



Maryland University
of Integrative Health

Academic
CATALOG
2019-2020



TABLE OF CONTENTS

SECTION 1: Introduction.....5

- Message from the President and CEO
- Message from the Provost
- MUIH Mission, Values
- Accreditation
- Board and Administration

SECTION 2: Admissions Policies and Requirements.....15

- Honoring Diversity
- Discrimination Policy
- Application and Admissions Procedures
- Tuition and Fees
- Financial Aid
- Articulation and Affiliation Agreements

SECTION 3: Academic Policies and Procedures.....35

- Attendance and Participation Standard
- Schedule Adjustment Period
- Program Completion and Program Extension
- Change of Program
- Transfer and Course Exemption
- Satisfactory Academic Progress
- Course Audit Policy
- Course Drop and Withdrawal Policy
- Program Withdrawal
- Unofficial Withdrawal
- Request, Approval and Contract for Grade of Incomplete
- Request, Approval and Contract for Grade of Incomplete in Clinic Courses
- Leave of Absence
- Academic Integrity

SECTION 4: Introduction to MUIH Academics.....58

- University Learning Outcomes
- Healing Presence
- Course Formats
- Program Formats
- Academic Calendar (tentative placement)

SECTION 5: Acupuncture and Oriental Medicine.....63
 Master of Acupuncture
 Master of Oriental Medicine
 Doctor of Acupuncture
 Doctor of Oriental Medicine
 Post-Baccalaureate Certificate in Chinese Herbs

SECTION 6: Ayurveda.....115
 Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

SECTION 7: Health and Wellness Coaching.....118
 Master of Arts in Health and Wellness Coaching
 Post-Baccalaureate Certificate in Health and Wellness Coaching

SECTION 8: Health Promotion.....126
 Master of Science in Health Promotion
 Post-Baccalaureate Certificate in Workplace Wellness

SECTION 9: Herbal Medicine132
 Master of Science in Therapeutic Herbalism
 Post-Baccalaureate Certificate in Herbal Studies

SECTION 10: Integrative Health Studies.....138
 Master of Arts in Integrative Health Studies
 Post-Baccalaureate Certificate in Integrative Health Studies

SECTION 11: Narrative Health.....144
 Post-Baccalaureate Certificate in Narrative Health

SECTION 12: Nutrition146
 Master of Science in Nutrition and Integrative Health
 Doctor of Clinical Nutrition
 Post-Baccalaureate Certificate in Sports Performance and Integrative Nutrition
 Post-Master's Certificate in Nutrition and Integrative Health
 Post-Master's Certificate in Nutritional Genomics in Clinical Practice

SECTION 13: Yoga Therapy171
 Master of Science in Yoga Therapy

SECTION 14: Applied Integrative Health and Health Management	175
SECTION 15: Applied Philosophy and Practice	176
SECTION 16: Integrative Health Sciences	177
SECTION 17: Research	178
SECTION 18: Courses for Advanced Special Standing	179
SECTION 19: Course Descriptions	181
SECTION 20: University Resources and Services	243

Support Services
 FERPA Policy
 Disabilities Services Policy - Students
 Instructional Design Services
 The Registrar’s Office
 Policies of the Programs
 Residency and Housing

SECTION 21: Faculty	249
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SECTION 1: INTRODUCTION

A MESSAGE FROM THE PRESIDENT AND CEO

MARC LEVIN

We are so happy to welcome you to Maryland University of Integrative Health!

You are joining a community of individuals who have a passion and sense of purpose for positively impacting the health and wellness of individuals throughout the world. Thank you for choosing to be a professional in this field for the sake of others. We also thank you for choosing MUIH as the place to develop your skills and expertise.

MUIH is a leader and change agent in integrative health and whole person health and wellness. We have the broadest array of integrative health programs of any university in the world and are proud of our amazing faculty, students, staff, and alumni. We are all here to support you and help you become the professional you want to become.

