

Traditional Martial Arts

Chun Tong

Rules and Regulations

Policies and Practices



Version
3.0

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Preface

This booklet outlines the standards of behavior which are appropriate in the study of martial arts. Policies have been adopted which contribute to achieving the instructional and developmental goals of the school for instructors and students alike. Also included are practices and traditions which have become standard procedure at *Traditional Martial Arts* and which reinforce and support the smooth and pleasant operations of training. Some items are considered everyday courtesies and are presumed to be part of any respectable behavior. Others are more subtle and may stem from our special traditions of respect.

American traditions typically allow a freer or more open style of behavior than other cultures, especially those associated with traditional martial arts environments. For example, the lack of discipline, in even small ways, usually makes a statement about one's character but in martial arts schools, this may be taken as a form of disrespect even though no disrespect was intended.

Everyone is expected to be aware of the rules and policies in this manual. Membership at *Traditional Martial Arts* requires that absolutely all regulations and policies in this manual be willingly followed and supported by every student of all ranks.

In some cases, additional practices and policies are developed and clarified after this booklet was produced. Such items are equally important and also require compliance. Some areas of this text include blank lines for you to add such items as they are developed and adopted.

This manual was developed to ensure the consistent application and proper notification of the practices which govern our operations. When everything works as it should, everyone benefits. The returns of martial arts training are increased for students and instructors both.

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Rules and Regulations - Policies and Practices

1. Personnel

1.1 Authorities

Authority and supervisory responsibility are arranged in the hierarchy of rank levels. The further up the line of rank advancement the greater the degree of responsibility and authority. Likewise, the lower the rank level the greater the subordinate role. Lower belt ranks answer to the upper belt ranks with black belts in the top leadership roles.

This authority and supervision necessarily includes directing, controlling and even commanding the behavior and activities of lower ranking belts. Lower ranking belts are obligated to comply with a positive attitude. It is through this "military"-style management that the efficient, quality and traditional environment of the Chun Tong style of martial arts is provided for better learning. More specific authority levels are outlined below.

1.2 Belts and General Rank Levels

1.2.1 Primary Structure

The basic structure of our belt ranks are as follows:

BELT	RANK	LEVEL	NOTE
White, Yellow, Orange & Stripes	10 th – 7 th	Gup	Beginner Colors – regardless of sequence
Green, Blue & Stripes	6 th – 5 th	Gup	Intermediate Levels – some colors may vary
Blue, Purple, Red, Brown & Stripes	4 th – 1 st	Gup	Advanced Levels – some colors may vary
BLACK BELT	1 st	DAN	“Poom” for Juniors
BLACK BELT - 2 stripes	2 nd	DAN	
BLACK BELT - 3 stripes	3 rd	DAN etc . . .

These belt levels of rank are the primary hierarchy of authority and represent overall advancement and development in *Traditional Martial Arts*.

1.2.2 General Levels by Belt

White, orange and yellow belt levels are considered beginner levels, regardless of whether the sequence varies from school to school or generation to generation, where students build the fundamental basis for future training and adjust to the culture and responsibilities of learning in martial arts. Green and blue belts are considered intermediate where students are expected to begin to perform at higher quality levels as they concern themselves with pursuing a degree of perfection in their training. Blue may also appear at a higher level along with or instead of green or purple. These and the red or brown or black belt levels are all considered advanced as students are expected to actually achieve efficient training and learning methods, a wider variety of techniques and skills at performance quality and to reach an advanced level of maturity as a martial artist.

Finally, the black belt is considered the ultimate goal of martial arts training. At this level one is considered an expert with long term experience in training as well as teaching. Further levels of black belt indicate the continued study, perfected skill and extensive experience of the black belt in training and especially teaching.

1.3 Instructor Levels

1.3.1 Teaching

Generally, the highest ranking level present at any class is responsible for teaching and conducting that class. This is true even for only low ranking students attending. In other words, if only white, orange and yellow belts are attending then of course the yellow belt would conduct a class, however informally. It should be assumed

that any rank, without proper experience and training in formal class teaching, would conduct class merely as a routine "work-out" session - repeating previously covered material.

1.3.2 Assistant Instructors

a. General

Any rank may be asked to help teach another student or group as needs for individualization or group division occur. Usually this is done under the supervision of upper ranking belts. However, Assistant Instructor status is part of the responsibilities of blue or purple and red or brown belt ranks. These students are required to teach in order to progress in rank. There is of course no compensation other than the experience and education of teaching itself for these responsibilities at ***Traditional Martial Arts***. Such teaching is considered a valuable learning experience for one's development in martial arts and certainly a traditional part of the responsibilities of a black belt. For material dealing with instruction and teaching see sections 3.3 and 4.1. It is common to refer to these students informally as "instructors" - even though there is a technical distinction as shown in the following sections.

On occasion even blue belt students may be used more routinely in teaching to prepare them for teaching more once they advance to blue or purple belt. Blue belts are also expected to attend any Instructor's Clinics or other instructional training.

b. Children

Children at this assistant instructor rank are also expected to teach in order to progress. However, their roles and teaching responsibilities will likely be less formal, less frequent and overall fewer instances than their adult counterparts. Fellow students, parents and others should not be judgmental when observing a child instructor (or any other "trainee") working with a student or group. Fellow students serving as the subjects or targets of instruction is as legitimate as serving as sparring partners when comes to fully educating a higher ranking student - of any age.

1.3.3 Instructors

The rank of instructor requires a black belt in Chun Tong. Generally, instructors carry a heavy responsibility for teaching complete classes and sharing in the advancement of the school as a whole. Authority levels are a matter of rank although specific responsibilities and authorities are arranged directly by the Chief Instructor.

1.3.4 Chief Instructor/Director

Generally, a Chief Instructor is the primary director or owner of a school. He/she is responsible for maintaining and directing the learning and development of everyone in the school. All decisions and procedures in the school must be subject to his/her approval. The rank of black belt is of course required in order to serve as a Chief Instructor. For more information on operating a school, see chapter 10. Usually, but not necessarily, the Chief Instructor is the highest ranking in the school.

Dr. Jerry P. Galloway is the Chief Instructor, director and founder of ***Traditional Martial Arts (TMA)*** - started in 1983. He received his Doctor of Education degree from the University of Houston, Houston, Texas, in 1987 - and his 1st Dan black belt from Grandmaster Pyung Soo Kim in Houston, Texas, in 1985. The role of Chief Instructor, if not in the same person, is considered subordinate to the Director, Dr. Galloway in this case, who is the final authority for all operations of **TMA** and related branch schools.

