Second Session of the Second Director Council of EIC-WFCMS

Conference Data

中国·天津 Tianjin·China
2012-10
尊敬的各位理事、各位来宾：

春华秋实，盛世相约！

热烈欢迎各位理事、各位来宾，携手渤海之滨——中国天津，共同交流、研讨、规划世界中医药教育，为了人类的健康福祉，共商世界中医药教育发展大计。

祝愿各位在津期间身体健康，工作愉快，万事如意！

我们将竭诚为您服务。

主办：世界中医药学会联合会教育指导委员会
承办：天津中医药大学

2012年10月19日
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世界中医药学会联合会教育指导委员会第二届理事会

2011-2012年度工作报告

世界中医学专业核心课程教材编译指导委员会

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世界中医学专业核心课程教材编译人员遴选条件（草案）

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<td>海河厅1号（酒店五楼）</td>
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<td>审议世界中医药教育指导委员会2011-2012年度工作报告</td>
<td>拉蒙（西班牙）</td>
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<td>王省良</td>
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<td>世中联副主席兼秘书长李振吉、国家中医药管理局领导、世中联教指委会长张伯礼颁发聘书</td>
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<td>国家中医药管理局国际合作司司长王笑频讲话</td>
<td>里根（比利时）</td>
<td>海河厅2+3号（酒店五楼）</td>
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<td>审议《世界中医学专业核心课程教学大纲（草案）》</td>
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<td>海河厅2+3号（酒店五楼）</td>
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<td>郑玉玲</td>
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<td>可持续性发展与和谐环境：中医药与环境保护的协同合作</td>
<td>黄立新</td>
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<td>应重视经络理论与编写中医药核心课程教材的一些想法&lt;br&gt;何树槐 意大利嘉达中医院（意大利）</td>
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<td>李琳</td>
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<td>王建军</td>
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早餐时间：上午6:00—8:00 午餐时间：12:00—14:00 就餐地点：二楼自助餐厅
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<tr>
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<td>Preparatory meeting of the Second Session of the Second Director Council of EIC-WFCMS</td>
<td>ZHANG Bolin</td>
<td>Riverside Hall NO.1 (2nd Floor)</td>
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<td>8:30—10:00</td>
<td>Discussing 2011-2012 working report of EIC-WFCMS</td>
<td>Ramon Maria Calduch (Spain)</td>
<td>Riverside Hall NO.2&amp;3 (2nd Floor)</td>
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<td>Presenting Appointment Certificate</td>
<td>WANG Shengliang</td>
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<td>Speech by the Leader of Department of International Cooperation of State Administration of TCM</td>
<td>Wilfried FC Legein (Belgium)</td>
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<td>10:20—12:00</td>
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<td>CAI Guangxian</td>
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<td>14:00—15:30</td>
<td>Discussing the Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)</td>
<td>Truong Viet Binh (Vietnam)</td>
<td>Riverside Hall NO.2&amp;3 (2nd Floor)</td>
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<td>15:30—15:45</td>
<td>Discussing the Selection requirement of Compilation and Translation Personnel of Textbooks for World Core Courses of Chinese Medicine Specialty (draft)</td>
<td>WANG Jian</td>
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<td>Tea break</td>
<td>ZHENG Yuling Li Jintian</td>
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<td>Some Concerns and Suggestions for the Development of Textbooks in International TCM Education</td>
<td>HU Hongyi (China)</td>
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<td>Sustainable Health, Environmental Harmony: The Ongoing Collaboration between TCM and Environmental Conservation</td>
<td>LI Xin Huang (U.S.A.)</td>
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<td>Basic TCM Normative and TCM Development</td>
<td>Vitalijus Naumavicius (Lithuania)</td>
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<td>Sociology Studies Concerning Chinese Medicine and the Status of TCM Education in Czech and Slovak Republics</td>
<td>Vitezslav Drahos (Czech Republic)</td>
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<td>Higher Education of Chinese Medicine in Taiwan</td>
<td>Yung-Hsien Chang (Taiwan China)</td>
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<td>American Healthcare System and the Education of Traditional Chinese Medicine</td>
<td>Shen Ping Liang (U.S.A.)</td>
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<td>Regulation, Education and Practice of Acupuncture and TCM in Canada</td>
<td>Xia Cheng (Canada)</td>
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<td>China-Vietnam joint education</td>
<td>Truong Viet Binh (Vietnam)</td>
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<td>Shuhuai He (Italy)</td>
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<td>Visiting Tianjin International Joint Academy of Biotechnology &amp; Medicine</td>
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Time for breakfast: 6:00-8:00  
Time for Lunch: 12:00-14:00  
Place: the 2nd floor buffet hall
世界中医药学会联合会教育指导委员会
第二届理事会 2011-2012 年度工作报告

2012 年 10 月 19 日

尊敬的各位理事，女士们，先生们，上午好！


一、组织宣传工作

教育指导委员会换届改选后，现有会员 129 名，分布在五大洲，28 个国家与地区。教育指导委员会秘书处建立并完善了教育指导委员会全体成员和世界各国 380 多个中医药教育机构通讯联络及基本信息电子档案。通过《世界中医学教育》（内部资料）和教育指导委员会的独立网页（中英文版），向世界更多的国家和地区广泛宣传中医药学教育的发展和中医学专业标准化建设的情况，让更多的人士了解到会指导委员会这个国际性决策咨询指导机构。发展了新会员，组织队伍不断壮大，各国中医教育交流不断增强，教育指导委员会的作用不断彰显，有力地促进了世界中医药教育的发展。

二、标准化建设工作

1.《世界中医学专业核心课程》成为国际标准

《世界中医学专业核心课程》于 2011 年 10 月在教育指导委员会第二届理事会一次会议上得到与会全体委员的原则通过，根据各位理事的建议与意见进行了认真的研究与修改，成为世界中联标准报批稿。该标准包括《中医基础理论》、《中医诊断学》、《中药学》、和《方剂学》4 门基础理论知识课程，和《中西医结合》2 门临床知识技能课程和 1 门《经典医籍选读》课程。课程总计约 1,530 学时。2012 年 6 月 23 日，在中国长春召开的“世界中医药学会联合会第四届第二次理事会与第一次监事会”上获得通过，是继《世界中医学本科（CMD 前）
教育标准》发布之后，世界中医学教育标准领域取得的又一新的成果。其明确了中医学教育的专业内涵，为编写世界中医学专业课程教材，以及开展世界中医学认证奠定基础，对推进世界中医学教育发展具有重要意义。

2、起草《世界中医学专业课程教学大纲（草案）》

为适应世界中医学教育发展需要和各国中医学教育机构需求，制定《世界中医学专业课程教学大纲》，以规范世界中医学专业课程教学内容，保证各国中医学专业毕业生的专业水平达到规定要求，以利于课堂教学质量评价和教学管理。

依据《世界中医学本科（CMD 前）教育标准》，参考中国国家中医药管理局主编的中医学课程《教学指导大纲》，教育指导委员会组织部分中医药大学各课程专家，起草了《世界中医学专业课程教学大纲（草案）》初稿：2012 年 6 月，在天津召开了“世界中医学专业核心课程教学大纲研讨会”，汇集了来自多所中医院校的课程专家，对教学大纲初稿进行研讨论证。《世界中医学专业核心课程教学大纲（草案）》包括：《中医学综合理论》、《中医诊断学》、《中药学》和《方剂学》4 门基础理论知识课程，《中医内科学》、《针灸学》、《推拿学》、《中医妇科学》和《中医儿科科学》5 门临床技能课程和《经典医籍选读》（含内经、伤寒学、金匮要略、温病学），共十门课程的教学大纲。