Being a “healing presence” is an element that is essential to everything we do. We take pride in our values-driven philosophy, and our foundational principles are front and center in all our actions. We strongly believe in the power of relationships to heal. Our students are assessed on their ability to develop this healing presence, which includes elements of empathy, self-reflection, and mindfulness. We also strive to use this healing presence in meetings with our partners and when we are out in the community. We respect the role of conventional medicine and prepare our students to work side by side with healthcare providers from all disciplines.

We believe in the power of community. This is a fundamental part of the MUIH experience, and it is evident both on campus and when you engage with us virtually. Just as a patient/client and practitioner form a mutually rewarding relationship on the path toward healing, our faculty and students learn from each other and develop lasting bonds that support a sense of interconnection and unity. We consider you a member of the MUIH community for life and want to be connected to you even after you graduate.

We are on a fulfilling, meaningful, and exciting adventure to make a difference in the lives of millions, and your unique contributions are encouraged and welcome.

In gratitude,



Marc Levin

A MESSAGE FROM PROVOST CHRISTINA SAX

Welcome to Maryland University of Integrative Health!

In selecting MUIH, you have joined a vibrant community of scholars, practitioners, and researchers committed to the field of integrative health and wellness. We are dedicated to the success of our students while they are studying at MUIH and as professionals in their chosen field once they have graduated.

Our academic programs focus solely on integrative health and wellness fields. They provide advanced knowledge and skills and are grounded in a set of eleven University Learning Outcomes that lay the framework for the curriculum and connect it to the skills and attributes sought by employers after students' graduation: business/practice management, discernment, ethics, healing presence, intercultural competency, inter-professionalism, relationship-centeredness, research literacy, resilience, scientific principles, and skillfulness.

Our faculty bring a wealth of expertise to the campus and online classrooms, as well as to the clinical, internship, and field experiences in our Natural Care Center and Dispensary and in a variety of off-campus locations and online. Their commitment to academic, clinical, and research excellence enriches the lives of our students, the community, and their profession.

We believe in you, and our community is committed to supporting your success. Academic advising and support specialists, orientation, library, disabilities support staff, career center, registration, admissions, financial aid, finance, alumni affairs, technology, facilities, and continuing education teams provide a supportive network to enhance your learning and navigation through your program and the University. Faculty and staff mentor students outside of class and provide a variety of co-curricular learning and pre-professional activities.

I encourage you to take advantage of the opportunities that await and to embrace the journey ahead!

In gratitude,



Christina M. Sax, Ph.D. Provost and Vice President for Academic and Student Affairs

A COMMUNITY DEDICATED TO WELLNESS

Maryland University of Integrative Health (MUIH) is the leading academic institution for integrative health in the nation.

For more than 40 years, MUIH has educated practitioners in health and wellness through transformative and relationship-centered programs that draw from traditional wisdom and contemporary science. MUIH offers graduate programs in a wide range of health and wellness fields, as well as programs for professional and personal development. In our on-campus Natural Care Center and community outreach settings, we provide compassionate and affordable health care from student interns and professional practitioners, and deliver more than 15,000 clinical treatments and consultations each year.

Our 12-acre campus houses a bookstore, library, clinic, herbal dispensary, art gallery, and meditation and herb gardens. We welcome you to explore the abundant opportunities for growth and renewal.

MISSION

A distinctive community of scholars, researchers, practitioners, and advocates, MUIH promotes whole person, relationship-centered healthcare. Through discovery and exploration, we deliver progressive educational programs, advance innovative clinical models, build mutually beneficial partnerships, and provide opportunities for fulfilling careers.

VISION

Serving as a leader in the global transformation of health and wellness, we integrate healing traditions and contemporary science, acknowledge the wisdom of the body and nature as a teacher, and focus on the interconnection of mind, body, and spirit. Our work enables people to thrive through the cycles of life.