2. Membership

2.1 Contracts/Liability

2.1.1 Contract

All students (and parents if applicable) sign a contract to begin membership with ***Traditional Martial Arts***.

Contracts serve as a tangible copy of the membership agreement covering such things as membership type (ex: monthly, quarterly), payment arrangements, late fees, etc. All contracts detail the student's and parent's acceptance of all risk related to participation in **TMA** on behalf of TMA instructors and management, and an indemnity against legal action.

2.1.2 Waiver

Aside from the signed contract specifying the above, it is again stated here that, while reasonable precautions are always exercised during all classes, all students of legal age and parents of students under legal age must absolutely accept total risk and liability for participating in **TMA**.

2.2 Contracts/Memberships

2.2.1 Duration and Payment

a. Duration

Unless otherwise specifically detailed in a contract, it is usually the case that any student's membership in TMA continues in effect automatically for the next similar period unless terminated. It is also usual for any membership, if so desired by student or TMA management, to be terminated at will - simply by failing to pay for (or accept payment for) the next membership period. Typically, no student is committed to a membership longer than the one specific membership term arranged.

b. Refunds

Once arranged with contract signed, students must pay for the complete period specified. There will be no refunds for any unused portion of a membership period should a student decide not to train during the specified period. Violations of the code of conduct outlined in this manual will constitute a forfeiture of membership. Accordingly, students who are expelled from the school in the middle of a paid membership period for such violations are not entitled to any refunds. (see rule 2.2.2 below)

c. Monthly

Occasionally, contract periods of a quarterly or six month period are available. Other special membership structures of various duration may be arranged by the Chief Instructor or Director for certain circumstances. Some memberships like a month-to-month period might require slightly inflated rates or might be reserved for particular rank levels. Likewise, satisfactory payment record or training history may also be required. Formal contract options will not be created for specific individuals because of inconsistency and fairness for other students. Instead, options are arranged to accommodate a complete class of the TMA population who meet the specified criteria. Such options are not advisable and require special permission from the Chief Instructor. See rule 2.2.3.

2.2.2 Expulsion

a. Behavior

There have been occasions, although rare, when a student was dismissed from the school. Such incidents have been based not only on behavior within the school environment but also on incidents and situations completely outside of the school - combined with a failure to satisfactorily resolve the issue through counseling with the Chief Instructor. Every student is a representative and emissary of TMA wherever they go 24 hours a day. As such, students are expected to strive for the best character and refrain from behavior unbecoming to their school. There have been circumstances in the past which warranted the expulsion of students from the school. This is extremely rare. Such expulsion and related refund issues are the sole decision of the top Director of TMA. See the behavioral rules in chapter 3.

b. Regulations

Severe violation of the rules and practices of **TMA** as outlined in this handbook may also be considered grounds for dismissal. The management of **TMA** desires to provide a fair, equitable and enjoyable environment for all students. This manual will furnish a tangible guide for everyone to follow.

2.2.3 Continuous Membership

Students must maintain their membership continuously without any break. Students periodically take a portion of a month for vacations and such. Memberships must be maintained during such periods. Failure to do this will require that both a new registration fee plus a reinstatement fee be added to the membership upon the student's return.

It may be that a so-called "maintenance" membership is available (inquire) which would allow the membership to continue uninterrupted. Typically, such a membership does not permit students to train or participate in TMA school functions while allowing students to maintain an absentee membership. This avoids the need for a reinstatement fee or new membership fee when students resume an active membership. It is assumed that, if students are interested in paying for a mere "maintenance" membership, they will continue to train and study on their own to maintain their skill and knowledge at a reasonable level for at least a short period of time until they can resume a normal participation.

2.3 Transfer Students

2.3.1 Rank Admitted

Transfer students are students who have trained elsewhere before and desire some credit for that experience when beginning membership at **TMA**. In such cases a judgment must be made by the Chief Instructor or Director as to the legitimacy of the student's prior training and what level in Chun Tong the student would qualify for based on skill and overall knowledge. Political or social issues are not entirely irrelevant in this consideration. The transfer student will wear the belt and assume the rank of the level selected by the Chief Instructor or Director. This is necessary for admittance to **TMA**. Making this decision may be made immediately or after a brief trial period. Generally, discussion and class observation is sufficient - although more detailed testing may be called for.

2.3.2 Rank Progression

In all cases, the usual rank requirements for the student's next rank are suspended until the student first masters all material for all preceding rank levels in Chun Tong. Then, once the Chief Instructor is satisfied with the student's mastery of all prior material, the usual progression through rank advancement is resumed and the student begins to acquire credit toward the next rank level similar to any other student starting at that level.

2.3.3 Other

Other special arrangements may be made at the discretion of the Chief Instructor. The primary concerns are obviously to maintain the integrity of the Chun Tong program and rank levels as originally established by Dr. Galloway, founder of Chun Tong, while at the same time accommodating the new students' needs.

3. General Conduct

3.1 Behavior & Personal Conduct

3.1.1 Children Play

Children should not "play" - the school is a classroom, not a gymnasium, contrary to how it may appear. This is where important knowledge and wisdom may be obtained. Treat it with the respect it traditionally deserves. As children now and then need a break from the rigors of concentration in training and study, an occasional recess or spirited intermission will be tolerated by the instructors. This should not be viewed as a violation of nor departure from this general rule of conduct.

3.1.2 Behavior Outside of Class

Each student is a long-term representative of the school and fellow students. Uphold honor for the school and yourself at all times. Your behavior both in AND OUT OF CLASS should be respectable, courteous, and honorable at all times. The Training Hall Oath applies to your whole life - not just class times. See rule 2.2.1.

3.1.3 Posture

Sit or stand appropriately showing awareness, discipline, and self-respect at all times. Slovenly or creative and casual postures should be avoided. When sitting, legs should be crossed "Indian"-style or placed under the bottom to sit squarely on the knees and shins. No other sitting posture is considered acceptable. When standing, casual and relaxed standing is fine when not in a formal, attention or ready position, etc.

