalaureate level (post-secondary) being regionally accredited, DEAC accredited, or accredited by ACICS or ACCSC
- A plan for fulfilling all outside credits must be included on the application



Admissions

ITEA seeks applicants who demonstrate the maturity, commitment, motivation and integrity necessary to become caring practitioners and instruments of nature. In order to serve their clients to the highest good, students must exhibit a willingness to grow both personally and professionally.

ITEA is dedicated to upholding a standard of educational excellence that ensures serving the public with the highest level of competence, knowledge, and professional ethics.



Program Tracks and Residency Requirements

The structure of the curriculum at ITEA enables out-of-state Traditional Track students to continue to live at home and attend Intensives at specific intervals throughout each of the first two program years. Before clinical training begins in the third year, these students must be relocated to Colorado for this training. Some courses may be delivered through synchronous distance education.

Practitioner Track students attend classes 4 consecutive days each month from Thursday to Sunday for 17 weekends of Pre-Clinical hours, followed by clinical training onsite at ITEA. Off-site supervision for out-of-state students can only occur in a state that allows a qualified practitioner of that state to supervise an intern enrolled in a school in another state.

Admissions Requirements

Qualifications and Eligibility

U.S. citizens who have studied outside the U.S. must have the equivalent of a bachelor's degree that documents at least three full years of postsecondary education from a nationally or regionally accredited (or otherwise approved or recognized) institution.

ITEA recognizes that most non-U.S. institutions of higher education often cannot provide academic transcripts in the standard U.S. credit hour format. In such cases applicants may be required to submit original course descriptions to verify the actual content and hours of prior training.

For non-English language credentials equivalent to a U.S. bachelor's degree, students must also follow the requirements in the paragraphs above.

These must be demonstrated prior to admission via a report from an approved credentialing translation and evaluation only. It is the student's responsibility to arrange for such a report to be sent to the Institute.

English Proficiency

All instruction is taught in English only. English language proficiency, both spoken and written, is required of all enrolled students. Applicants whose native language is not English must demonstrate English language proficiency either by obtaining a minimum score of 61 on IBT in the test of English as a Foreign Language (TOEFL) or by having at least two years of education at an English-speaking school.



Application Deadline

Prospective students may apply up to 15 days prior to the beginning of the academic year, unless class enrollment for that year has already been reached. If enrollment for the year is full, the applicant will be placed on a waiting list for the following year.

Advanced Standing

For Traditional Track students, ITEA does not generally recognize advanced standing. Course work from other acupuncture schools does not emphasize Classical Five-Element Acupuncture (CF-EA) and point location. Even CF-EA schools have diverse instruction sequences because the discipline is an oral tradition. In exceptional cases, students may be admitted to the program with advanced standing within the first year of the Intensives.

Applicants must agree to test out of basic coursework and point location with an 85% passing grade to enter a class already in session. Advanced standing applicants must fulfill all other admission requirements listed above as for a regular application process. Tuition will be equal to that of the class the applicant joins.

For Professional Track students, individual applicants are evaluated for advanced standing at the discretion of the Academic Dean, and admitted into the program with an established plan for fulfilling all requirements of the program.

- If proficiency in these other courses has not been attained, the applicant must have a plan for fulfilling these requirements in order to graduate.
- The plan may include attending classes at ITEA for an additional fee.
- All credits must be at post-secondary level, obtained from an accredited college or university recognized by the U. S. Department of Education.



“Climb up on the way and its virtue and go drifting
and wandering,
neither praised nor damned, now a dragon,
now a snake, shifting with the times,
never willing to hold to one course only, now up,
now down, making harmony for your measure,
drifting and wandering with the ancestors
of the ten thousand things.”

Alan Watts

Transfer Credits and Prior Learning Credits

ITEA will evaluate previous education and training, and when applicable, transfer for prior learning credit will be given. Advanced standing applicants receive transfer credits for all coursework satisfactorily tested upon entry into the program. It is the responsibility of the student either to make up or obtain transfer credits for other necessary courses which are part of the program.

Students in the Traditional Track may enter the program no later than the beginning of the second year.

ITEA does not guarantee transferability of credits to another institution unless there is a written agreement with that institution.

Practitioner Track applicants must document their profession, college transcripts and license.

They will be assessed based on the number of years in practice obtaining their own clients, required business paperwork and financial accounts. Students will still be required to complete required training in biomedicine, Zero Balancing and seminars taught by Elisabeth Rochat.

Review of Educational Requirements

Traditional Track

At the time of enrollment, Traditional Track applicants must have completed 90 semester hours or 120 quarter hours of higher education at post-secondary level.

Before Enrollment

4 semester credits of Biology due before enrollment
4 semester credits of Anatomy & Physiology I due before enrollment

By Intensive 3

3 semester credits of other Biomedical studies (Psychology or Chemistry)
1 semester credit of Medical Terminology due by Intensive 3

By Intensive 7

4 semester credits of Anatomy & Physiology II

Practitioner Track

This track is for healthcare practitioners with at least one year managing all aspects of a private practice. It is for those with education toward a specialized field related to their Master's Degree, and who are already licensed.

Requirements

- A plan must be in place for completing these courses at the time of enrollment.
- These courses must be obtained from an accredited college or university recognized by the U.S. Department of Education.
- Original transcripts must total 106 semester credits by the 7th intensive. These additional hours will be included in the ITEA acupuncture program.
- Failure to meet the deadlines mentioned above may result in temporary withdrawal from the program for one year.