FOUNDATIONAL PRINCIPLES

At Maryland University of Integrative Health, we commit, individually and collectively, to remembering these foundational principles. We use these to guide our behavior, inform our decisions, and shape our preferred future.

INTERCONNECTION

Everyone and everything in the universe is intrinsically connected. Modern science and ancient healing traditions both reflect our interdependence with the environment. Health care research shows that individual well-being is directly connected to the health of both the social community and the ecological environment. Ancient healing traditions assert that individually and collectively people shape the world in which they live through their words, actions and thoughts.

HOLISM

A person, organization, or system is more than the sum of its parts and can ultimately only be understood and explained as a whole. This holistic perspective significantly impacts healthcare, research, and community life. Working from this orientation, practitioners take into consideration the entirety of a person (body-mind-spirit); researchers apply systems approaches rather than reductionist models to the study of therapeutic disciplines; and educators, policy makers, and community members make decisions and take action within the context of the whole.

TRANSFORMATION

People, communities, and organizations have the potential for profound and ongoing change. Transformation is catalyzed by the environment and receptivity to change. The availability of resources and a sense of empowerment are

central to positive transformations. Time-honored traditions assert that living in harmony with nature, cultivating mindfulness, and serving others are paths to individual and community transformation.

DIVERSITY

Diversity underlies the health of any system. In the natural world, biological diversity generates and reflects a sustainable ecology. Diversity of people within an organization or community contributes to creativity, adaptability, and the checking of group bias. Recognition of diverse explanatory models of health and disease, the value of different healing modalities, and the uniqueness of each person provides the foundation for an inclusive and robust model of healthcare.

RESILIENCE

Resilience is the ability to navigate change and effectively recover from challenges. It is a type of adaptation that involves maintaining core integrity while adjusting to meet the demands of shifting circumstances. At its best, resilience involves not only meeting a challenge but also evolving and thriving as a result of the process. Physiological resilience reflects the capacity to maintain and adjust biological states, as needed. From a whole person perspective, resilience emerges from a multitude of factors, including accepting circumstances that cannot be changed; taking decisive actions when required; cultivating a healthy, positive perspective; developing a sense of purpose in life; and establishing strong social support.

VALUES

COMMUNITY

We operate from an acknowledgment and declaration of interconnection. Our strength and success derive from each of us individually and collectively taking responsibility for the whole.

MINDFULNESS

We are intentional and thoughtful in our interactions and in our choices. We listen deeply to one another, choose our words with care, and take actions that serve each other and the common good.

INTEGRITY

We ground our actions and words in honesty, compassion and dignity. We aspire to excellence and accountability in all we do.

INQUISITIVENESS

We are committed to lifelong learning. We examine our positions and assumptions to discover new perspectives and ways of being. We strive to be open, to receive coaching, and to respond effectively to feedback.

DISCERNMENT

We make decisions with reference to our past, present, and future. We honor and learn from the elders, align with our principles and values, and consider the impact of our choices on future generations.

ACCREDITATION AND APPROVALS

Accrediting bodies in the U.S. are private, non-governmental agencies that review higher education institutions and programs to ensure educational quality and promote continuous improvement. Maryland University of Integrative Health has earned both institutional and programmatic accreditations.

INSTITUTIONAL ACCREDITATION

Middle States Commission on Higher Education

MUIH is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

- **Middle States Commission on Higher Education (MSCHE)**

3624 Market Street
Philadelphia, PA 19104
Phone: (267) 284-5000
www.msche.org

SPECIALIZED PROGRAM ACCREDITATION

Accreditation Commission for Acupuncture and Oriental Medicine

MUIH's Master of Acupuncture and Master of Oriental Medicine programs are accredited under Master's Degree standards by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. For more information, contact:

- **ACAOM**

8941 Aztec Drive
Eden Prairie, Minnesota 55347
Phone: (952) 212-2434
Fax: (952) 657-7068
www.acaom.org

MUIH's Doctor of Acupuncture and Doctor of Oriental Medicine programs are not accredited or pre-accredited (candidacy) by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Graduates of these programs are not considered to have graduated from an ACAOM accredited or candidate program and may not rely on ACAOM accreditation or candidacy for professional licensure or other purposes. These programs are eligible for ACAOM accreditation, and MUIH is currently in the process of seeking ACAOM candidacy/accreditation for the programs. However, MUIH can provide no assurance that candidacy or accreditation will be granted by ACAOM.