3.1.4 Respect

It is very important to show respect for fellow students and especially toward members of higher rank. This respect is not something which is reserved for class but is proper conduct between students anytime, anywhere. Bowing is only one aspect of demonstrating that respect. Appearing (even unintentionally) argumentative or in any way contrary or stubborn, etc., is considered disrespectful and will be corrected.

3.2 Bowing

3.2.1 In General

Bow to fellow students to show respect and acceptance. This should be done on a regular basis - much like a handshake between friends. At your option, bowing should also occur between students when they are out of class. You are martial arts students 24 hours a day. Set a good example for new students who are still learning these practices.

3.2.2 Flag

Bow to the flag when entering or leaving the training area for any reason. If there is no flag then bow to the front of the training area.

3.2.3 Higher Ranks

Always bow to a higher ranking student or instructor. The lower rank should initiate the bow. The higher rank should not have to bow first. If they do, they are simply trying to teach you the proper behavior.

3.2.4 Entering or Leaving Line-up

Always bow when entering or leaving your place in the "line-up" for any reason. If an individual is called up for demonstration purposes, the student should step out of line and appropriately address the instructor, and then bow to the instructor. The reverse is proper when the demonstration is finished.

3.2.5 Sparring

Students who are ready to spar should start by bowing to the instructor, and then face your opponent. Opponents should then bow to each other before beginning. Likewise, after bowing to opponent once the sparring session is finished, bow to the instructor before returning to the group.

3.2.6 Method

Bowing should be done with heels together and hands at the sides, i.e., from an attention stance. Bows should be approximately 30 degrees forward from the waist or hips. Never lower or take your eyes off the target of the bow (ex: your opponent) while bowing.

3.3 Student Interaction & Discipline

3.3.1 Upper Rank Limitation

If you are higher ranking, it is your duty to monitor the behavior and attitudes of lower ranking students. But, NEVER scold or belittle lower ranking students. NEVER discipline fellow students. For exceptions, see rule 3.3.3. Basically, this is for the Chief Instructor to manage and for full instructors to manage under the Chief Instructor's direction. Simply inform the student.

3.3.2 Family Limitation

If you have relatives who are training in class with you (children or otherwise), you must refrain from instructing, disciplining, or advising them. It is important for them to adjust to the proper classroom authorities and

culture on their own just as you have had to do. Leave their instruction and their discipline to the instructors.

3.3.3 Assistant Instructors: Discipline, Correction & Punishment

Advanced ranking belts should always approach class management in a business-like, yet motivating way. It is important to employ a conservative approach to maintaining discipline while you learn the subtleties involved. Your best prospect is to model the desired behavior yourself and simply counsel and advise students in a very dry and unemotional way as needed.

Should a more severe response be necessary, again without emotion and avoiding all sense of personal feelings, simply and directly inform the student as-a-matter-of-factly *what* was unacceptable, *what* is expected and that you do in fact expect compliance (i.e., that there is no other option). Be certain to imply your own confidence that the student wants to and will comply with what is expected. If formal conflicts develop, **do NOT** deal with resolving the problem yourself. Even if the lower ranking student finally complied, there would undoubtedly be further unresolved complications. Always bring the problem as soon as possible to a black belt instructor. Students are allowed a difference of opinion but are not allowed to disrespectfully oppose your managerial or instructional efforts. This will be supported. You should of course always be prepared to be incorrect on technical matters as well as having your methods criticized.

Should more formal disciplinary actions or punishments be deemed necessary and appropriate, you are entitled to take such action with only the most careful consideration. Follow the usual conventions of ***Traditional Martial Arts***. While a small token number of push-ups are common, you should also consider the value of "time out" in terms of impressing the student as well as solving your immediate problem. It has been found that simply directing the student to sit out of the group until they choose to work or behave up to standards works very well. The group problem is solved, the student is corrected and yet they have the power to return when they wish.

All members are expected to submit to such traditions, managerial efforts and disciplinary actions on the part of upper ranking belts with a good attitude and proper respect.

3.3.4 Black Belt Instructors: Discipline, Correction & Punishment

Basically, all of the above continue to apply except that there is a greater responsibility for preventing problems, modeling appropriate and motivating behavior, and resolving conflicts. Technical corrections of assistant instructors are part of open class instruction and information. This is fine and appropriate and may serve to demonstrate to lower belts how everyone is subject to criticism and error. Likewise, the Assistant Instructor's receptiveness to this correction also serves as a good example to other students.

However, it is important not to undermine lower ranking students' sense of authority, experience and expertise in that assistant instructor. Managerial or instructional advise or guidance should be done behind closed doors and always in an understanding fashion.

3.3.5 Everyone: Discipline, Correction & Punishment

a. Chief Instructor

The Chief Instructor is the final source of problem resolution, policy enforcement and even modeling all aspects of the behavior of the ideal martial artist. As everyone looks up the line of rank to upper belts and beyond, they should see the traditions and ideals of the Chief Instructor - even the founder - adopted and modeled by everyone down the line. Make sure that you are not a break in this chain of development.

b. Accepting criticism

Always accept criticism and disciplinary actions faithfully and respectfully. Always recognize that your superior ranking belt is operating with good intentions even when you disagree with his/her approach. This is the time when showing respect could be most important.

c. Being "singled out"

Everyone is subject to error. Being "singled out" and corrected in front of other students is something that virtually everyone under the Chief Instructor will experience. It is not done to make anyone feel bad but a necessary part of instruction and development.

d. Response

It is generally inappropriate to always respond by explaining *why* you have done what you've done - simply

comply with the change. It is likely that one instructor will correct something which you've learned from another. Do not be too quick to explain that you learned it that way from someone else. Instead, try to consider that you may have misunderstood the original instruction. Instructors frequently arrange contrived (although incorrect) movements to correct or develop techniques or explain abstract notions in confusing and ambiguous ways. Many things require much time and experience to grasp completely. In any event, even if you know absolutely that the instructor is in error, everyone should be hesitant and conservative in offering a contrary point of view - and even then only for the most technical issues.

3.3.6 Parents: Discipline, Correction & Punishment

This may be difficult for many parents but it is very, very important that you never offer advice or instructions to your children during class time. Classes are always open to the public to *observe* and parents are especially welcome. However, students must focus their attention on the instructors and their own training and learn to both submit to another authority and stand on their own.

Many parents feel the need to discipline their children. This also must be left to the instructors to manage. Never discipline your children when they are participating in a class. Training in martial arts involves educating the whole person. Instructors in *Traditional Martial Arts* are prepared and able to manage younger students.