Admissions Application Process

Application Requirements

To apply for the Traditional Track or Practitioner Track at ITEA, please submit a formal application through the Admissions Application page at itea.edu. Include the requested items listed below. All requested materials must be sent with the online application. No application will be processed until all information is received.

- Completed Application Form
- Non-refundable application fee
- One recent headshot taken within two years
- In addition to the application materials listed in the application and above, please note additional admissions application requirements:
 - Two letters of recommendation from people not related to the applicant (explained in the online application)
 - Official transcripts verifying all coursework completed at an accredited university or college
- Admissions interview with two ITEA leadership members
- Completed Enrollment Agreement at time of acceptance with non-refundable Enrollment Fee

Acceptance Policy

- The Institute of Taoist Education and Acupuncture, Inc. accepts students on the basis of individual merit (see Diversity and Inclusivity information on page 9).
- If there are any outstanding concerns or conditions to acceptance, the applicant is sent a letter outlining these concerns, and a provisional acceptance letter.
- If the applicant is not accepted, they are sent a letter outlining ITEA's concerns contributing to the rejection.
- ITEA does not accept non-matriculated students into its core Classical Five-Element Acupuncture program.
- Acceptance into the program does not guarantee employment, certification, licensure, or compliance with conditions for eligibility for registration or licensure.
- Further, the Institute does not provide any placement assistance programs.

Admissions Interview

A personal interview with one or two ITEA leadership members is required for each applicant after all other admissions application materials have been submitted.

Interviews are a key part of the application process and are held in-person at ITEA or they may be conducted on Zoom/ phone on an individual basis. ITEA will inform the prospective student how to schedule the interviews after the Director of Admissions has received all items in the formal application.

Upon successful completion of the interview, which is a significant part of the admissions process, a determination will be made concerning the candidate's acceptance into the ITEA program.



The oral tradition at ITEA of the Classical Five-Element Acupuncture curriculum is based on a spiral (non-linear) system of learning. Many courses are cumulative in nature. Material that is presented at first may be revisited in increasing depth in subsequent sessions. Between sessions, students are expected to internalize the material at their current level of competency in preparation for future learning.

Year 1 Course of Study

In the Traditional Track, there are 4 terms per year. Within each term are Intensives of between 13 and 15 days, on site at ITEA, along with some on-line classes. Study and homework submission occurs during the remainder of the term, along with virtual check-ins and progress reports with the Dean of Students. Intensives occur mostly in September, November, February and May for the first two years of the program. During the third year, two Clinical Intensives are held in August and January with additional material interspersed throughout the year. Homework, given quarterly, must show satisfactory understanding of all material from any given year prior to being accepted into the next year. In years one and two, an individual mid-year review is held with a panel to assess student progress within the program.

In the Practitioner Track, the CFEA curriculum is the same as the Traditional Track. The Enrollment Requirements are the same, in addition to the completion of a healthcare related Master's degree. Upon enrollment, credit is given for education already accomplished, including the time (one year or more) the student has been in private practice as a healthcare practitioner. For this track, students may live at home and continue to work, attending classes once per month from Thursday to Sunday. On occasion, some content may be taught on-line.

In this tradition, the most important effort required of students is to attempt the work, for if nothing is attempted, no learning can occur.

Year 1 Course of Study

C101 - C104:

Classical Five-Element Acupuncture

These courses give a solid base for the study of Classical Five-Element Acupuncture. History and procedures, associations and laws are covered. The five elements and the Officials are taught, as they appear in us and in Nature. The diagnostic tools are explained and students begin using them. Students also begin taking pulses, and Physical Exam techniques are discussed. In C104, students are tested on their knowledge in order to be able to progress to the second year.

P101 - P104:

Points 1 - 4

The point location for Classical Five-Element Acupuncture is very precise. The points are found through knowledge of surface anatomy, and with the help of measuring devices and sensitivity to bodies. Students learn the points of the arms and legs in the first year. Continual feedback and practice is necessary for the refinement of touch consistent with CF-EA point location. Students are taught types and spirits of points. At the end of the year, students are tested on knowledge of points.

SWS 1 - 4:

Survey of Western Science 1-4

Courses provide an integrated understanding of common human pathological conditions and the processes causing disease according to the biomedical model with an overview of the pharmacology and therapeutics related to specific health conditions. In addition, an introduction to western clinical laboratory and radiologic examinations are part of the curriculum. Specific topics for each course will be updated.

N103:

Nutrition for Clients

This course allows students to develop an understanding of the structure and function of proteins, carbohydrates, fats, vitamins and minerals, and the symptoms of deficiencies and excesses. It discusses the importance of the prevention of the chronic diseases prevalent in the United States today, including the role of specific nutrients and foods in each disease process. Students will acquire an overview of different dietary philosophies in order to meet the needs of a diverse client population.

ZB104:

Zero Balancing

This four-day program covers the Zero Balancing methodology of integrating body energy with body structure. Emphasis is placed upon learning basic theory, skills and protocol. Students also practice Zero Balancing techniques and finish with a hands-on working knowledge of Zero Balancing. This course has been approved by the Zero Balancing Association and counts towards Zero Balancing certification.

CL104:

Clinical Observation Lab

Observation of practitioners is required in the ITEA Student Clinic and with qualified Five Element practitioners in private practice. Students have the chance, when possible, to refine their pulse-taking skills. Observation in Clinic can be an exercise on touch, listening, color sensing, smelling and emotion sensing as much as the student can learn from their current level of understanding. There may be some learning around topics in the physical exam, depending upon the client's needs. Observation will also give students experience through seeing a variety of clients, student practitioners and supervisors, and styles of practice.