《世界中医学专业本科核心课程教学大纲（草案）》遵循了“必修、适用、够用、能用”原则，体现全球适用或通用的特点；符合培养计划的优化要求；目的需求明确，内容清晰，便于使用者理解应用；文字术语规范。各课程专家根据“世界中医学专业课程教学大纲起草说明”进行了热烈认真的讨论，对每门课程都提出了建设性意见。

会后，秘书处将修改稿寄至各国同行专家征求意见（如新西兰、加拿大、意大利、中国等国的中医专家提供了很好的建议）。修改后形成提交本次理事会讨论的《世界中医学专业核心课程教学大纲（草案）》文本。在此，我们非常感谢在座的理事对本次会议的热心支持与关注，提出自己的见解与调整意见。

三、策划世界中医学专业课程教材编译工作

为使《世界中医学专业课程教材》的编写、翻译和出版工作按照预期计划与目标进行，经与有关部门和专家商议、研讨及论证，起草了《世界中医学专业课程教材》指导委员会（草案）；《世界中医学专业课程教材》编写原则和要求（草案）；《世界中医学专业核心课程教材》编译人员条件（草案），拟提交本次理事会审议。

四、2013 年工作重点

1、启动世界中医学专业课程教材编译工作
为落实《世界中医学本科（CMD 前）教育标准》，加强中医药学专业课程建设，根据《世界中医学本科专业核心课程教学大纲》，按照《世界中医学本科专业核心课程教材》编写原则和要求，启动《世界中医学专业核心课程教材》（简称《核心课程教材》）的编译工作：

①、根据遴选条件确定《核心课程教材》编写人员，拟广泛吸收各国中医药院校的专家参与，发挥各国中医专家特长，使课程资源更多，学术覆盖更广。采用推荐、自荐相结合的方法择优录用（本年度 11 月底完成编写人员申报工作）。

②、规划《核心课程教材》编写程序，各门课程组按照出版节点完成书稿。

③、《核心课程教材》编写书稿完成后，启动《核心课程教材》英文翻译工作。根据《世界中医学专业核心课程教材》编译人员条件采用推荐、采取自荐相结合的方法择优录用（本年度 12 月底完成翻译人员申报工作）。

为使《核心课程教材》的编译、出版健康有序地开展，《世界中医学专业核心课程教材》编译指导委员会下设办公室负责《核心课程教材》编译的日常工作。

2、筹备第三届世界中医药教育大会

在北京召开的第二届世界中医药教育大会上已经决定 2013 年将在中国南京召开第三届世界中医药教育大会。教育指导委员会将与南京中医药大学作为承办单位做好大会的有关联络、征集论文、专题研讨等各项筹备工作。同时，在第三届世界中医药教育大会上，教育指导委员会将就《世界中医学专业核心课程教材》师资培训工作和世界中医学专业认证工作进行研讨。

五、理事会财务支出情况

教育指导委员会秘书处设立在天津中医药大学，秘书处日常工作由天津中医药大学四位工作人员承担。日常工作办公经费：各项会议的专家论证会；向世界中联缴纳年度管理费、国际通讯费、《世界中医药教育》刊物印刷费、邮费；会员证、理事证书制作工本费共计约 60 万元人民币。本年度费用均由天津中医药大学支付。

新一届理事会在世界中医药学会联合会的领导下，继续遵循世界中医药学会联合会章程，按照工作宗旨与目标联合世界各国（地区）从事中医药教育的专家学者、管理人员，为增进世界各国（地区）中医药教育机构之间的了解，推动世界中医药教育领域的交流合作，共同规范中医药教育，为实现中医药教育向标准化、国际化发展，满足世界各国对中医药人才的需求而努力做好教育指导委员会的工作！

谢谢各位理事。
世界中医学专业核心课程教材编译指导委员会

为了落实《世界中医学本科（CMD 前）教育标准》，加强中医学专业课程建设，根据《世界中医学专业核心课程教学大纲》，规范核心课程教学内容，世界中联教育指导委员会将启动《世界中医学专业核心课程》教材（简称《课程教材》）的编译工作。为使《课程教材》的编译、出版健康有序地开展，成立世界中医学专业核心课程教材编译指导委员会。

该编译指导委员会的主要职责是：确定《课程教材》的编译原则和要求；规划《课程教材》编译程序；确定各课程编译人员遴选条件；组织协调各课程组的编译工作；督促各课程编译组按照出版节点完成书稿。

《课程教材》编译指导委员会下设办公室，负责《课程教材》编译的日常工作。

附件 1：世界中医学专业核心课程教材编译指导委员会名单（草案）
附件 2：世界中医学专业核心课程教材编译办公室成员名单（草案）

世界中联教育指导委员会
2012-9-20
附件 1：世界中医学专业核心课程教材编译指导委员会名单（草案）

主任委员：张伯礼（中国）

副主任委员：
洪净（中国）  何树槐（意大利）
吴勉华（中国）  黄立新（美国）
高思华（中国）  梁慎平（美国）
范昕建（中国）  吴滨江（加拿大）
王省良（中国）  朱勉生（法国）
谢建群（中国）  拉蒙（西班牙）
刘良（中国澳门）  维尔弗莱德·里根（比利时）
张永贤（中国台湾）  弗拉基米尔·科兹洛夫（俄罗斯）
张越平（越南）  梅万方（英国）
郑心锦（新加坡）  后藤修司（日本）
冯学瑞（中国）  冯立（新西兰）
应小雄（中国）  孟凡毅（英国）
委员：
匡海学（中国）
杨关林（中国）
王之虹（中国）
范永升（中国）
蔡光先（中国）
欧阳云（中国）
王 普（中国）
郑玉玲（中国）
李焕东（中国）
周 然（中国）
唐 农（中国）
韩立民（中国）
李金田（中国）
李玫琳（中国）
周永学（中国）
胡鸿毅（中国）
王 键（中国）
韩晶岩（中国）
王国辰（中国）
刘跃光（中国）
卜兆祥（中国香港）

尹焕烈（韩国）
伯纳德·沃德（爱尔兰）
薛长利（澳大利亚）
马伯英（英国）
马克·麦肯基（美国）
石桥尚久（日本）
王葆芳（新加坡）
弗拉基米尔·那恰托依（俄罗斯）
袁晓宁（加拿大）
本多娃·路德米勒（捷克）
阿·伊万诺夫（澳大利亚）
宋钦福（墨西哥）
叶海丰（马来西亚）
李锦荣（泰国）
戴京璋（德国）
维塔金斯（立陶宛）
约翰·里德（利比里亚）
戈拉诺娃·左娅（保加利亚）
萨哈·以撒（尼日尔）
宝乐尔（蒙古）
白鸿仁（巴西）
附件2:世界中医学专业核心课程教材编译工作办公室成员名单（草案）

<table>
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<tr>
<td>何树槐（意大利）</td>
<td>李玲玲（中国）</td>
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</tbody>
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《世界中医学专业核心课程教学大纲（草案）》说明

为进一步深化世界中医学教育标准化建设，提高教育教学质量，根据《世界中医学专业核心课程》起草了《世界中医学专业核心课程教学大纲（草案）》。

一、起草背景

2009 年 9 月，世界中医药学会联合会颁布了《世界中医学本科（CMD 前）教育标准》，2012 年 6 月世界中联第三次第二次理事会审议通过了《世界中医学专业核心课程》。