Sometimes minor injuries occur. More often than not, students are not hurt and are usually more afraid than anything else. They must learn to "process" these feelings and these events either alone or in the group. At the most inappropriate times parents are too often inclined to offer sympathy, caring and affection to children who are, in turn, too obsessed with that psychological crutch. Sympathy from parents is an interference and obstructs rather than facilitates the process of dealing with the hurts and embarrassments of mishaps in class. If you are wondering how to deal with any situation with your children (in or out of the class), feel free to contact the Chief Instructor for a discussion.

3.4 Attitude in General

3.4.1 General

Always display an attitude of seriousness and quiet concentration. As classroom style becomes more informal and friendly, it may be too easy to behave inappropriately. Monitor yourself carefully and set a good example for newer students.

One should appear ready, willing, and interested in learning. This includes trying hard. Never daydream or let your mind wander from the task at hand. Martial arts training is hard enough when concentrating - why make it harder?

Always reply to your instructor as "Yes Sir" or "Yes Ma'am" ... never say "yeah," "nah," or "nope" simply nodding. Avoid slang and speak loudly with confidence. Always address the Chief Instructor with the appropriate title (Master, Dr., "Kwan Jang Nim," Etc.). You may be friends, but remember, newer students are listening and you are still learning.

3.4.2 Attitude / Sparring

Never become angry or emotional. Never display a bad attitude toward a fellow student for his or her behavior. This can be especially important during sparring. Sometime you may feel that your opponent is punching or kicking too hard. You may even get a little hurt. If hurt, you should say "Stop" very loudly and make sure that your opponent understands that the session has stopped. Do not simply quit and drop your guard. No one else may know that you are hurt and you could, while vulnerable, be hurt again.

You should most likely stop and sit out if you are hurt. Do not continue if you are hurt. No one is expected to be macho and spar while hurt. You'll most likely be hurt again if you don't give yourself the time to recover.

It is **critical** that everyone take care not to display a bad attitude toward your opponent - especially when hurt. Always follow-up by letting your opponent know that you are fine and that everything is fine between you. They do need to hear this from you! It is not ok to simply allow your "no-hard-feelings" thinking to be assumed. Be aware of your general sparring appearance - facial expression, intensity, etc. - and consider whether it may be misinterpreted by your opponent. Often a stern and determined seriousness may appear as anger and resentment. Likewise, do not be too quick to assume anger from your opponent.

Always keep your eyes on your opponent with one ear on the instructor. Learn to accept instruction while sparring and do not let the frustration of the moment influence your attitude toward the opponent or the instructor. If the instructor offers directions or commands try to comply. If the instructor calls for a halt in the action - you must comply immediately - but this does not mean to drop your guard to complete vulnerability.

4. Training

4.1 Instructors & Teaching

4.1.1 Who Teaches

While a black belt is presumed to be at and in charge of most classes, many classes will be run by assistant instructors (see rule 1.3 and 4.1.2). In any event, at any class the highest ranking student - *regardless of rank* - is expected to take charge and begin class on time. The content is to be a drill and practice of repeat material in traditional routines. In other words, lower ranking students are not to teach new material but simply coordinate a work-out routine on previously covered material.

4.1.2 Required Teaching

Advanced students (blue or purple and red or brown: assistant instructors) are required to teach as part of their training. There are many purposes behind this Chun Tong tradition and rank requirement. The attainment of a black belt includes, not just experience, knowledge and skill in martial arts, but the ability to teach the art to others. Indeed, the rank of black belt includes a responsibility to teach the art to others. The Chun Tong system prepares students for these responsibilities by prescribing the service of teaching as a requirement for pre-black belts.

The process of teaching provides valuable experience for teachers as they also continue to study and train. Correcting the errors of other students, attempting to explain techniques and movements, modeling the behavior and style of Chun Tong, and in general assuming a responsibility for another's learning, all contribute to both improved skill, knowledge and the overall quality of a martial artist.

It is traditional and still considered very fundamental in the development of character that the student serve the school. A student's submissive, humble and respectful attitude is reinforced and supported through service to the school. Students need to develop appreciation, self-respect and pride in their school. Through volunteer teaching, students develop these things and more and also set a proper example for lower ranking students.

4.1.3 Classes

Advanced belts usually begin by assisting during their regular classes instructing small groups of fellow students as setup by the class instructor. Serving in this fashion is fine at first. At some point assistant instructors should begin attending other classes (ex: white belt class) for the sole purpose of assisting in teaching. After more experience, advanced belts should occasionally schedule and teach whole classes.

4.1.4 New Material

Generally, no student should teach new material. This is for black belts to do. There is sometimes a problem, however, determining what is and what is not new material. Instructors obviously need to assist students with correcting and improving material previously taught. This is not really considered "new" even though students are learning new things.

Sometimes instructors are asked by black belts to cover new material with lower ranking students. This will happen from time to time but, generally, permission from a black belt should be asked prior to teaching new material to fellow students. Of course, the further advanced an instructor is in relation to the student (red or brown::white) the more appropriate it is to teach new material.

4.1.5 Sparring Supervision

All sparring sessions must be supervised. Students are not allowed to spar "impromptu" nor without proper supervision. Proper etiquette must be observed at all times and in all ways.

4.1.6 Creativity and Variations

Some variations on prescribed technique is allowed. Such variations should be viewed as enhancements or enrichments to the regular program, and therefore, of secondary interest and importance. The primary focus should always be on the regular program. Variations and enhancements, which do augment regular training and may be explored with proper instruction, should be distinguished from rank test expectations and the standard Chun Tong

curriculum. There is a considerable risk of contaminating the inexperienced with too many variations and thus they may not learn the required material correctly or completely.

4.2 Training Problems

4.2.1 Hard Work

Students are expected to work hard and exert their best effort throughout every class. Instructors will try to motivate and inspire students to work hard but the responsibility belongs to each individual. If students' level of effort is judged to be a problem they may be asked at the instructor's discretion to sit out until ready or able to return.

All students should recognize that one's level of effort can be considered suggestive of an attitude. For example, low or insufficient effort can be viewed as a bad or poor attitude. For many instructors, effort and attitude work together.