A majority of the courses will be taught during the 13-15 day intensives in person. However, select content may be taught online at various times.



Year 2 Course of Study

C201 - C204:

Classical Five- Element Acupuncture 5 - 8

These courses further enhance Classical Five-Element Acupuncture. It explains the intake process, called Traditional Diagnosis, and the 'four examinations' of questioning. Blocks to treatment are discussed, as is client management and treatment planning. A large part of this year is a focus on sensory development of students and their interaction and rapport with a client. Between Intensives, students continue Clinical Observation, continue to take pulses and practice diagnostic skills. In C204, students are tested on their knowledge in order to be able to progress to the clinic. Clean Needle Technique, Bloodborne Pathogens, and OSHA requirements prepare students for working in a clinic.

P201 - P204:

Points 5 - 8

Again, the point location for Classical Five-Element Acupuncture is very precise. The points are found through knowledge of surface anatomy, and with the help of measuring devices and sensitivity to bodies. Students learn the points of the torso, front, back and sides in the second year. They also learn upper limbs. Continual feedback and practice is necessary for the refinement of touch consistent with CF-EA point location. Students are also taught further spirits of points to increase their understanding and application. At the end of the year, students are tested on knowledge of points and their spirits, in preparation for clinic.

SWS 5-8:

Survey of Western Science 5-8

Courses covering pathology, pharmacology and western medical testing occur in year 2.

HP202:

Chinese History and Philosophy 1

Elisabeth Rochat discusses the Secret Treatise of the Spiritual Orchid, Chapter eight of the Su Wen, the Zang Fu, Body's Organs, and the emotions. Elisabeth, scholar of ancient Chinese history and philosophy for more than 25 years, has been primary lecturer and General Secretary of the Ricci Institute, senior lecturer for the European School of Acupuncture, and holds degrees in Philosophy and the Classics, and Chinese Studies. She is co-author of many exquisite books on Chinese philosophy. Elisabeth enlightens students through explanation of the meanings of Chinese characters, and their evolution through history.

PM204:

Practice Management

The purpose of this introductory Practice Management course is to orient students in the second year with how to participate in public events and how to give a public presentation. Students also learn about expectations for professionalism in the Clinic. Training on answering the Clinic phone, basic logistics of Clinic and clinical procedures are included.

CL104: Continued in Year 2

The total Clinical Observation hours required by ITEA for graduation is 150. Of these hours, 60 must be completed before the student may embark upon the Clinical Years. It is the responsibility of the student to schedule observation in the Clinic. Within the 150 total hours, 60 of the total hours must also be done with a qualified Five-Element practitioner. Students must read Guidelines for Student Clinic Observation in their handbook before observing.



Years 3 and 4

Course of Study

During the third year, two Clinical Intensives of 16 days are held in August and January. Additional classes are scheduled in November and April for 3-5 days.

C301 - C304: **Classical Five- Element** **Acupuncture 9 – 12**

These courses further enhance Classical Five-Element Acupuncture. Students watch videos of Hilary Skellon with clients and discuss diagnosis and treatment plans. ITEA has collected different voice sounds which illustrate one of the diagnostic tools used in Classical Five-Element Acupuncture, and students listen to those.

P301, P303, P304: **Points 9, 11, 12**

Students review all aspects of acupuncture points. Again, the point location for Classical Five-Element Acupuncture is very precise. Students learn head points, and gain facility in using points while they are in clinic. Students are taught formalized treatments, and the spirits of more points, and they are then tested on all the points and their spirits.

CL301: **Clinical Intensive 1 – 2**

Each Clinical Intensive prepares the student to treat clients. Under supervision of the Clinical Director and/or an assisting supervisor, each student sees two clients as a primary practitioner. When not serving as the primary student practitioner, students assist their classmates with other clients. Participatory discussions are held after each Traditional Diagnosis (TD) and treatment. Practical sessions promote competency in all aspects of each treatment performed, including professional demeanor, intake skills, record keeping, treatment planning, preparation, pulse taking, physical examination, time management, client management, and confidentiality.



Years 3 and 4 Course of Study

PM301 - PM304:

Practice Management 1 – 4

Many subjects relating to an acupuncture practice are covered in these courses. Between Intensives until graduation, students assist in managing and running the student clinic, and pursue topics related to management of a practice.

PM312:

Practice Management Lab

Students complete 6 semester hours doing these courses. Some classes may have a Senior Project while others may not. Practice Management includes a presented Case Study, and several talks to the public on Acupuncture. Practice Management also includes several Manager's jobs, which show students how to lead others.

CL303:

Clinical Intensive 3 – 4

The purpose of this course gives the student continuing clinical experience under supervision. The student will participate in 20 separate treatments during both Clinical Intensives, meaning he or she must be involved in at least 230 additional separate treatments to fulfill ACAHM's requirement of 250 separate treatments. Class time will also involve each student working on their own individual areas for personal development as practitioners.

WT302:

Western Medical Testing

This course introduces the student to western clinical laboratory and radiology examinations. Students are taught how to incorporate the relevance of this information into how they are working with their patients in an acupuncture clinic or private practice.

This course also focuses on the principles of western physical exam methods. Students learn how to perform basic exams and how to incorporate their findings into the care of their acupuncture patients.



Years 3 and 4 Course of Study

HP302:

History and Philosophy 2

Elisabeth Rochat presents information on the Meridians and Extra Meridians with all Vital Circulations and their Organization, Liquids in the Body, Bodily Fluids, Blood and Qi.