为适应世界中医学教育发展需要和各国中医学教育机构要求，世界中医药学会联合会教育指导委员会决定，制定《世界中医学专业核心课程教学大纲》，以规范世界中医学专业课程教学内容，保证各国中医学专业毕业生的专业水平达到规定要求，并利于课堂教学质量评价和教学管理，也为编写世界中医学专业核心课程参考教材奠定基础。

二、文本起草过程及主要内容

依据《世界中医学本科（CMD 前）教育标准》，参考中国国家中医药管理局主编的中医学课程《教学指导大纲》（供中医药类规划教材使用），世界中联教育指导委员会组织部分中医药大学各课程专家，起草了《世界中医学专业核心课程教学大纲（草案）》初稿；2012 年 6 月，在天津召开了“世界中医学专业核心课程教学大纲研讨会”，汇集了近百名来自多所中医院校各课程专家，对教学大纲初稿进行研讨论证，并将修改稿寄各同同行专家征求意见和修改，形成现在的《世界中医学专业核心课程教学大纲（草案）》讨论稿文本。

《世界中医学专业核心课程教学大纲（草案）》包括：《中医基础理论》、《中医诊断学》、《中药学》和《方剂学》4 门基础理论知识课程，《中医内科学》、《针灸学》、《推拿学》、《中医妇科学》和《中医儿科学》5 门临床知识技能课程和《经典医籍选读》（含内经、伤寒学、金匮要略、温病学），共十门课程的教学大纲。

三、《世界中医学专业核心课程教学大纲（草案）》制定原则

《世界中医学专业核心课程教学大纲（草案）》遵循了“必须、适用、够用、能用”原则。

“必须”是指规定的课程内容必须是该课程体系的核心、主体，是中医临床医
必须掌握的本课程的基本理论、基本知识和基本技能，应保持中医学科理论的科学性、系统性和传承性。

“适用”是指规定的课程内容遵循国际中医学科医疗市场适用性，是临床实践中常用的理论、知识和技能，特别是临床课程规定的内容适合各国中医学科的实际需要。是有效、实用、体现中医药特色优势的疾病防治方法，能够被各国中医学科广泛使用。应吸取先进的、成熟的科研成果，并取舍得当。

“够用”是指规定的课程内容，前期课程是学习后期课程必须掌握的理论、知识和技能，能够满足后期课程学习需要，避免重要内容的遗漏；各课程内容能够满足本课程发展的需要，能够满足中医临床预防、医疗、保健的需要，为学习者的专业发展和职业发展奠定基础。

“能用”是指遵循各国法律符合性，不超越各国法律规定、不违背各民族文化和习惯而能够被使用的内容。

除以上原则外，还应注意以下4点：

1. 强调全球适用
   《世界中医学科专业本科核心课程教学大纲》是为世界中医学科教育的教学应用而制定，因此要适用于各国中医学科，要体现全球适用或通用的特点。

2. 重视整体优化
   《世界中医学科专业本科核心课程教学大纲》应符合培养计划整体优化的要求，各课程间应相互兼顾，科学合理的整合课程内容，避免不必要重复。

3. 目的要求清晰
   《世界中医学科专业本科核心课程教学大纲》中“目的要求”包括掌握、了解两个层次，内容要清晰明确，便于使用者理解应用。

4. 文字术语规范
   《世界中医学科专业本科核心课程教学大纲》将被译为多种语言版本，文本要文字严谨，意义明确扼要，使用规范的名词术语，不缀文。

各国中医学科教育机构在使用《世界中医学科专业本科核心课程教学大纲》时，可将“目的要求”中的掌握、了解的层次，按照重要性递减的顺序对应本国（地区）中医学科教育要求的分类或分级，也可对掌握和了解的内容做适当调整，注意调整比例。各国中医学科教育机构还可根据本国（地区）医疗环境、疾病谱和常用中医药防治方法的实际情况，增删临床课程中的病种及防治手段和方法等内容。
世界中医学专业核心课程教材编译原则与要求（草案）

随着中医药国际化进程的深入，各国对中医人才的需求不断扩大，促进了世界中医教育事业的发展，中医学已发展成为全球性的专业，各国（地区）培养了大批的中医专业人才，并为广大民众提供了良好的中医医疗服务。但是，世界中医教育尚处在发展的初级阶段，仍存在诸多问题，尤其是专业课程建设备受关注。

世界中医药学会联合会 2008 年、2011 年分别在中国天津、中国北京召开了第一届、第二届世界中医药教育大会，2009 年颁布了《世界中医学本科（CMD 本）教育标准》；2012 年 6 月，世界中医药学会联合会理事会通过了《世界中医学专业核心课程》；2012 年 10 月，世界中联教育指导委员会拟讨论《世界中医学专业核心课程教学大纲》。这一系列举措旨在规范专业内涵，提高世界中医学专业教育质量。

专业课程是实现培养目标的重要保证。课程教材质量是影响专业教育品质的重要因素。当前，中医学专业教材版本繁多，内容及形式各异，给各教育机构选择适用于本国本地区中医教学的教材带来了困惑。近年来，许多中医专家呼吁有关组织编译出版一套规范的、适用的世界中医学专业核心课程教材。

编写“世界中医学专业核心课程教材”，要以《世界中医学本科（CMD 本）教育标准》为依据，培养具备中医学专业基本知识和技能的准中医师。

一、编译原则

1. 科学性

正确反映中医学体系内在规律，中医概念、原理、定义和论证等内容确切。选择经过长期医疗实践证明的、基本的、指导性强的知识内容，科学体现中医学术思想与内涵。

2. 系统性

系统传授中医学理论，完整构建中医学核心知识体系，突出基本理论、基本知识和基本技能。课程资源要层次清晰，逻辑性强，循序渐进，做好课程间内容衔接。合理整合，避免交叉重复。

3. 先进性

反映出中医学的当代水平，引进经过反复验证、公开、公认的科学研究和教学
研究的新理论、新技术、新成果，体现中医学研究进展的时代性特征。

4. 实用性

阐释基本理论时做到理论与实践相结合，临床内容要选择中医学的优势病种，以及被广泛应用的中药、针灸、推拿、养生保健等处理方法，以及慎用和禁用事项，学以致用。

5. 适用性

以人才培养方案、课程教学大纲为依据选择课程资源，内容紧扣课程目标，有效保证课程教学的基本要求。注意内容经典，篇幅适当，外延适度，兼顾各国教学实际。

以学为本，便于学生掌握学习方法，提高学习能力。注重思维方式和能力培养，形成中医学辨证思维模式。

6. 规范性

统一使用规范术语，文字通俗易懂但不失中医学特色，语言翻译做到“信、达、雅”，采用（参照）现有的国际标准中的表述，做到翻译内容的准确性与本土化兼顾，以有利于中医学国的国际交流和发展。

二、编译要求

世界中医学专业核心课程教材的编写应注重中医学理论体系完整表述，知识架构清晰、简练，文字表达明确、精炼，通俗易懂；遵守国际惯例，版式活泼，体例格式规范统一；满足目标群体的使用需求。努力编译出质量上乘，符合各国教学实际的精品力作。

1. 充分调研现有的中医学教材和其他学科优秀教材，比较各教材所长，注意取长补短、整合创新，使整套教材体现稳定性和延续性。

2. 教材编写内容应与世界中医学专业核心课程教材教学大纲内容相一致，在版式、体例、表达等方面突出国际特点，采用国际通用编体例，版式活泼，将抽象问题具体化，通俗易懂。

3. 教材的目标群体明确，应充分吸收一切有益于增强教材目标群体服务功能的资源或措施。

4. 教材各分册的编写由各分册主编负责，同时要充分发挥副主编、编委人员的积极性，并做好与相关课程的沟通与协调。
5. 应考虑相关国家地区的政策、法律、习俗和宗教信仰等，进行合理化、适宜
化处理。