4.2.2 Sickness

Occasionally, students are sick during class. No student should feel obligated to work if they feel sick. Any student feeling sick should tell the instructor immediately and then sit out of class. Remedies, such as a drink of water, washing your face, or just resting for a short time should be considered. Once a student feels better they should try to rejoin class - if they feel they can continue with a reasonable level of effort.

If a student continues to feel ill, but still desires credit for the class, sitting out and pursuing some alternative activity can usually be arranged. For example, reading the student manual (see rule chapter 8), observing other students' form practice, etc., can usually constitute a valid activity for credit.

4.2.3 Injury Basics

Instructors must always be ready for injuries to occur. By the time a student reaches the rank of assistant instructor they will very likely have seen and possibly experienced various injuries. This of course by no means makes them a medical expert but they are usually the most qualified person available to deal with such mishaps.

We in **TMA** typically differentiate between "injury" and "hurt." *Injuries* usually refers to the more serious bodily damage from which a student could potentially suffer for an extended period of time. Injuries should not occur. While there is always a risk, the utmost care should be taken to ensure that injuries do not occur.

Getting *hurt* will occur. It is inevitable. Whether getting the wind knocked out of you, or twisting a joint, or even getting bruised, attention to these discomforts should be given while emphasizing the routine nature of such things and de-emphasizing the seriousness of the less critical incidents.

Instructors should pay particular attention to some children's tendency to seek undue sympathy from parents and others. This should be avoided and minimized.

4.2.4 Injury Management

First, an injured student should be left alone. The injury is probably not serious and most likely very little can be done to help. Make sure that the student is not interfered with by other students. Try to speak to the student and quickly determine the extent of the injury. If the student is only hurt (not injured) keep the flow of class activity going either around or to the side of the hurt student. Try to move the student to the side or off the floor for recovery. In the case of sparring or other contact activity, students should be encouraged to stop immediately when hurt and wait an appropriate recovery period. Students should not feel encouraged to continue while still reacting to the initial shock and pain of being hurt.

If the student is actually injured and requires medical attention then follow appropriate emergency procedures (such as possibly not touching or moving the student - or even CPR in extreme cases). Consult the medical emergency card and contact the specified nearest relative. Maybe also contact medical aid directly if the student cannot discuss his/her situation or the injury is serious enough.

Students (especially children) should be distracted from any sort of hysterical crying, etc. A trip to the bathroom for a drink or to wash one's face often works miracles for recovery.

4.2.5 Attendance While Injured

It **IS** recommended that students continue to attend class while injured. Performance quality or even the extent of physical activity can all be adjusted according to the limitations of the injury. For example, students could refrain from sparring, falling, working at regular speed with the group, or even working with the group at all. Students can still benefit from attendance and sometimes working through an injury. This is to be encouraged and is expected.

4.2.6 Documentation

Any instructor, assistant or attending adult in charge of the school at the time of injury should complete a summary report of the incident. Use any report form that may be available but in any event be sure to document the incident including: participants' behaviors leading to the incident, the nature of the injury, the immediate care provided, subsequent care sought (doctor, hospital, etc.). Also, note any comments, attitudes, interaction with other students, parents, family members, etc. Personal observations and feelings about the incident are welcomed.

4.3 Lesson Credits

4.3.1 Per Class

Generally, students receive one lesson credit for each class taught. The responsibility for making sure that one's attendance is noticed and counted on the record is the responsibility of the student themselves. Sometimes, lesson credits may be awarded for participation in demonstrations, tournaments or other non-training activities at the discretion of the Chief Instructor. Although it is detailed elsewhere in this manual (see rule 5.2), rank advancement requires a minimum number of lessons for each rank level. However, once the minimum is surpassed, permission from the Chief Instructor is still required to participate in a rank examination.

The concept of *minimum* indicates not only that students regularly need additional time to learn and perfect technique and material, it may be that students need more maturity, experience or other development which is difficult (if not impossible) to quantify or explain.

Generally, it is considered impolite for students to ask if they can or when they'll be permitted to advance in rank. Students must trust the Chief Instructor's judgment about such issues. Too, if students or families are overly focused on rank advancement then the student is not likely to be developing appropriately at their current rank. See related notes in item # 5.1.2.

4.3.2 Teaching Assistants

Advanced students often have classes where they teach some and train some in the same class period. Obviously, if they only teach then they must take a "teaching" credit - or if they only train then they must take a regular lesson credit. However, for those classes where both occur, a judgment must be made as to which took priority that session and the corresponding credit should be taken - but only one.

4.3.3 Class Attendance

All students may attend rank-combined classes. If other class structures exist, students are to attend the class corresponding to their rank level. White belts must attend white belt class. Color belts must attend color belt class. The two standard exceptions are as follows:

Orange belt students may attend either class for full credit but are not to attend white belt class (color and combined only) within 3 to 4 weeks of their yellow belt rank examination. Yellow belt children may, with permission, attend white belt class but no credit will be given.

Any other attendance exceptions require special and limited circumstances and permission is required.

4.3.4 Leaving Early

Occasionally, students need to leave early or arrive late. Generally, this is acceptable on rare occasions and full credit is likely to be given. For proper respect, students must always ask the instructor before leaving before formal dismissal.

In general, all students are expected to attend from beginning to end - not arriving late nor leaving prior to formal dismissal. Anyone arriving late may be assigned pushups etc. to compensate for workout missed. Anyone leaving before the full class is dismissed is always expected to do 5 good pushups.

If students leave after the regularly scheduled ending time but before actual dismissal full credit will be given (pushups still required). Students who leave class early (before the scheduled time) may receive only 1/2 credit at the instructor's discretion.

4.3.5 Cancellation

If a student's membership is canceled for any reason, a scheduled rate of accumulated credit loss follows. After cancellation the student loses 3 credits for each week missed (since the last date of training - not date of cancellation) until membership resumes. However, if the student resumes membership within 31 days of cancellation, then the loss is only 2 per week.

5. Rank Tests

5.1 Student Responsibility

5.1.1 Lesson Accumulation

This is NOT the student's responsibility. In fact, the student should not focus on how any lessons they have accumulated. Everyone must exceed the minimum requirements to the extent decided by the Chief Instructor on an individual basis. Each student's lesson count is the responsibility - not of the student or the student's parents - but of **TMA**. Lessons alone - even surpassing minimums by far - are not sufficient to justify testing for rank advancement. See important notes in item # 4.3.1.