Accreditation Council for Nutrition Professional Education

MUIH's Master of Science in Nutrition and Integrative Health program is accredited by the Accreditation Council for Nutrition Professional Education (ACNPE), a programmatic accrediting agency for master's degree programs in clinical nutrition. For more information, contact:

- **ACNPE**

20 West 20th Street, Suite 204
New York, NY 1001
Phone: (646) 455-1149
www.acnpe.org

International Association of Yoga Therapists

MUIH's Master of Science in Yoga Therapy program is accredited by the International Association of Yoga Therapists (IAYT), which supports education in yoga and serves as a worldwide professional organization for yoga teachers and yoga therapists. For more information, contact:

- **IAYT**

PO Box 251563
Little Rock, AR 72225
Phone: (928) 541-0004
www.iayt.org

International Coach Federation

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the International Coach Federation (ICF) as an Approved Coaching Specific Training Hours Program (ACSTH). (The courses in this certificate program also compose year one of the Master of Arts in Health and Wellness Coaching program.) ICF sets standards for coaching education and serves as a worldwide credentialing organization for coaching professionals. For more information, contact:

- **ICF**

2365 Harrodsburg Rd, Suite A325
Lexington, KY 40504
Phone: (888) 423-3131
Fax: (859) 226-4411
www.coachfederation.org.

National Board for Health & Wellness Coaching

MUIH's Master of Arts in Health and Wellness Coaching and Post-Baccalaureate Certificate in Health and Wellness Coaching programs are Approved Transition Programs by the National Board for Health & Wellness Coaching (NBHWC), which provides educational standards and competencies for health and wellness coaching and serves as a national certification body for health and wellness coaches. For more information, contact:

- **NBHWC**

PO Box 16307
San Diego, CA 92176
Phone: (866) 535-7929
www.nbhwc.org.

STATE APPROVAL

Maryland Higher Education Commission

MUIH is authorized to operate in the state of Maryland by the Maryland Higher Education Commission (MHEC), which is Maryland's higher education coordinating board. All of MUIH's credit-bearing degree and certificate programs are also approved by MHEC. For more information, contact:

- **MHEC**

6 North Liberty Street
Baltimore, MD 21201
Phone: (410) 767-3300
<http://www.mhec.state.md.us>.

BOARD AND ADMINISTRATION

BOARD OF TRUSTEES

- T. James (Jim) Truby, M.A.. Chair
- John Rosa, D.C., Vice Chair
- Adele Wilzack, M.S., R.N., Chair Emeritus
- Jonathan W. Anders
- Mark E. Behm, M.B.A.
- Hamed Faridi, Ph.D.
- Christopher M. Formant, M.B.A.
- Janet Kahn, Ph.D.
- Bonnie J. Kramer, M.S., M.Ac., L.Ac.
- Beverly J. White-Seals, J.D.
- Marc Levin, M.B.A., M.A., CPA, President and CEO – Ex Officio

PRESIDENT'S EXECUTIVE COUNCIL

- Marc Levin, M.B.A., M.A., President and CEO
- Melissa Cahill, M.S., Director of Human Enrichment
- Lesly Elvard, M.S., Director of Information Technology
- Tita Gray, Ed.D., M.B.A., Associate Vice President of Student and Alumni Affairs
- Brian Lee, M.P.A., Executive Associate to the President and CEO, Director of Facilities
- Nigel Long, M.B.A., Vice President for Marketing and Enrollment Management
- Michelle McNear, Ph.D., Director of the Natural Care Center
- Christina M. Sax, Ph.D., Provost and Vice President for Academic and Student Affairs
- James Snow, M.A., Dean of Academic Affairs