6. 教材各分册的编写应严格按照“世界中医学专业核心课程教材编写要求和编
写节点”进行，并接受世界中医学专业核心课程教材编译指导委员会监督。
世界中医学专业核心课程教材编译人员遴选条件（草案）

世界中医学专业核心课程教材的编译人员遴选工作由世界中医药学会联合会教育指导委员会和上海世纪出版股份有限公司科学技术出版社（上海科学技术出版社）共同负责，由世界中医学专业核心课程教材编译指导委员会审定。

世界中医学专业核心课程教材的主编（译）、副主编（译）、编（译）者拟在全球范围内遴选。广泛吸收各国中医院校的专家参与，发挥各国中医专家特长，使课程资源更广，学术覆盖更广。采用推荐、自荐相结合的方法，择优选用。

为促进世界中医学专业核心课程教材编译工作的顺利开展，特制定世界中医学专业核心课程教材主编（译）、副主编（译）及其编译人员的遴选条件。

1. 主编、副主编和编委遴选条件
   （1）主编、副主编应长期从事中医教学、中医临床工作。
   （2）主编、副主编应在中医教学、中医临床中具有较深学术造诣，在本国或一定区域内享有较高声望。
   （3）主编、副主编应承担过中医学有关教材或专著，有较高的写作水平，熟悉相关国家的中医学教育教学现状。
   （4）编委应具有中医学本科及以上学历，应在各中医教育机构教学或临床等一线工作，身体健康，确保在时间、精力及经费上按教材出版的时间节点完成。
   （5）凡承担此次世界中医学专业核心课程教材编译者，不得将本套教材的全部或部分内容交由其他出版社出版。

2. 主译、副主译和译者遴选条件
   （1）主译、副主译及译员应具有本科及以上学历，优先考虑母语为教材所译语言的中医学专家，以利于对翻译内容进行语言的润色和修饰，尽可能做到翻译内容的准确性与本土化两方面兼顾。
   （2）主译、副主译应了解相关国家的中医学教育教学现状，曾参与中医学有关教材或专著，具有较高的翻译水平。
   （3）译者应活跃或熟悉中医教学、临床工作，身体健康，确保在时间、精力及经费上按教材出版的时间节点完成。
   （4）凡承担此次世界中医学专业核心课程教材翻译者，不得将本套教材的全部或部分内容交由其他出版社出版。
附件1: 世界中医学专业核心课程教材门类表

本项目由1本教学大纲和13本教材组成，即：
1. 《世界中医学专业核心课程教学大纲》
2. 《中医基础理论》
3. 《中医诊断学》
4. 《中药学》
5. 《方剂学》
6. 《中医内科学》
7. 《中医妇科学》
8. 《中医儿科学》
9. 《针灸学》
10. 《推拿学》
11. 《经典医籍选读·内经分册》
12. 《经典医籍选读·伤寒论分册》
13. 《经典医籍选读·金匮要略分册》
14. 《经典医籍选读·温病学分册》
附件 2 世界中医学专业核心课程教材编、副编及其编者推荐（自荐）表
Appendix 2 Recommendation (Self-recommendation) for chief editor, associate editor, and editorial staff of Textbooks for World Core Courses of Chinese Medicine Specialty

拟参编教材名称：Name of the textbook you are intended to write:  

拟  申  请：主编（    ）  副主编（    ）  编委（    ）  
Apply for: chief editor (    ) associate editor (    ) editorial staff (    )

1. 基本情况  Basic Information

<table>
<thead>
<tr>
<th>姓名 Name</th>
<th>性别 Sex</th>
<th>年龄 Age</th>
<th>健康状况 State of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>毕业学校 Graduate from</td>
<td></td>
<td>所在国家 Country you live in</td>
<td></td>
</tr>
<tr>
<td>工作单位 Working unit</td>
<td></td>
<td>职务 Position</td>
<td></td>
</tr>
<tr>
<td>学历 Degree</td>
<td>学位 Diploma</td>
<td>职称 Professional rank</td>
<td></td>
</tr>
<tr>
<td>邮编 Postal Code</td>
<td></td>
<td>地址 Address</td>
<td></td>
</tr>
<tr>
<td>办公电话 Tel (Office)</td>
<td></td>
<td>手机 Cell phone</td>
<td></td>
</tr>
<tr>
<td>传真 Fax</td>
<td></td>
<td>邮箱 E-mail</td>
<td></td>
</tr>
</tbody>
</table>

2. 简历  Resume

<table>
<thead>
<tr>
<th>教学/临床专业 Specialty in teaching/clinic</th>
<th>教学/临床年限 Years of teaching/clinic</th>
<th>教学/临床成绩 Achievements in teaching/clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td>在专业相关学术组织任职情况 Working in relevant academic organizations</td>
<td>担任职务 Post</td>
<td>学术组织名称 Academic organization</td>
</tr>
</tbody>
</table>

3. 参编教材情况  Experience in the compilation of textbooks

<table>
<thead>
<tr>
<th>书名/教材 Name of the book/textbook</th>
<th>职责 Responsible for</th>
<th>出版时间 Time of publishing</th>
<th>出版单位/使用范围 Publishing house/Application</th>
</tr>
</thead>
</table>

注：如申报主编，请附教材编写思想、大纲及目录。此表复印有效，如内容较多，可附另页。
Notes: If you apply for chief editor, please attach the thoughts, outline, and table of contents of the textbook you are going to be engaged in. This form can be duplicated. Pages can be added when necessary.

世界中医学专业核心课程教材编写指导委员会审核意见:
Opinions from: Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty

（1）推荐为：主编（    ）  副主编（    ）  编者（    ）
Recommended as: chief editor (    ) associate editor (    ) editorial staff (    )

签名：（单位盖章）
Signature Seal of the Working Unit

年  月  日
Date:
Appendix 3 Recommendation (Self-recommendation) for chief translator, associate translator, and translation staff of Textbooks for World Core Courses of Chinese Medicine Specialty

Name of the textbook you are intended to translate: __________________________

Apply for: chief translator ( ) associate translator ( ) translation staff ( )

1. Basic information

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Native language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate from</th>
<th>State of health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Degree</th>
<th>Diploma</th>
<th>Country you live in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Proficiency of English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tel</th>
<th>Proficiency of Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Resume

Brief introduction to your experience in Chinese-English translation

Brief introduction to your experience in teaching Chinese medicine in both Chinese and English or working experience in clinics

Working in relevant academic organizations

3. Experience in the translation of textbooks/monographs

<table>
<thead>
<tr>
<th>Name of the book</th>
<th>Responsible for</th>
<th>Time of publishing</th>
<th>Publishing house</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This form can be duplicated. Pages can be added when necessary.