SWS 9 - 11:

Survey of Western Science 9 – 11

Courses covering pathology, pharmacology and western medical testing occur in Year 3.



T404:

NCCAOM Exam Prep

Basic concepts of Traditional Chinese Medicine and the eight principles are taught, along with cupping technique and other techniques familiar to TCM practitioners. The National Certification Commission for Acupuncture and East Asian Medicine is explained, and guidance for further study is given. Extensive review sessions are held, and individual case studies are presented as students prepare for their own further study for the exams. A course exam is given.

HP402:

History and Philosophy 3

Elisabeth Rochat discusses Yin/ Yang, Heaven/Earth, Five Elements, Life, Essences, Fu, Po, Hun, Shen, Yi and Hi. Elisabeth, scholar of ancient Chinese history and philosophy for more than 25 years, has been primary lecturer and General Secretary of the Ricci Institute, senior lecturer for the European School of Acupuncture, and holds degrees in Philosophy and the Classics, and Chinese Studies. She is co-author of many exquisite books on Chinese philosophy. Elisabeth enlightens students through explanation of the meanings of Chinese characters, and their evolution through history.

BBP 403: Biomed Board Prep

Faculty of Western Science and Biomed will review NCCAOM Biomedical board exam content outlines and required competencies. Test-taking and study skills will be incorporated into the class. Practice test questions in each of the NCCAOM Domains will be reviewed. A 100 question mock exam will be available in Populi for students to take when they feel ready.

Course Credits

Program Requirements

Timeline	Course	Didactic Hours	Semester Credits
Corequisites	Anatomy & Pysiology I	60.0	4.0
	Biology	60.0	4.0
By the 3rd Intensive	Chemistry or Psychology	45.0	3.0
	Medical Terminology	15.0	1.0
By the 7th Intensive	Anatomy & Physiology II	60.0	4.0
	Total	240.0	15.9

Year 1

Course #	Course Name	TT Didactic Hours	Semester Credits	PT Didactic Hours	Semester Credits
C101	Classical Five-Element Acupuncture 1	64.2	4.2	64.2	4.2
C102	Classical Five-Element Acupuncture 2	59.4	3.9	59.4	3.9
C103	Classical Five-Element Acupuncture 3	50.1	3.3	50.1	3.3
C104	Classical Five-Element Acupuncture 4	33.6	2.2	33.6	2.2
N103	Nutrition for Clients	25.2	1.7	25.2	1.7
P101	Points 1	28.5	1.9	28.5	1.9
P102	Points 2	33.0	2.2	33.0	2.2
P103	Points 3	13.8	0.9	13.8	0.9
P104	Points 4	21.9	1.4	21.9	1.4
SWS 1	Survey of Western Science 1	16.8	1.1	16.8	1.1
SWS 2	Survey of Western Science 2	16.8	1.1	16.8	1.1
SWS 3	Survey of Western Science 3	16.8	1.1	16.8	1.1
SWS 4	Survey of Western Science 4	16.8	1.1	16.8	1.1
ZB104	Zero Balancing	33.6	2.2	33.6	2.2
	Total	430.5	28.3	430.5	28.3

Course Credits

Year 2

Course #	Course Name	TT Didactic Hours	Semester Credits	PT Didactic Hours	Semester Credits
C201	Classical Five-Element Acupuncture 5	59.1	3.9	59.1	3.9
C202	Classical Five-Element Acupuncture 6	41.4	2.7	41.4	2.7
C203	Classical Five-Element Acupuncture 7	52.2	3.4	52.2	3.4
C204	Classical Five-Element Acupuncture 8	67.2	4.4	67.2	4.4
HP202	History/Philosophy 1	16.8	1.1	16.8	1.1
P201	Points 5	33.3	2.2	33.3	2.2
P202	Points 6	34.2	2.3	34.2	2.3
P203	Points 7	40.2	2.7	40.2	2.7
P204	Points 8	21.0	1.4	21.0	1.4
PM204	Practice Management	1.8	0.1		
SWS 5	Survey of Western Science 5	16.8	1.1	16.8	1.1
SWS 6	Survey of Western Science 6	16.8	1.1	16.8	1.1
SWS 7	Survey of Western Science 7	16.8	1.1	16.8	1.1
SWS 8	Survey of Western Science 8	16.8	1.1	16.8	1.1
	Total	434.4	28.6	434.4	28.6



Course Credits

Year 3

Course #	Course Name	TT Didactic Hours	Semester Credits	PT Didactic Hours	Semester Credits
C301	Classical Five-Element Acupuncture 9	13.2	0.9	13.2	0.9
C302	Classical Five-Element Acupuncture 10	18.0	1.2	18.0	1.2
C303	Classical Five-Element Acupuncture 11	22.8	1.5	22.8	1.5
C304	Classical Five-Element Acupuncture 12	1.2	0.1	1.2	0.1
CL301	Clinical Supervision 1 (Clinical Intensive 1 & 2)	83.1	5.5	83.1	5.5
CL303	Clinical Supervision 2 (Clinical Intensive 3 & 4)	78.0	5.1	78.0	5.1
HP302	History/Philosophy 2	16.8	1.1	16.8	1.1
P301	Points 9	15.3	1.0	15.3	1.0
P302	Points 10	3.0	0.2	3.0	0.2
P303	Points 11	9.0	0.6	9.0	0.6
P304	Points 12	4.8	0.3	4.8	0.3
SWS 9	Survey of Western Science 9	8.4	0.6	8.4	0.6
SWS 10	Survey of Western Science 10	8.4	0.6	8.4	0.6
SWS 11	Survey of Western Science 11	8.4	0.6	8.4	0.6
PM301	Practice Management 1	42.0	2.8		
PM302	Practice Management 2	12.6	0.8		
PM303	Practice Management 3	16.2	1.1		
PM304	Practice Management 4	25.2	1.7		
WMT302	Western Medical Tests	8.4	0.6	8.4	0.6
	Total	394.8	26.1	300.8	19.8