5.1.2 Preparation

Every student is expected to prepare themselves for rank before expecting to take the examination. It is not generally proper etiquette to ask when you will be permitted to go for rank. Before taking the any rank test each student (of any age) must be absolutely certain that they have mastered each and every aspect of their rank requirements - both written and skill. These of course include all previous requirements of all prior rank levels.

Approval to test for rank advancement is frequently less a matter of demonstrated proficiency on specific test requirements than a general quality and development of fundamentals and basic principles. Too, students are expected to "grow" in their ranks and lives as martial artists and such development (aside from material to be learned) is also important. This development and maturity in martial arts is an important component of rank advancement prerequisites and is left to the Chief Instructor to evaluate and judge.

On the more technical side, specific test elements are common knowledge and, in any event, should be discovered and mastered by each and every student prior to testing. This is the responsibility of the student - not the instructors or management of **TMA**.

5.2 Lessons Requirements

5.2.1 Accuracy

Lesson records are computerized and printouts are posted regularly. The lesson count could differ from what a student may believe they actually have. It is of course always possible that **TMA** records could be in error. However, in spite of any error, which would always be ultimately inconsequential anyway, the TMA lesson count is always considered the official record.

5.2.2 Minimum requirements

The concept of minimum lessons is an important part of maintaining the integrity of Chun Tong quality. The minimum lesson requirement for any rank level must be PASSED BEFORE being considered for rank advancement. No one should expect to go for rank examination upon simply reaching the minimum number. Likewise, exceeding the minimum should be viewed as routine and not indicative of problems in the student's development.

5.2.3 Specifics

The "adult" standard minimum lessons for advancement to each rank are available upon request. They include both lesson minimums for training as well as teaching by instructors. See rule 4.1.2.

5.2.4 Young students

Children typically take longer to learn and advance. In the spirit of maintaining proper quality for each rank level and to allow the younger students the opportunity to meet our usual standards, the usual requirements are prorated (increased) according to the student's age. These adjustments to the minimum lesson requirements are available upon request.

5.2.4 Changes

Specific lesson requirements are subject to change at any time. Once changed, the same expectations and requirements are considered in full force as before.

5.3 Approval for Candidacy

5.3.1 Gaining approval

Approval to test for rank advancement is entirely up to the Chief Instructor. It is generally considered improper etiquette to ask to go for or when you'll be allowed to go for rank. Instructors of *Traditional Martial Arts* are not permitted to speculate on when a student is likely to be approved to test. Students are not forgotten or overlooked. The management of TMA and various instructors regularly consult on each and every student and are aware of each student's progress.

5.3.2 Fees

There is a great deal of time, work and resources involved in conducting and managing the rank examination and advancement of each student. There is a fee for rank advancement. All related paperwork and fees must be completed and paid prior to testing. In addition to the specific testing fees, all other accounts including the membership fees must be paid in full up to date to be permitted to test. Do not expect to be permitted to test with a promise to resolve these prerequisites at a later time.

5.3.3 Other

Students must have and wear a clean white uniform with appropriate patches in place before testing. See other regulations regarding acquisition of equipment, materials and personal appearance (see chapters 6 and 8).

5.3.4 Consequences

Approval and payment to test for the next rank level entitles a student to participate in the rank examination. This is NOT approval to ADVANCE to the next rank. Advancement will depend on rank test performance and it is possible that a student may fail the test and remain at the old rank even after testing.

5.4 The Test

5.4.1 Public

All rank tests are considered open for viewing by anyone and everyone. There will be no private rank examinations. To the extent that any rank examination must be conducted outside of the regularly scheduled time, they will be arranged during a regularly scheduled training class - which is of course also open to the public. Any exceptions to these schedule options should also call for a public notice, announcement and open invitation.

5.4.2 Attitude

Proper attitude and etiquette must be especially observed during rank tests as this is a time of scrutiny by instructors, judges, fellow students and the viewing public. This is also applicable to any other students who may be assisting or observing the test. Remember that you always represent TMA and should maintain our ideals.

5.4.3 Realism

Rank test students are expected to do more than simply perform or demonstrate the prescribed techniques. A genuine realism (although simulated) is expected. Far too often students only go through the motions of a maneuver while lacking the authentic execution of complete skill.

5.4.4 Cooperation

While taking the examination, students are often called upon and are expected to assist with the testing process itself. All students are to assist as needed - even without having to be asked.

5.4.5 Assistants

All other students - students not testing - are encouraged to attend every rank test. Their support for the testing students and the school in general is needed and important. Whether attending students wish to wear a uniform is optional, although a lack of uniform prevents some types of assistance - such as being a sparring partner. In any event, be ready to assist as needed.

5.4.6 Judging

Anyone participating as a judge at a **TMA** rank test does so with the permission and assignment of the Chief Instructor. Judges have considerable experience evaluating the performance and progress of **TMA** students.

Grading may be done with traditional letter grades, plus/minus, check marks or simply written notes. In any event, such grades, markings and comments are considered expert evaluations and opinions and are then submitted to the Chief Instructor for a decision on passing and advancement.

5.4.7 Creative Variations

Creative variations on prescribed techniques are not generally a good idea during a rank examination. A judge may easily assume that the prescribed technique is not known as well as it should be. In any event, the judge still must record an evaluation of the required technique. Creative and practical alternatives should be

conservatively reserved for any special need which may arise through a partner's error or some other failed technique. All students should always provide a competent and realistic execution of all techniques regardless of the necessary and appropriate variations which may be called for by odd or unique circumstances.

5.5 Pass / Fail

5.5.1 Waiting period

After a test is completed, students will be informed of their results within a week following the exam. This does not mean the next class period nor even the second necessarily. Time for proper final grading and evaluation of the scores is required. This could take as much as a week to complete. In the mean time, students continue at their prior rank and class.

5.5.2 Failure

Even though candidacy is carefully considered prior to testing, because there are many elements involved in test performance, it is entirely possible that a student may fail the examination. If a student fails to pass the examination a retest may be arranged for a small service fee not sooner than three weeks after the failed test. Students are expected to use this time to correct the deficiencies before being retested. Other compensatory training and performances may be expected to demonstrate the learning and skill required.