Opinions from Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty

Recommended as: chief translator ( ) associate translator ( ) translation staff ( )

Signature: __________________________

Seal of the Working Unit: __________________________

Date: __________________________
附件 4：教材编写的体例要求

（一）总体结构
1. 书名，严格按照教学大纲确定（包括丛书名及单本书名）。
2. 书稿总体顺序为：内封、前言、编写说明、目录、正文、附录（参考文献、索引等）及后记。
   前言，统一由世界中联教指委负责人撰写；编写说明、附录（参考文献等）及后记，由著作人撰写。
3. 教材统一按章节、课时安排结构。层次要求合理，不宜过多，编排格式要统一。

（1）章节设置与课程安排相对应。
（2）设置章首页，以导论的形式阐述该章的重点、难点及建议课时等教学内容。
（3）节数根据教学内容与课时确定。
（4）每章最后安排一节“本章小结”。
（5）每章后附“思考与练习题”。

（二）目录规范
一般图书只列出章、节、目的标题（通常为三级），并与正文中完全一致。如：

第一级： 第一章、第二章、第三章……
第二级： 第一节、第二节、第三节……
第三级： 一、 二、 三、……

凡确有需要的，可予以增加：
第四级：（一）（二）（三）……
第五级： 1. 2. 3. ……
第六级：（1）（2）（3）、……

（三）文字规范
1. 中文
文字全部使用中文简体字。字体：建议使用方正字库宋体。正文文字 10 磅，行距 20 磅，案例解析与知识提示 8 磅，图注 6 磅。
文中的异体字、数字的一般用法、计量单位名称的统一用字、中国历史纪元表，可参阅《现代汉语规范词典》的附录。外文字母、名词术语、人名、地名、地图、
中外机构名称、插图等均应做到规范化、标准化。

2. 外文
   （1）文稿中外国人名的译名要准确，在学术著作和高级参考书中的外国人名，一般使用原文，必要时可在其后以括号加注中文译名。
   （2）专业名词标注英文名称时，首字母一律大写。
   （3）专业名词术语、国际组织名称有缩写时，先按全称后缩写，中间用逗号或分号隔开。

3. 数字
   （1）相邻两个数字并列连用表示概数，必须使用汉字，连用的两个数字之间不用顿号隔开，如“五六万”不能写成“5,6万”或“五、六万”。
   （2）五位以上的数字尾数零多的可以写成以“万”“亿”作单位。但不得以“十”“百”“千”“十万”“百万”等作单位，如345 000 000千米可写成3.45亿千米，或34500 万千米，但不能写成3亿4500万千米或3亿4千5百万千米。
   （3）多位数的分节法，为组与组之间空二分之一个阿拉伯数字的位置，不用传统的千分撇，如：“2748 354”不写成“2,784,354”。
   （4）用阿拉伯数字表示数值范围时，使用短横（～）连接号如：“2500万～3000万元”；“10%～15%”。

4. 时间
   时间应写明具体年月日，不要用“今年”、“明年”、“去年”、“上月”、“本月”、“去年同期”以及“不久以前”、“最近”、“两年后”等的时间表达方法。年份一律用全称，不得省略，如“1995年”不能写成“95年”或“九五年”；“20世纪”不能写成“上世纪”。

（四）名称规范
   注意名称的变动。包括国际组织名、地名、机构名、国名、货币名，人的职务，特别是我国部委机构的名称变动，以及近年来出现的新名词、新提法等尤其要注意。

（五）图谱规范
   教材插图、图表应与文字内容要紧密联系，要有统一的编号。
   1. 图片：单幅图片使用根据具体需求而定，图片精度在300dpi以上TIF格式。（彩色图片要CMYK四色文件，大小依版面使用大小而定，凡色彩、精度达不到质量要求的，请提前与出版社编辑联系，以便共同解决问题）。有些教材若需要附
带光盘，也要提前与出版社沟通。

2. 编排：插图、表格一律用阿拉伯数字分章编排，图序、表序的写法统一为章的序数和本章图、表的序数中间用短横隔开。如：图 1-1、图 1-2；表 1-1、表 1-2。

3. 图注：插图、表格一律编写图题、表题；图序、图题写在图的下方；表序写在表格的左上方，表题居中写在表格的上方；图注写在图题下方，表注紧跟表下。

4. 图表：图表与上下文一律空半格。

（六）内容简介

内容简介将统一列于封底。简介应扼要写出本书的内容梗概和主要特点，字数约 200～300 字。
Distinguished Directors, Distinguished Guests,

We sincerely welcome you to Tianjin China, communicating, discussing, and making plans for Chinese medicine education in the world. Let’s work together to contribute to the health and well-being of mankind, and to the further development of world Chinese medicine education in the future.

Wish you fitness, happiness, and good luck in Tianjin!
We will serve you with all sincerity.

Hosted by: Educational Instruction Committee of World Federation of Chinese Medicine Societies
Sponsored by: Tianjin University of Traditional Chinese Medicine
2012-10-19
Working Report of the Second Director Council of Educational Instruction Committee of World Federation of Chinese Medicine Societies (EIC-WFCMS)

Respectable Directors, Ladies and Gentlemen,

The Second World Educational Congress of Chinese Medicine was held in Beijing in October 2011. At that time, the election for the Director Council of Educational Instruction Committee was carried out and the Second Director Council was established. This year, our directors from all parts of the world come to Tianjin for the development of world Chinese medicine education. I would like to deliver the working report of 2011 to 2012 and the plan for 2013 to all the directors for your discussion.

I. Construction of EIC

After the election, the Second Council of EIC-WFCMS has 129 members in 28 countries and areas of Five Continents. It has been well equipped with office facilities and has set up electronic archives of basic information of all members of EIC and fundamental message of more than 380 Chinese medicine educational institutions around the world. The journal *World Education of Chinese Medicine* and the website of EIC (both Chinese and English version) function as a platform for better communication and exchange of world Chinese Medicine education. EIC has introduced the situation of TCM in diverse development stages, and its influence as an international decision-making and advisory guidance organization has been widely spread. With a growing number of members, EIC has strongly promoted the improvement of world TCM education.

II. Standardization Construction

1. *World Core Courses of Chinese Medicine Specialty* has become an international standard

*World Core Courses of Chinese Medicine Specialty* was approved by the Second Director Council of EIC in October 2011 and after careful study and revision, it was submitted to WFCMS. *World Core Courses of Chinese Medicine Specialty* is composed of 4 courses concerning fundamental theory and knowledge (which are *Basic Theory of Chinese Medicine, Diagnostics of Chinese Medicine, Chinese Materia Medica, and Chinese Medical Formulas*), 5 courses concerning clinical skills (which are *Chinese Internal Medicine, Acupuncture and Moxibustion, Tuina, Gynecology of Chinese Medicine, and Pediatrics of Chinese Medicine*), and *Excerpt of Chinese Medicine Classics*. The study hours for these ten courses are 1,530. *World Core Courses of Chinese Medicine Specialty* was approved in the Second Session of the Third Director Council of WFCMS.
in Changchun China on June 23, 2012. It becomes a new international standard for world Chinese medicine education after the publication of *World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education*, clarifying the professional connotation of Chinese medicine education, laying foundation for both the compilation of courses of Chinese medicine specialty and world Chinese medicine accreditation, promoting the development of world Chinese medicine education.

ii. Drafting *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)*

To meet the demand of world Chinese medicine education and the requirements of all Chinese medicine educational institutions around the world, *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty* is proposed by EIC-WFCMS for the purpose of regulating the teaching contents of world Chinese medicine courses, ensuring the quality of Chinese medicine graduates, and facilitating the teaching quality assessment and teaching management.