Course Credits

Year 4

Course #	Course Name	TT Didactic Hours	Semester Credits	PT Didactic Hours	Semester Credits
T404	NCCAOM Prep in TCM	109.2	0.6		
HP402	History/Philosophy 3	16.8	7.2	16.8	7.2
BMP403	Biomed Board Prep	8.4	1.1		
	Total	134.4	8.9	16.8	7.2

Clinical and Lab Training

Course #	Course Name	TT Didactic Hours	Semester Credits	PT Didactic Hours	Semester Credits
CL104	Clinical Observation Lab	150.0	10.0	150.0	10.0
CL302 and 304	Clinical Supervision Lab	510.0	33.7	510.0	33.7
PM312	Practice Management Lab	216.0	14.3		
	Total	876.0	57.8	660.0	43.56
	Total Didactic Program Hours	2510.1	165.6	2082.5	137.4

"From the moment I walked through the doors of ITEA, I felt like I was "home".

While on a tour of the school, the 3rd year students happened to be having their first day of clinic rotation and I thought it apt to point myself out as a prospective student and remind them all of how far they've come.

One of the students said something I'll never forget. He said,

"I remember that day very well, it was the best day of my life."



I'm now halfway through my first year as an acupuncture student, and I believe, wholeheartedly, that my first day at ITEA was the best day of my life. The community and learning environment that ITEA has built and continues to foster is like nothing I've ever experienced, and yet everything I need. One can mostly only *imagine* leaving a job that has provided greatly but you've wrestled with your entire life, to then find yourself on an unfolding path filled with purpose, incredible support, and an unwavering mission to, "Do Something Different". Because of ITEA, this is now my reality."

Faculty and Student Support

Faculty

All primary acupuncture faculty have been awarded teaching level certification from either Hilary Skellon or J.R. Worsley. The majority of our core faculty members continue in this lineage at its highest levels.

Faculty members teaching topics other than Classical Five-Element acupuncture are exceptional in their field. ITEA is fortunate to have many renowned scholars teaching on the topics of biomedicine and Chinese history and philosophy.

Students receive instruction from a variety of faculty members. Faculty members have extensive experience in teaching in-person and online. Learn more about our faculty: www.itea.edu/faculty

Student Supports

- Regular email communication informs students of important issues.
- Housing resources are provided as available.
- New Student Orientation is provided through the online student portal and instructional videos.
- Students receive an identification card when they begin at the Institute. The student ID can be used for discounts on purchases at many stores in the area.
- Introductory business cards are provided to students.
- Students receive discounted rates for treatment in the ITEA Student Clinic.
- The Binding Path Bookstore is located on campus. Students can purchase many books at cost. The bookstore also carries personal items and other supplies.
- Student mentors provides guidance from other students more advanced in their training.
- Personal and academic counseling and advising is available upon request.
- ITEA partners with Naropa University to provide additional counseling services to our students, if needed.
- Class sizes are small to allow for care and tracking of each individual student.
- A computer, copier and printing machines are available solely for student use.
- Clinical insurance for each student is paid by ITEA.
- Students receive instruction on the basic principles of Traditional Chinese Medicine to support them in studying for and preparing to take their national acupuncture examinations.



Technical Skills & Standards

The program at ITEA requires students to engage in diverse and specific experiences essential to the acquisition and practice of skills necessary to becoming a CF-EA practitioner. Unique combinations of cognitive, psychomotor and affective abilities are required to satisfactorily perform these functions. Providing safe care to patients is the priority in CF-EA education and is dependent on the skills of students in training to become practitioners. These technical skills and standards apply to all students and are applied to consideration of admission, matriculation, retention, and graduation from ITEA. Students must meet the following competencies.

Communication

Communication includes speech, reading and writing. Students must be able to communicate effectively with all members of a healthcare team. They must maintain appropriate records. They must be able to speak and hear effectively and be able to observe patients and peers to elicit information; perceive non-verbal communication; recognize and respond to changes in mood, activity, and posture. Students must demonstrate a willingness and ability to give and receive feedback. They must approach each patient free from any bias and with social and cultural sensitivity and obtain thorough information, and using critical thinking, establish rapport with all patients.



Observation/Sensory

Observation necessitates the functional use of the senses of vision, touch, hearing and somatic sensation. It is enhanced by the functional use of the sense of smell and by the ability to see color. Students must be able to acquire the information presented through demonstrations and experiences. They must be able to observe a patient accurately and appreciate non-verbal communications. They must be capable of perceiving signs of disharmony through physical examination. They must be able to observe a patient's body and demeanor, discern all aspects of the patients' physicality, obtain auditory information from voice, observe odor in patients, tolerate unusual smells such as moxa smoke and tolerate the use of WiFi on campus.