5.5.3 Probation

Virtually all students, when passing, receive probation. Even the perfect performance will receive at least one probation lesson. Probation is defined in terms of a given number of classes. Probation represents the immediate attainment of the new rank level but with the probation lessons added to the next set of requirements. In other words, a number of probation lessons, consistent with the student's test performance, will be added to the requirements for the next rank level. Even though being awarded the belt and rank level immediately, the probation lessons are still assigned to be completed, after which, the student then begins to accumulate regular lessons toward the new rank target. Since all students receive probation lessons, students should see this as routine and not indicative of some special inadequacy. However, the poorer the performance, the more probation lessons will be assessed. In this way, we can better maintain the proper standards of rank in Chun Tong and more accurately reflect student quality over time.

6. Appearance - (Personal)

6.1 Uniforms

6.1.1 When

Uniforms must be worn to all training sessions, demonstrations, and when participating in rank examinations. The only exception includes beginners who have not yet had a reasonable time to acquire the proper uniform. Only white uniforms are allowed at rank examinations, tournaments or other extra curricular activities.

6.1.2 Cleanliness

Uniforms must always be clean and with no disagreeable odor. This can be a definite problem, especially for fellow students. If you cannot handle this yourself, then you should expect to be told about the problem. If you cannot maintain a uniform which is not offensive, then you should own several so that you might rotate the uniforms

through your cleaning schedule. This can be quite convenient in any event and usually offsets the price of a second uniform. In this rule “cleanliness” includes overall appearance (e.g., ironed or wrinkled) as well as issues of being clean and odor-free.

6.1.3 Patches

Generally, uniforms must display the proper patches and only the proper patches - if available. They must be placed properly on the uniform and kept in good appearance.

6.1.4 Colors

Students under the rank of 4th Gup (Blue or purple) must wear regulation, completely white uniforms. No stripes or other color decorations are allowed. Advanced students 4th Gup (Blue or purple) through 1st Gup (Red or brown Stripe) must also wear regulation uniforms. Uniform color may be completely white or completely black. Again, no stripes or other color decorations are allowed. Black Belt students are generally allowed greater variation but require the permission of the **TMA** Director to vary beyond the advanced student options. Regulation uniforms include the traditional karate style (all white/all black) and the WTF style (v-neck: all white/white with black collar).

6.1.5 Street clothes

No street clothes are to be worn under the uniform with the obvious exception of typical undergarments. The only other exception would be a T-shirt (or something similar) for females whose uniform jacket does not close as needed.

6.2 Personal Hygiene

6.2.1 Cleanliness

Obviously, feet and of course the whole body must be clean and odor free when coming to class.

6.2.2 Nails

All finger and toe nails should be properly trimmed to avoid accidental injury and maintain cleanliness.

6.2.3 Breath

A far too common and overlooked problem is bad breath. If you don't want to lose friends quickly, make sure yours is not offensive and check it regularly.

6.3 Smoking

THERE IS NO SMOKING ALLOWED ANYWHERE AT ANYTIME IN OR NEAR THE BUILDING - NOR AT ACTIVITIES INVOLVING TMA.

7. Appearance - (School)

7.1 General

7.1.1 Student responsibility

The school is your club, your place for training. You, the student, must take an active role in keeping it clean at all times (do not wait to be asked). Make a constant effort to monitor the school areas and clean whenever there is a need. The following concerns are not to be considered part of **TMA** management. Instead, students are expected to rise to the needs of their school and see to these things on their own.

7.1.2 Guests

Everyone should pay close attention to the front areas of the school where guests receive their first impressions. If your school has a good reputation - why destroy it by neglecting to monitor the appearance of the school.

7.2 Smoking

THERE IS NO SMOKING ALLOWED ANYWHERE AT ANYTIME IN OR NEAR THE BUILDING - NOR AT ACTIVITIES INVOLVING **TMA**.

7.3 Restrooms

7.3.1 Your use

Always clean up after yourself and pay particular attention to how you leave the restrooms.

7.3.2 Others

Its a dirty job but somebody has to do it... guess who. Clean up after others if you notice a restroom problem. Especially monitor these concerns after the younger children.

7.4 Trash/Dirt/Mess

7.4.1 Personal

Be careful not to leave your shoes, equipment or other belongings in the way or lying around as clutter.

7.4.2 Area

Do not dirty or mess the school grounds or inside areas with trash of any kind.

7.4.3 Trash

Never leave cups, cans, wrappings, etc., sitting anywhere in the school. Always place such items in a trash container. As the trash becomes full, empty it. Do not wait to be told by a higher ranking belt.

8. Equipment & Supplies

8.1 Equipment

8.1.1 Safety Responsibility

Basically, there is no absolute rule about when and in what cases safety equipment is required in training. However, all students have a responsibility to wear equipment to protect fellow opponents as well as themselves. Therefore, it is expected that all students will acquire a full set of equipment within a reasonable length of time.

8.1.2 Wearing Equipment

If a student owns training equipment, they are expected to bring that equipment to class and to use it in training.

8.1.3 Equipment Cleanliness

Equipment (pads, etc.) should meet the same cleanliness standards as the uniform. See rule 6.1.2.

8.2 Manuals & Videos

8.2.1 R & R - This Book

All students are expected to acquire a copy of and become familiar with this book on rules and regulations as soon after joining **TMA** as is possible. Everyone is expected to be familiar with and to comply completely with all items in this book.

8.2.2 TMA Student Manual

All students are expected to acquire a copy of and to begin to use the TMA Student Manual by the time of their first rank advancement.

8.2.3 TMA Video Tapes

All students are expected to acquire a copy of and to begin to use all available TMA Video Tapes, CD's or DVD's which pertain to their current and all previous rank levels.

9. Miscellaneous

9.1 Gum

No chewing gum during class or at the school.

9.2 Noise

No loud talking, laughing, or noise and distractions in the school.

9.3 Sparring

No free sparring without special permission from an instructor.

9.4 Smoking/Drinking

No smoking or drinking in the school.

9.5 Vending Machines

Do not use any candy or drink machines during class while on a break (with the exception of a water fountain). These may be used only before or after class.

9.6 Shoes

All training is to be performed barefoot. Students should never wear street shoes in the training area. Be careful not to track snow or dirt into the school anywhere. Remove your shoes before entering the training area and store them with your personal belongings.

9.7 Jewelry

No jewelry, rings, watches, necklaces, etc., regardless of the material, may be worn during any form of training or performing.

9.8 Personal property

TMA accepts no responsibility for any personal property which may be lost during or in connection to any TMA activity. Shoes and socks and coats may be stored in the dressing rooms. Any valuables should not be brought into the school at all - otherwise, you accept all risks.