According to *World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education* and referring to *Guiding Syllabus for Chinese Medicine Teaching* edited by State Administration of Traditional Chinese Medicine of the P.R.C, *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty* was drafted by experts of different Chinese medicine courses; Seminar on Teaching Syllabus for World Core Courses of Chinese Medicine Specialty was held in Tianjin in June 2012 with nearly one hundred experts from Chinese medicine universities/colleges discussing on the draft of Teaching Syllabus; after discussion and revision, *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)* is formed. *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)* is composed of 4 courses concerning fundamental theory and knowledge (which are *Basic Theory of Chinese Medicine, Diagnostics of Chinese Medicine, Chinese Materia Medica*, and *Chinese Medical Formulas*), 5 courses concerning clinical skills (which are *Chinese Internal Medicine, Acupuncture and Moxibustion, Tuina, Gynecology of Chinese Medicine, and Pediatrics of Chinese Medicine*), and *Excerpt of Chinese Medicine Classics* (including *Huangdi’s Internal Classic, Treatise on Cold Damage Disease, Synopsis of the Golden Chamber*, and *Warm Diseases*). The principle of *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)* is “necessity, suitability, sufficiency, and acceptance”; it is applicable to Chinese medicine educational institutions around the world; it meets the requirements of overall optimization of cultivation plan; it clarifies the objects and requirements, making it easier for users; it regulates the language and terminology. In accordance with
Introduction to Teaching syllabus for World Core Courses of Chinese Medicine Specialty, experts of all the courses conducted heated discussion and proposed significant suggestions.

After the meeting, the revised Teaching syllabus was sent to experts in different countries and some of them such as experts from New Zealand, Canada, Italy, and China proposed their opinions. I would like to convey my sincerest appreciation to all the directors for your support and concern.

III. Preparing Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty

Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty (draft), Principles and Requirements of the Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty (draft), and requirements of compilation and translation personnel have been initiated and will be discussed in this meeting.

IV. Plans for 2013

1. To initiate the compilation and translation of textbooks for World Core Courses of Chinese Medicine Specialty

Compilation and translation of textbooks for World Core Courses of Chinese Medicine Specialty ("textbooks for core courses" for short) is to be initiated by EIC-WFCMS in accordance with Teaching Syllabus for World Core Courses of Chinese Medicine Specialty and Principles and Requirements of the Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty for the implementation of World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education and for the construction of Chinese medicine specialty courses.

a. To determine compilation personnel in accordance with the requirements. Experts from Chinese medicine universities/colleges in different countries/areas are welcomed. Recommendation and self-recommendation are available for the selection of outstanding candidates. This work will be finished by the end of November, 2012.

b. To regulate the procedure of the compilation and translation of textbooks for core courses and ensure the completion of the textbooks according to the deadline.

c. When finishing the compilation of textbooks for core courses, we will initiate the translation for textbooks. To determine translation personnel in accordance with the requirements. Recommendation and self-recommendation are available for the selection of outstanding candidates. This work will be finished by the end of December, 2012.

For the accomplishment of the compilation and translation of textbooks for core
courses, the Office of instruction Committee is to be set up for the routine work.

ii. Preparing the Third World Educational Congress of Chinese Medicine

The Third World Educational Congress of Chinese Medicine will be held in Nanjing, China in 2013. In cooperation with Nanjing University of Chinese Medicine, EIC will fulfill the task concerning communication, paper collection, and seminar. On the Third World Educational Congress of Chinese Medicine, discussions will be conducted concerning personnel training and world Chinese medicine professional accreditation.

V. Financial Report

The Secretariat of EIC-WFCMS is located in Tianjin University of Traditional Chinese Medicine (TUTCM) and the working staff of the Secretariat is provided by TUTCM. TUTCM has born the major costs of 600,000 RMB including the salary of working staff of the Secretariat of EIC, facilities, meetings, administration fee of WFCMS, international communication fee, publication and mailing fee for the journal World Education of Chinese Medicine, and expenditure for producing the membership certificates.

Under the leadership of WFCMS and in accordance with its Constitution, I sincerely hope that the new council of EIC will make more significant achievements in the expansion of construction of EIC organization, in the communication of experts and administers engaged in Chinese medicine education from different countries/areas, in the further exchange and cooperation of world Chinese medicine education course, and in the regulation and prosperity of Chinese medicine education.

Educational Instruction Committee of WFCMS
2012-10-19
Establishing Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty

Compilation and translation of textbooks for *World Core Courses of Chinese Medicine Specialty* ("textbooks for core courses" for short) is to be initiated by Educational Instruction Committee of World Federation of Chinese Medicine Societies (EIC-WFCMS) in accordance with *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty* for the regulation of teaching contents, for the implementation of *World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education*, and for the construction of Chinese medicine specialty courses. Instruction Committee is to be established for the accomplishment of the compilation and translation of textbooks for core courses.

The obligations of Instruction Committee are to determine the principles and requirements of the compilation and translation of textbooks for core courses; to regulate the procedure of the compilation and translation of textbooks for core courses; to establish the way of selection for compilation and translation personnel; to organize and coordinate all the compilation and translation teams for each course; to supervise all compilation and translation teams and ensure the completion of the textbooks according to the deadline.

The Office of Instruction Committee is to be set up for the routine work of compilation and translation of textbooks for core courses.

**Appendix 1** Name List of Instruction Committee of Compilation and Translation of Textbooks for *World Core Courses of Chinese Medicine Specialty* (draft)

**Appendix 2** Name List of the Office of Instruction Committee of Compilation and Translation of Textbooks for *World Core Courses of Chinese Medicine Specialty* (draft)

Educational Instruction Committee of WFCMS
2012-10-19
Appendix 1 Name List of Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty (draft)

Chairman: ZHANG Boli (China)

Vice Chairman:

HONG Jing (China) HE Shuhuai (Italy)
WU Mianhua (China) Lixin HUANG (U.S.A.)
GAO Sihua (China) Shen Ping LIANG (U.S.A.)
FAN Xinjian (China) Bin Jiang Wu (Canada)
WANG Shengliang (China) ZHU Miansheng (France)
XIE Jianqun (China) Ramon Maria Calduch (Spain)
LIU Liang (Macao China) Wilfried FC Legein (Belgium)
ZHANG Yongxian (Taiwan China) Vladimir A. Kozlov (Russia)
Truong Viet Binh (Vietnam) Man Fong Mei (U.K.)
ZHENG Sim Kim (Singapore) Shuji Goto (Japan)
FENG Xuerui (China) Li (Jessica) Feng (New Zealand)
YING Xiaoxiong (China) Fanyi Meng (U.K.)
Committee member:

KUANG Haixue (China)  Chang-Yeol Yoon (Korea)
YANG Guanlin (China)  Bernatte WARD (Ireland)
WANG Zhihong (China)  Charlie Changli Xue (Australia)
FAN Yongsheng (China)  Ma Bo-Ying (U.K.)
CAI Guangxian (China)  Mark Mckenzie (U.S.A.)
OUYANG Bing (China)  Naohisa Ishibashi (Japan)
WANG Hua (China)  Ong Poh Hong (Singapore)
ZHENG Yuling (China)  Vladimir G. Nachatoy (Russia)
LI Candong (China)  Xiao Ning Yuan (Canada)
ZHOU Ran (China)  Bendova Ludmila (Czech Republic)
TANG Nong (China)  Ivanoff Arseny (Australia)
HAN Limin (China)  SONG Qinfu (Mexico)
LI Jintian (China)  YE Haifeng (Malaysia)
LI Malia (China)  Li Jinrong (Thailand)
ZHOU Yongxue (China)  DAI Jingzhang (Germany)
HU Hongyi (China)  Vitalijus Naumavicius (Lithuania)
WANG Jian (China)  John K. Reed (Liberia)
HAN Jingyan (China)  Goranova Zoya (Bulgaria)
WANG Guochen (China)  Salha Issa Dan-Gallou (Niger)
LIU Yueguang (China)  Zagdsuren Bolortulga (Mongolia)
BIAN Zhaoxiang (HongKong China)  HONG Jin Pai (Brazil)
**Appendix 2** Name List of the Office of Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty (draft)

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<td>SHAN Baozhi</td>
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<td>France</td>
<td>ZHANG Bingli</td>
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<td>U.K.</td>
<td>JIANG Feng</td>
</tr>
<tr>
<td>HE Shuhuai</td>
<td>Italy</td>
<td>LI Lingling</td>
</tr>
</tbody>
</table>
Introduction to Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)

Teaching Syllabus for World Core Courses of Chinese Medicine Specialty was drafted in accordance with World Core Courses of Chinese Medicine Specialty for the further development of standardization of world Chinese medicine education and for the improvement of teaching quality.