Motor/Physical

Students should have sufficient motor function to be able to execute movements required to provide general care and treatment to patients in all healthcare settings. Students must be able to directly examine patients; palpation of the body, pulse, and acupuncture points effectively and efficiently; perform a basic physical exam; demonstrate the use of all applicable clinical skills. They must be able to perform CPR and first aid and act in an emergency. Students must be able to, within reasonable limits, safely assist a patient in moving, for example from a wheelchair to a treatment table or chair. They must be able to accompany supervisors during clinical sessions, attend a full clinical shift, and a full day of classes/clinical work.

Intellectual/ Cognitive/ Conceptual

Students must be able to concentrate and engage in critical thinking and problem solving in the classroom and clinical setting. Students must be able to promptly complete required assignments and responsibilities related to the effective diagnosis and treatment of patients, which begins with assignments from the beginning of the program. They must be able to read, comprehend, synthesize and memorize extensive material, effectively participate in solving clinical problems; effectively interpret information from the initial Traditional Diagnosis; exhibit sound judgement, even under pressure; effectively organize information and tasks to efficiently work in patient care environments; and effectively function as a member of a health care team.

Professionalism/ Behavior/ Emotional/ Social

Students are required to consistently demonstrate integrity, honesty and fairness in all dealings with patients, peers, supervisors, and other faculty. They must be able to integrate feedback from supervisors, peers and administration. They must be able to preserve confidentiality and maintain a professional demeanor. Students must have the emotional stability to function effectively under stress and adapt to an environment that may change in unpredictable ways. They must be both willing and able to change their behavior when it interferes with productive individual or team relationships. They must possess the ability to reason morally and practice in an ethical manner. They must possess attributes that include compassion, empathy, responsibility and tolerance. They must be able to engage in patient care delivery in all settings and to all patient populations including, but not limited to adults, developmentally disabled people, medically compromised or vulnerable adults and adolescents.

Computer Requirements

Online learning will require an updated computer to ensure functionality with ITEA information systems. Current requirements and recommendations for computer operating systems:

- Students need access to a laptop or desktop computer. A tablet or cell phone can be used as a supplementary device, but it will not replace the need for a computer.
- Devices needs to have the ability to run Microsoft Office products with enough space on to store documents and stream videos.
- Laptops or desktops will need to have a camera and microphone.
- Internet connection must have enough bandwidth for videos.
- [Click here for further recommendations](#)



Financial Information

Several federal financial aid options are available. In addition, ITEA is approved by the Colorado Office of Veterans Education and Training for Veterans Education and Benefits. ITEA has also been approved for Colorado Vocational Rehabilitation Programs.

Tuition

Traditional Track: \$72,720

Practitioner Track: \$48,000

Learn More:

itea.edu/admissions/tuition-and-fees

Email: financial@itea.edu

Program Guidelines and Regulations

Practice

Students who were acupuncturists before enrolling at ITEA must not practice Classical Five-Element Acupuncture in any form until they are in the student clinic under the supervision of an ITEA Classical Five-Element practitioner. Students must not teach Classical Five-Element Acupuncture while in the program. A student who does not comply with these regulations, or whose conduct endangers life or impedes healing will be dismissed from the program.

Attendance Requirements

Students are expected to arrive on time for class with proper materials for in person and on-line classes. The Institute requires an overall attendance rate of 100%. Students will be evaluated on attendance by all faculty. Any missed class instruction must be learned on the student's own time, and the student's understanding must be verified by notes on the missed content. Students must have knowledge of all course material in order to graduate. Students must graduate within six (6) years of their original enrollment date.

Temporary Withdrawals

Students who are unable to continue classes for medical or personal reasons will be required to take a temporary withdrawal until they are able to return and join another class in progress.

Program Guidelines and Regulations

Academic and Personal Progress

Students are required to have satisfactorily completed all written work for a certain year before entering the next year. They will also be expected to have assimilated, integrated, and applied the material at a high level of ability. Teachers will evaluate students on personal progress throughout the program, and oral or written progress reports will be given to students periodically. Records of student work and progress may be reviewed upon request.

Students may re-sit both homework, written exams and point location exams three times. After three resubmits if a student needs more help, they will be asked to meet with the Dean of Students who will assess if additional tutoring is appropriate. After such tutoring, students may again re-sit any unsatisfactory work up to an additional three times. This will determine if timely academic progress is being made within an academic year.

In the event that the student is still unable to meet the desired standards, then decisions regarding the student progress in their cohort, or their suitability to the program, will be made in the Student Progress Panel meeting, held mid-year; or in the interim by the Academic Dean.

If it is deemed that further time to study is required, the student will be asked to take a temporary withdrawal and return with the following class year. If it is determined that the student is not suited to the program, they will be asked to withdraw from the program.

Progress Panels

In December or January after the end of the second term, all students will attend an individual meeting with a review panel in order to assess the student's ability to move forward with the program.

- Prior to the meeting, students will fill out a self-assessment form to evaluate their own progress, strengths and areas for improvement.
- The panel is a professional and collaborative meeting, introducing students to similar meetings in the clinical years.

After discussion and evaluation with the panel, students will either:

- Move forward with the second part of the year.
- Continue forward on probation if there are problem areas needing more attention. The student will be on probation until July of that year and will meet with the Dean of Students to check progress.
- Be asked to return in a year as part of the next class. This is not a punitive action, rather it is a time to make the necessary changes to reinforce the personal growth and learning required for the program and in order to continue as a student.