9.9 Tournament Participation

No student is permitted to participate in any tournament or other competition without specific permission in writing from the Chief Instructor. Ask your instructor for the formal written policy on tournament participation. All students are required to conform to and abide by the formal tournament participation policy.

While tournament participation has never been a technically required component of membership and advancement at TMA, it is nevertheless strongly encouraged. It is believed that full development of a student throughout the TMA curriculum will demand regular tournament participation in various ways. A properly developed upper ranking belt would include at least minimal tournament competition experience.

10. Other School Training/Teaching

10.1 Specialized Chun Tong Classes

Students who train in specialized or limited karate classes (even though in the Chun Tong style), but who are not technically full members of *Traditional Martial Arts*, are entitled to **TMA** lesson credits if they join within a particular length of time. The specific number of lessons will correspond both to the content and level of the course completed as well as the student's performance in that course.

For example, the Indiana University Northwest P.E. karate courses provide the first and second halves of a white belt course. IUN students who join within a reasonable length of time after either course are generally entitled to lesson credits. The following is an example of such a credit system:

Beginning Course

At least a C or better... up to a grade of:

C+	...	8 white belt lesson credits
B+	...	10 white belt lesson credits
A+	...	12 white belt lesson credits

Advanced Course

This grade or higher:

C	...	Entitled to test for first rank advancement (fees required)
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In any event, it is up to the Chief Instructor to arrange this credit system and it may change without notice at any time.

10.2 Other Schools - (*NOT Chun Tong or Traditional Martial Arts*)

10.2.1 Rank

Generally, as a courtesy, we desire to extend to Chayon-Ryu schools, we fully recognize the achieved rank level of any student from any other accredited Chayon-Ryu school. This is considered an exception in practice to rule 2.3.1. However, it is conceivable that a student could advance through such a school studying the Chayon-Ryu style and still not meet **TMA** standards. Obviously, the Chief Instructor will make the final determination.

Regarding all of the many other schools, each case of a transfer student must be decided individually by the Chief Instructor. There are many issues of skill and knowledge level, experience and maturity, and more. Basically, an attempt will be made to find the level in Chun Tong where the transfer student is best suited.

10.2.2 Lesson Credits

Even though a student would generally maintain the achieved rank from a Chayon-Ryu school, accumulated lesson credits would be erased upon beginning with **TMA**. For example, as a student might join from a Chayon-Ryu school in Florida or Oregon as a green belt, they would begin their advancement toward blue anew with zero lessons.

10.3 Outside training

10.3.1 Casual

Obviously, students will likely encounter opportunities to workout and practice with friends at home or in parks or other recreation areas, etc. While students should exercise great care and caution and not attempt to engage in new or "creative" material without instruction, such workout sessions are generally considered beneficial practice.

10.3.2 Formal

It has always been frowned upon and is considered in extremely bad taste to train under two instructors, in two different systems, in two different schools. This is NOT permitted in Chun Tong. Quite often instruction in Chun Tong is contrary to and frequently must correct the poor and inappropriate instruction and technique from other instructors and systems. We do not believe in students sampling multiple systems in a misguided attempt to learn a variety of material and techniques. If you want to learn Chun Tong, you should devote and focus your energy toward that goal alone.

10.4 Outside teaching - Casual

Unlike casual training with friends (rule 10.3.1), casual teaching with friends or acquaintances outside of class is not allowed. Of course, anyone below assistant instructor is unqualified and not allowed to teach anyway.

10.5 Outside teaching - Formal

10.5.1 Permission

Any formal outside teaching situation absolutely requires the permission of the Director. Any violation of rules in this section will be viewed as a rebellious separation and competition with **Traditional Martial Arts**. See rule 2.2.2.b.

10.5.2 Management

All outside teaching in Chun Tong by TMA students (such as at a health club or sports center, etc.) will be considered an extension (branch school) of **Traditional Martial Arts**. Any instructional extension of **TMA** must have a Chief Instructor in charge of those classes (see rule 1.3.4). This individual must be appointed by the Director of **TMA** and will coordinate the class as a **TMA** branch school. See rule 10.5.5. There are other policies which address these issues and are available upon request.

10.5.3 Geographic competition

Any auxiliary location within a 40 mile radius (more or less) will be managed directly by the Director or Chief Instructor of **TMA** in that area. Beyond that distance another Chief Instructor position may be established at the discretion of the Director to manage and operate that school location.

10.5.4 Assistant Instructors

If the opportunity for an auxiliary location has arisen through a blue or purple or red or brown belt student of **TMA** then management arrangements may provide the opportunity for that student to teach and run some classes at the new location. See rules 1.3.3 and 1.3.4.

10.5.5 Income/Fees

Assistant instructors are not entitled to financial compensation for teaching. Teaching is considered an obligation and a learning opportunity for which advancement credit is given. Only a Chief Instructor will receive a percentage of the income from a school location. All school locations are required to follow the rules and regulations of **TMA** including the "Traditional Martial Arts" name, logo, uniforms, patches, books, etc., as outlined throughout this manual and in other related policies. See rule 10.5.1.

While such school identities are not franchised or sold like many businesses, a financial percentage sharing plan will be arranged between the TMA headquarters and all branch schools. Such policies address issues of rank test fees, rank test locations, membership fees, benefits, etc. See rule 10.5.7.

10.5.6 Teaching & lesson credits

If a formal and continuing branch-school location is operated, students will generally receive regular lessons credits. Likewise, instructors and assistant instructors will receive regular teaching credits. Any special, limited or other kinds of classes may call for limited credit - but appropriate credit will be arranged by the Director where possible. Also, Black Belt instructors operating and teaching at a branch school receive some credit or reduced requirements for rank advancement. Such policies are, however, designed to ensure participation at the headquarters school where their primary development can continue.

10.5.7 Rank tests

All students of schools within a 100 mile radius (more or less) will be required to take their rank examinations at the headquarters school with the regularly scheduled rank tests. All passing students testing beyond that mileage limit and of course those testing at the headquarters school, will all be provided with a belt and rank certificate at the cost of the headquarters school. See branch school policies (available on request).

10.5.8 Formal Policy

Be sure to ask your chief instructor for a formal policy statement regarding the development of **TMA** in outside "Branch" schools. All students are expected to conform to this formal policy.

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