I. Background

World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education was approved and published in September 2009 by World Federation of Chinese Medicine Societies (WFCMS) and World Core Courses of Chinese Medicine Specialty was approved by the Second Session of the Third Director Council of WFCMS in June 2012.

To meet the demand of world Chinese medicine education and the requirement of all Chinese medicine educational institutions around the world, Teaching Syllabus for World Core Courses of Chinese Medicine Specialty is proposed by Educational Instruction Committee of WFCMS (EIC-WFCMS) for the purpose of regulating the teaching contents of world Chinese medicine courses, ensuring the quality of Chinese medicine graduates, facilitating the teaching quality assessment and teaching management, and laying solid foundation for the compilation of Textbooks for World Core Courses of Chinese Medicine Specialty.

II. Process of drafting and the main contents

According to World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education and referring to Guiding Syllabus for Chinese Medicine Teaching edited by State Administration of Traditional Chinese Medicine of the P.R.C, Teaching Syllabus for World Core Courses of Chinese Medicine Specialty was drafted by experts of different Chinese medicine courses; Semirar on Teaching Syllabus for World Core Courses of Chinese Medicine Specialty was held in Tianjin in June 2012 with nearly one hundred experts from Chinese medicine universities/colleges discussing on the draft of Teaching Syllabus; after discussion and revision, Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft) is formed.

Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft) is
composed of 4 courses concerning fundamental theory and knowledge (which are Basic Theory of Chinese Medicine, Diagnostics of Chinese Medicine, Chinese Materia Medica, and Chinese Medical Formulas), 5 courses concerning clinical skills (which are Chinese Internal Medicine, Acupuncture and Moxibustion, Tuina, Gynecology of Chinese Medicine, and Pediatrics of Chinese Medicine), and Excerpt of Chinese Medicine Classics (including Huangdi’s Internal Classic, Treatise on Cold Damage Disease, Synopsis of the Golden Chamber, and Warm Diseases).

III. Principles for the establishment of Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft)

The principle of the design of Teaching Syllabus for World Core Courses of Chinese Medicine Specialty (draft) is “necessity, suitability, sufficiency, and acceptance”.

“Necessity” means that the knowledge should be the main body of theoretical system of the subject, and should include basic theory, knowledge, and skills of Chinese medicine which must be grasped by clinical Chinese medicine doctors, maintaining the feature of being scientific, systematic, and inheritable.

“Suitability” means that the knowledge should be suitable for the actual need in Chinese medicine clinics and be extensively used in clinics in different countries around the world in line with the applicability of Chinese medical market worldwide. The knowledge should include the methods of disease prevention with the unique characteristics of Chinese medicine and should bring in advanced and mature scientific achievements for proper application.

“Sufficiency” means that the theories, knowledge, and skills should be mastered in the preparatory courses which facilitate further study of following courses. The contents of each course should meet the demand of prevention, treatment, healthcare in Chinese medicine clinic, and meet the demand of the progress of the subject as well, laying foundation for the professional development of learners.

“Acceptance” means that the knowledge should be accepted by the people in different countries/areas, and be in compliance with the local law and custom.

Four other aspects should also be highlighted besides the above principles:

1. Focusing on the application to the whole world

Teaching Syllabus for World Core Courses of Chinese Medicine Specialty is
established for the application of world Chinese medicine education. Therefore, it should be applicable to Chinese medicine education in different countries/areas.

2. Emphasizing overall optimization

Teaching Syllabus for World Core Courses of Chinese Medicine Specialty should meet the demand of overall optimization of cultivation plan. The arrangement of teaching contents should be scientific and rational avoiding unnecessary duplication.

3. Clarifying the objects and requirements

Objects and requirements in Teaching Syllabus for World Core Courses of Chinese Medicine Specialty are composed of two layers which are “to master and to understand” with clarified statement of teaching contents for better understanding by the users.

4. Regulating the language and terminology

Teaching Syllabus for World Core Courses of Chinese Medicine Specialty is to be translated into different languages. Thus, the language should be accurate and the meaning should be explicit and concise with the correct usage of terminology.

When using Teaching Syllabus for World Core Courses of Chinese Medicine Specialty, Chinese medicine educational institutions can rearrange and adjust the contents in the layers of “to master and to understand” in accordance with the actual situation in different countries. Institutions can add or delete some contents concerning disease types, methods of disease prevention and treatment as well.
Principles and Requirements of the Compilation and Translation of Textbooks for *World Core Courses of Chinese Medicine Specialty (draft)*

With the further development of internationalization of Chinese medicine, there is an increasing demand of Chinese medicine personnel around the globe which promotes the improvement of world Chinese medicine education course. Chinese medicine has become a profession cultivating a large amount of Chinese medicine personnel for different countries/areas and providing medical care service for the people around the world. However, the development of world Chinese medicine education is in its initial stage with some problems concerning professional construction.

The First and Second World Educational Congress of Chinese Medicine were held by World Federation of Chinese Medicine Societies (WFCMS) in 2008 and 2011 in Tianjin and in Beijing respectively. *World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education* was approved and published in 2009. *World Core Courses of Chinese Medicine Specialty* was approved by Director Council of WFCMS in June, 2012. *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty* is to be discussed by Director Council of Educational Instruction Committee of WFCMS (EIC-WFCMS) in October, 2012. These measurements aim at regulating the professional connotation and improving the quality of world Chinese medicine education.

Professional course is an important guarantee for the realization of cultivation goal, and the quality of textbooks is a crucial factor affecting the outcome of professional education. Nowadays, there are many editions of textbooks for Chinese medicine specialty with various contents and forms. Chinese medicine educational institutions find it difficult to choose textbooks for Chinese medicine teaching adapt to the specific situation in different countries/areas. Throughout years, Chinese medicine experts have appealed to compile a series of standard textbooks for *World Core Courses of Chinese Medicine Specialty* applicable to diverse countries/areas.

The compilation of textbooks for *World Core Courses of Chinese Medicine Specialty* should be based on *World Standard of Chinese Medicine Undergraduate (Pre-CMD) Education*, cultivating pre-Chinese medicine doctors with fundamental Chinese medicine knowledge and skills.

1. **Principles of the compilation**

1. **Be scientific**

   Appropriately reflecting the inherent law of Chinese medical system, correctly stating
the concept, principle, definition, and demonstration of Chinese medicine, choosing the fundamental and instructional contents which have been approved by the long-term medical practice, and expressing the academic thought and connotation of Chinese medicine.

2. Be systematic

Systematically instructing Chinese medicine theory, completely constructing the core knowledge system of Chinese medicine, highlighting fundamental theory, fundamental knowledge, and fundamental skills. The curriculum resources should be clear in structure and level, be logical, and should proceed step by step. The contents need to be integrated to avoid overlapping and repetition.

3. Be progressive

Reflecting the contemporary progress of Chinese medicine, bringing in new theories, new technique, and new outcomes which have been repeatedly tested, published and widely accepted in scientific and teaching research field, embodying the characteristics of the times in the progress of Chinese medicine research.