Areas that are cause for concern and addressed with the panel when appropriate:

- Late homework
- Failure to apply recommendations from homework markers
- Not submitting weekly assignments in a timely manner
- Lack of willingness for personal growth and self-reflection

Program Guidelines and Regulations

Graduation Requirements and Policies

A Master of Acupuncture Degree in Classical Five-Element Acupuncture will be awarded to all students who:

- Complete all required instruction.
- Meet graduation requirements that are in effect at the time of graduation, unless written policy states otherwise.
- Complete and pass all written exams, point location exams and homework. The grading of exams and homework is based on evaluations of two or more practitioners, and will be on a pass/retake basis. Assessments are provided in response to each section of examinations and homework.
- Demonstrate readiness to practice in five areas: academic potential, psychological and emotional maturity and stability, personal motivation, moral character, and the care, concern and respect shown for others.
- Have no outstanding bills, tuition, or fees with the Institute of Taoist Education and Acupuncture or its contractors or employees.

The following must be on file with ITEA to graduate:

- All official transcripts for required courses in Anatomy and Physiology, Western Science/Psychology and other Biomedical courses, if applicable
- Current certification in CPR from the American Heart Association or the American Red Cross
- Point location sheets documenting 150 hours, checked by certified Classical Five-Element practitioners
- 150 Clinical Observation hours documenting 60 external hours with a qualified Five-Element practitioner and 90 internal hours observing in the ITEA Clinic
- All required self evaluations as well as evaluations from all supervisors documenting the student's clinical work
- Clinical supervision sheets documenting 510 hours of work with Classical Five-Element practitioners certified to supervise by ITEA, and copies of all intakes and treatment sheets contained in the 510 hours
- Satisfactory exit evaluation from all supervisors
- Exit Interview with the Department of Education (if financial aid student)



Academic and Professional Conduct Policy

Disciplinary action may be taken in the form of a verbal warning on lack of progress (noted in the student file), if further progress is not made, a written warning will follow. If a student is working to correct the problem, they may be put on probation for up to 6 months. If after this time no progress is made, the student will be asked to withdraw from the program.

Conduct Policy

All students are expected to act maturely and with respect for other students and faculty members. Students are expected to keep up with their studies in the program, or to contact the Dean of Students to discuss their progress. Possession of weapons, illegal drugs, and alcohol of any kind are not allowed at any time. Any violation of school policies may result in permanent dismissal from the Institute.

Probation and/or Dismissal from the Program

A student may be withdrawn from classes if he or she does not make satisfactory progress. The Board of Directors, after consultation with all parties involved, makes the final decision.

Teachers may temporarily suspend a student whose conduct is disruptive or unacceptable to the academic setting. After appropriate counseling, students who demonstrate a genuine desire to learn and conform to school standards of conduct may be allowed to resume attendance. The Board of Directors will review each case, and decide upon readmittance.

Insufficient academic performance or unprofessional behavior at the Institute are grounds for academic probation and if uncorrected, dismissal from the program. The student is first given a verbal and written warning of performance or behavior deemed unsatisfactory by the Dean of Students, and/or the President. If the area of concern or behavior in question continues, the student may be placed on probation.

If no resolution is forthcoming, the student may be dismissed from the program. At any time in the process, a course of action for the student may be developed by the Administration or an instructor, providing the student with the opportunity to demonstrate that they have resolved the area of concern.

Refusal to pay fees/tuition, illegal, violent or any form of threatening or abusive behavior - emotional or physical, is grounds for immediate dismissal from the program.

Grievance Procedures

Constructive comments from students on all aspects of its program are welcomed and carefully considered by the Faculty and Administration. When suggested changes are seen to be practicable, and in the best interests of the Institute, every effort is made to implement them.

Should a student voice a grievance, every attempt is made to resolve their concern. All grievances and/or appeals will be handled in an effective and constructive way, through procedures outlined in the student policy manual. If no resolution is reached, students may file a complaint through the Colorado Department of Higher Education: <https://cdhe.colorado.gov/students/how-do-i/file-a-student-complaint>

Right to Privacy

The amended Family Educational Rights and Privacy Act of 1974 (Public Law 93-579) and the Rules and Regulations of the U.S. Department of Health and Human Services, "Privacy Rights of Parents and Students," provide the following rights to students:

- The ability to review their educational records.
- The ability to request changes in those records if an inaccuracy, misleading statements, or a violation of student's rights are found.
- The ability for the student to insert clarification if ITEA does not make the proposed changes.

Student records may not be disclosed to anyone other than ITEA office staff, officials from licensing and accreditation boards, or auditors without the student's written consent.

Licensing Requirements

Licensure in Colorado

NCCAOM certification (examinations administered by the National Commission for Certification of Acupuncture and Oriental Medicine) is required in order to practice acupuncture in the State of Colorado.

To sit for the NCCAOM exams, students must have graduated from a nationally accredited school, or one which is in candidacy status to be accredited.

ITEA is a nationally accredited school and completion of the program allows graduates eligibility to register for NCCAOM exams.

- The State of Colorado regulates acupuncture licensing, requiring graduation from an ACAHM-accredited program in acupuncture and certification in acupuncture by the NCCAOM after passing the required board exams.
- Colorado is among the 46 states that use the NCCAOM exams for license eligibility requirement.

Licensure in Other States

Licensure regulations vary from state to state. The ability of an individual candidate to be licensed in a state is dependent on meeting the specific licensure requirements for that state.