UNIVERSITY LEADERSHIP COUNCIL

- Melissa Cahill, M.S., Director of Human Enrichment
- Lesly Elvard, M.S., Director of Information Technology
- Deneb Falabella, M.Ac., Assistant Provost, Academic Assessment and Accreditation
- Diane Finlayson, M.L.A., Yoga Therapy and Ayurveda Department Chair
- Camille Freeman, M.S., Faculty Senate Representative
- Tita Gray, Ed.D., M.B.A., Associate Vice President of Student and Alumni Affairs
- Carissa Hernandez, Head Librarian
- Kathleen Holloway, Ed.D., Director of Institutional Assessment and Effectiveness
- Mary Ellen Hrutka, Ph.D., Associate Provost, Academic Operations
- Brian Lee, M.P.A., Executive Associate to the President and CEO, and Director of Facilities
- Marc Levin, M.B.A., M.A., President and CEO
- Nigel Long, M.B.A., Vice President for Marketing and Enrollment Management
- Michelle McNear, Ph.D., Director of the Natural Care Center
- Steffany Moonaz, Ph.D., Director of Clinical and Academic Research
- Rebecca Pille, Ph.D., Health and Wellness Coaching Department Chair
- Beth Romanski, M.S., Director of Professional and Continuing Education

- Christina M. Sax, Ph.D., Provost and Vice President for Academic and Student Affairs
- James Snow, M.A., Dean of Academic Affairs
- Rhonda Stokes, M.Ed., Registrar
- Kathleen Warner, Ph.D., Nutrition and Integrative Health Department Chair
- Alexandra Wick, Staff Delegation Representative
- Claudia Wingo, M.P.H., Health Promotion Department Chair
- Alexandra York, M.S., Interim Acupuncture and Oriental Medicine Department Chair

LEARNING AND PHYSICAL RESOURCES

MAIN CAMPUS

Maryland University of Integrative Health's (MUIH's) Main Campus is situated on 12 acres in Laurel, MD, located between Baltimore and Washington, DC. The campus takes advantage of adjacent untouched woodlands and stream valleys to create closeness with the environment and the changing seasons of nature. The land is adjacent to the Middle Patuxent River Valley, a major conservation area, and has footpaths leading to the Patuxent Wildlife Preserve. The campus includes a 32,500-square-foot building featuring classrooms, meeting rooms, a clinic, a public library, an herbal dispensary, a student lounge and kitchen, and a bookstore and café. Wi-Fi service is available throughout the building. The campus also offers outdoor learning spaces, including a meditation garden and an herb garden. Parking is available adjacent to the building. For directions and a map to the campus, refer to the MUIH website.

7750 Montpelier Rd.
Laurel, MD 20723

Building Hours

Mon - Fri: 7:00 am – 10:00 pm

Sat and Sun: 7:00 am – 7:00 pm

MAPLE LAWN CAMPUS

MUIH's Maple Lawn Campus is comprised of office suites in an office building in Maple Lawn, a 600-acre mixed-use business community located three miles from the Main campus. The approximately 7,000 square feet of office space utilizes energy-efficient resources, maximizes natural light, and features seasonal and nature-themed art. The Maple Lawn Campus houses a mix of academic and administrative departments and offices.

8115 Maple Lawn Blvd – Suite 100
Fulton, MD 20759

Building Hours

Mon – Fri: 8:00 am – 6:00 pm

SHERMAN COHN LIBRARY

The Sherman Cohn Library contains a wealth of carefully selected materials from small presses and mainstream publications in support of the innovative academic programs offered at MUIH. As part of a values-driven university, our library collection is rich in resources about myriad healing systems, mindfulness, philosophy, psychology, spirituality, and other related topics that support our students and patrons on their journey toward professional and personal transformation. Research is an integral part of graduate studies, and our staff has the experience to help patrons develop efficient and effective research skills using print, audiovisual, and online resources. Students may make appointments for individual research consultation at no charge.