4. Be practical

Combining theory with practice in the explanation of basic theories, choosing diseases better cured by Chinese medicine and widely applied treatments including Chinese materia medica, acupuncture and moxibustion, and *tuina* in clinic, and putting these treatments into practice.

5. Be applicable

Choosing the curriculum resources in accordance with personnel training plan and teaching syllabus, sticking to the curriculum objectives, and guaranteeing the basic requirements of teaching. The contents should be classic with proper length and appropriate extension taking the actual teaching situation in different countries into consideration.

Sticking to the principle of learning-oriented, helping students to master the way of learning and to improve their ability in learning. Focusing on the cultivation of thinking methods and students’ ability, and forming syndrome differentiation mode of Chinese medicine.

6. Be standardized

Standardized terminologies are needed with the nature of Chinese medicine and the language should be easy to understand. Referring to the expressions in current international standard, the translation should stick to the principle of faithfulness, expressiveness, and elegance, and should cover the feature of both accuracy and
localization facilitating the international exchange and development of Chinese medicine academy.

II. Requirements of the Compilation

The compilation of Textbooks for *World Core Courses of Chinese Medicine Specialty* should emphasize the complete description of Chinese medicine theory. The structure of knowledge should be clear and concise, and the language be explicit, refined and easy to understand; abide by the international practice with lively format and unified structure; meet the demand of the users. Efforts need to be made to compile and translate the excellent works with fine quality which are applicable to different situations in the world.

1. Conducting research on current Chinese medicine textbooks and outstanding textbooks concerning other subjects, comparing their differences, learning the strength, integrating and innovating, ensuring the stability and continuity of the entire series of textbooks.

2. The contents of textbooks should comply with the contents of *Teaching Syllabus for World Core Courses of Chinese Medicine Specialty*. The feature of internationalization should be embodied in format, structure, and expression. The compilation of textbooks should be in international unified forms, specific and easy to understand, making abstract concepts into concrete issues.

3. It is necessary to clarify the target group of the textbooks and try to bring in the resources or measurements for the enhancement of service.

4. Chief editor of each course should be responsible for the compilation of a certain textbook, bring initiative to associate editors and editorial staff, and coordinate the work with other courses.

5. The policy, law, customs, and religions in different countries/areas should be taken into consideration with proper and rational treatment.

6. The compilation of each textbook should be conducted according to the "Requirements and Deadline of Compilation of Textbooks for *World Core Courses of Chinese Medicine Specialty*" and the work needs to be inspected by Instruction Committee of Compilation and Translation of Textbooks for *World Core Courses of Chinese Medicine Specialty*. 

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Selection for Compilation and Translation Personnel (draft)

The selection for compilation and translation personnel of Textbooks for World Core Courses of Chinese Medicine Specialty is to be conducted by both Educational Instruction Committee of World Federation of Chinese Medicine Societies (EIC-WFCMS) and Shanghai Scientific & Technical Publishers, approved by Instruction Committee of Compilation and Translation of Textbooks for Core Courses.

The selection for chief editor/translator, associate editor/translator, and editorial/translation staff will be carried out around the world. Experts from Chinese medicine universities/colleges in different countries/areas are welcomed. Recommendation and self-recommendation are available for the selection of outstanding candidates.

Requirements of the selection for compilation and translation personnel are established for the successful accomplishment of the textbooks.

1. Requirements for chief editor, associate editor, and editorial staff
   a. Chief editor and associate editor should be engaged in Chinese medicine education or Chinese clinical work.
   b. Chief editor and associate editor should be professional in Chinese medicine education or Chinese clinical work and enjoy high reputation in the country or a certain area.
   c. Chief editor and associate editor should participate in the compilation of relevant Chinese medicine textbooks or monograph with high proficiency in writing and should be familiar with current situation of Chinese medicine education in some countries.
   d. Editorial staff should have bachelor or above degree of Traditional Chinese Medicine, work in Chinese medicine educational institutions or clinics, be healthy, and guarantee the accomplishment of textbooks before deadline.
   e. Editors participated in the compilation of the Textbooks for World Core Courses of Chinese Medicine Specialty are not allowed to submit the contents or part of the contents to other publishing houses.

2. Requirements for chief translator, associate translator, and translation staff
   a. Chief translator, associate translator, and translation staff should have bachelor or above degree. Native speakers of the target language are in priority for better polish of the language. Accuracy and localization should be taken into consideration at the same time.
   b. Chief translator and associate translator should be familiar with current situation of
Chinese medicine education in some countries, participate in the translation of relevant Chinese medicine textbooks or monograph with high proficiency in translation.

c. Translation staff should be engaged in or be familiar with Chinese medicine education or Chinese medicine clinic, be healthy, and guarantee the translation of textbooks before deadline.

d. Translators participated in the translation of the Textbooks for World Core Courses of Chinese Medicine Specialty are not allowed to submit the contents or part of the contents to other publishing houses.
Appendix 1 List of Textbooks for World Core Courses of Chinese Medicine Specialty

Textbooks for World Core Courses of Chinese Medicine Specialty comprise of one teaching syllabus and thirteen textbooks:

1. Teaching Syllabus for World Core Courses of Chinese Medicine Specialty
2. Basic Theory of Chinese Medicine
3. Diagnostics of Chinese Medicine
4. Chinese Materia Medica
5. Chinese Medical Formulas
6. Chinese Internal Medicine
7. Gynecology of Chinese Medicine
8. Pediatrics of Chinese Medicine
9. Acupuncture and Moxibustion
10. Tuina
11. Excerpt of Chinese Medicine Classics (Huangdi’s Internal Classic Section)
12. Excerpt of Chinese Medicine Classics (Treatise on Cold Damage Disease Section)
13. Excerpt of Chinese Medicine Classics (Synopsis of the Golden Chamber Section)
14. Excerpt of Chinese Medicine Classics (Warm Diseases Section)
附件 2 世界中医学专业核心课程教材主编、副主编及其编者推荐（自荐）表

Appendix 2 Recommendation (Self-recommendation) for chief editor, associate editor, and editorial staff of Textbooks for World Core Courses of Chinese Medicine Specialty

拟参编教材名称: Name of the textbook you are intended to write: ______________

拟 申请: 主编 ( ) 副主编 ( ) 编委 ( )
Apply for: chief editor ( ) associate editor ( ) editorial staff ( )

1. 基本情况 Basic Information

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2. 简历 Resume

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3. 参编教材情况 Experience in the compilation of textbooks

<table>
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<th>出版时间/地点 Time of publishing/Publishing house/Application</th>
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注：如申报主编，请附教材编写思想、大纲及目录，此表复印有效，如内容较多，可附另页。

Notes: If you apply for chief editor, please attach the thoughts, outline, and table of contents of the textbook you are going to be engaged in. This form can be duplicated. Pages can be added when necessary.

世界中医学专业核心课程教材编写指导委员会审核意见：
Opinions from Instruction Committee of Compilation and Translation of Textbooks for World Core Courses of Chinese Medicine Specialty

（1）推荐为： 主编 ( ) 副主编 ( ) 编者 ( )
Recommended as: chief editor ( ) associate editor ( ) editorial staff ( )

签名： (单位盖章)

Signature Seal of the Working Unit

年 月 日
Date:

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### Basic Information

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### Resume

- **Brief introduction to your experience in Chinese-English translation**
- **Brief introduction to your experience in teaching Chinese medicine in both Chinese and English or working experience in clinics**
- **Working in relevant academic organizations**

### Experience in the translation of textbooks/monographs

<table>
<thead>
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Note: This form can be duplicated. Pages can be added when necessary.