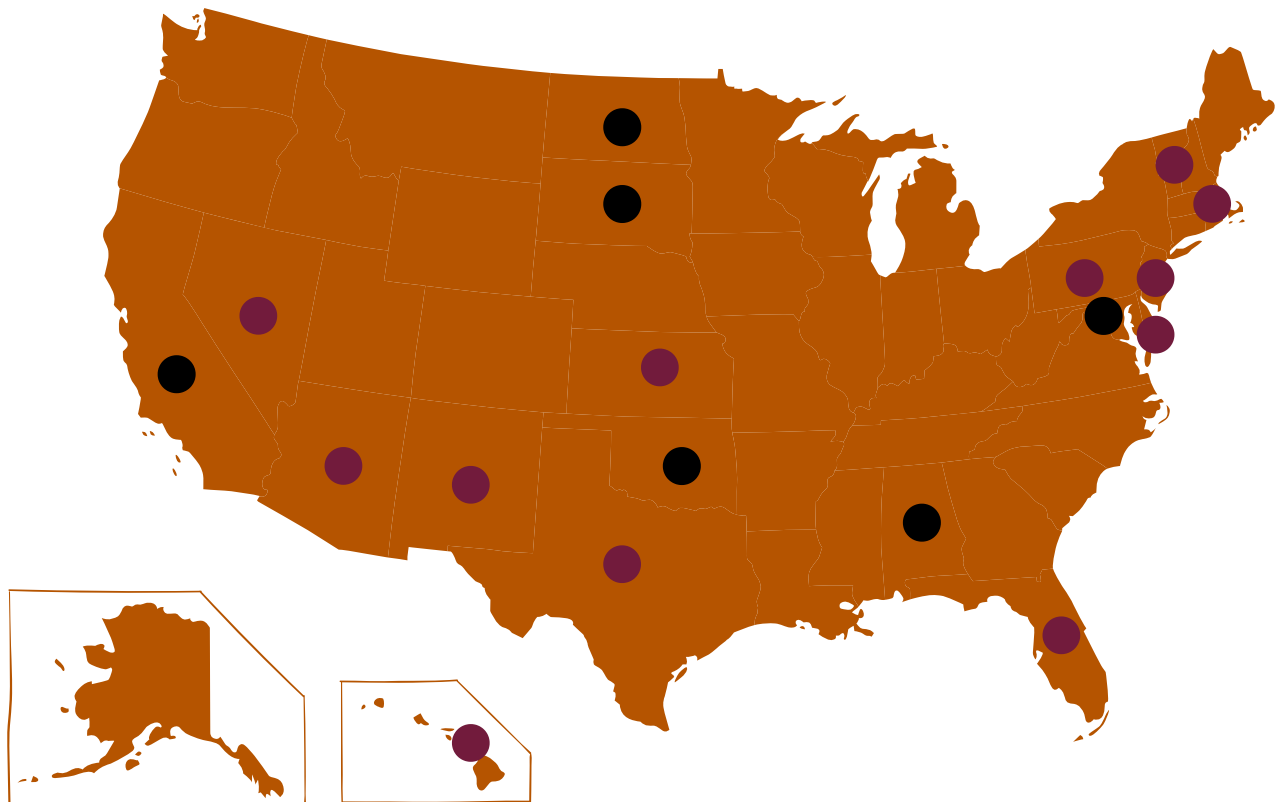
- Completion of the ITEA program does not automatically qualify graduates for licensure or registration. In addition to the information below, applicants and students are responsible to research the licensing requirements for the state in which they intend to practice.
- Since acupuncture is a rapidly growing profession, state requirements for licensing are frequently revised and will be updated by ITEA annually.
- ITEA updates this information after annual review and publishing. In many states, NCCAOM certification serves as a full or partial basis for licensure.
- Some states require more clinical training hours than required by ACAHM.

ITEA has designed the Master of Acupuncture (M.Ac.) curriculum in accordance with the standards established by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and State of Colorado regulations.

ITEA Master of Acupuncture program graduates are eligible to take the Foundations, Acupuncture and Point Location, and Biomedicine exam modules offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

Refer to the NCCAOM website for the most current state information:
<https://www.nccaom.org/state-licensure>

ITEA State Acupuncture License Eligibility



This map and list of states outlines where ITEA has determined that the M.Ac. curriculum meets the educational requirements for licensure or certification, does not meet the educational requirements or requires additional eligibility specifications.

Eligible/ ITEA meets requirements:

Alaska, Colorado, Connecticut, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland*, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New York, North Carolina, North Dakota*, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming

Ineligible/ ITEA does not meet requirements:

Herbal Training Required:

Arkansas, California, Delaware, District of Columbia, Florida, Hawaii, Kansas, Nevada, New Mexico, Pennsylvania, Texas, Vermont

Additional Clinical Hours: Arizona

Acupuncture Only Licensure: DC, IL, MA

(requires 30 hours of herbal study and herbal board to practice herbs), OH, NJ, VT and PA

Undetermined/ Specific Eligibility:

Alabama: The state doesn't license acupuncturists, however, medical doctors, osteopaths, chiropractors, and physician assistants can perform acupuncture in the state of Alabama with no additional training required. This may change and efforts could result in Alabama requiring acupuncture licensure soon.

California: Requires state acupuncture licensing exam.

Oklahoma: The state does not have a licensing certification for acupuncturists. Currently, Oklahoma considers acupuncture to be within the scope of practice of a medical doctor. Chiropractors are also permitted to practice acupuncture. This could change in the future as professional organizations continue to advocate for licensure.

South Dakota: The state does not offer acupuncture licensure, although medical doctors, osteopaths, and chiropractors are able to practice acupuncture with additional training, testing, or certification. As with Alabama and Oklahoma, this could change.

***Maryland and North Dakota:** Requires licensure, but not NCCAOM exams.

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