The library also schedules group sessions for general training and for customized course needs. Located within MUIH's Main Campus, the library includes computer workstations and online access. Subscriptions available include Planta Medica, Natural Standard, the EBSCO host databases, and a customized version of PubMed. A pay-per-use photocopier is also available to students. The library is open to current students, faculty, staff, alumni, and the public. Links to all resources are accessible online and most are available to the public.

Information for accessing library resources is available at www.muih.edu/library.

410-888-9048 ext. 6644

librarydesk@muih.edu

www.muih.edu/library

MEETING POINT BOOKSTORE AND CAFE

Located off MUIH's Main Campus lobby, the Meeting Point Bookstore and Café (Meeting Point) is dedicated to nourishing the mind and body. The store offers some texts for the University's academic programs, and students can place special orders for titles not available on the shelves. The Meeting Point also carries a variety of pre-packaged lunch and snack items, as well as our own extensive brand of herbal teas.

410-888-9048 ext. 6632

bookstore@muih.edu

Meeting Point Hours

Mon - Fri: 8:30 am – 9:30 pm

Sat and Sun: 8:00 am – 6:00 pm

NATURAL CARE CENTER AT MUIH

Many of our academic programs include a clinical phase during which students serve as clinical interns, performing treatments on their own under close supervision of experienced clinical faculty while learning the skills necessary to become effective, safe, compassionate, and independent practitioners. The University's integrative healthcare center, the Natural Care Center, serves as a teaching clinic for interns and is located on MUIH's Main Campus.

7750 Montpelier Rd.

Laurel, MD 20723

410-888-9048 ext. 6614

naturalcarecenter@muih.edu

www.muih.edu/ncc

Natural Care Center Hours

Mon – Thurs: 9 am – 9 pm

Fri: 9:00 am – 7 pm

Sat and Sun: 9:00 am – 6 pm

EXTERNAL CLINICAL TRAINING SITES

Students in some programs have opportunities to participate in internships, practicums, and clinical experiences off campus. MUIH has established a variety of partnerships and collaborations in the Baltimore and Washington, DC regions, and around the nation. Sites include a variety of organizations, including hospitals, integrative health clinics, physician practices, public health settings, community centers, and governmental agencies. These opportunities enrich and expand the student experience, allow them to be a part of inter-professional healthcare and research teams, and prepare them for successful careers. At each of the sites, our students engage in providing health and wellness services to a broad base of patients and clients. Many settings also include rotations where clinical interns can develop specialized experience and fluency in their practices. MUIH pursues and maintains partnerships throughout the region and the nation to benefit both on-campus and online students.

SECTION 2: ADMISSIONS POLICIES AND REQUIREMENTS

Dear prospective students,

Welcome!

It is an honor to support your exploration of Maryland University of Integrative Health's (MUIH's) graduate programs. Each distinct program is designed to provide you with the knowledge and skills to build a successful career and to become a knowledgeable and energetic professional in today's elite health and wellness workforce. We invite you to get to know MUIH, whether by visiting campus, joining us for a webinar, meeting us at an event, speaking with an admissions counselor, or observing a class. The admissions team is committed to providing you with clear information and personalized guidance throughout the admissions process. We look forward to serving you as you take the next steps on your journey.

Warmly,

Nigel Long, M.B.A.

Vice President of Marketing and Enrollment Management

CONTACT THE GRADUATE ADMISSIONS OFFICE

410-888-9048 ext. 6647

admissions@muih.edu

CONTACT THE FINANCIAL AID OFFICE

410-888-9048 ext. 6628

financialaid@muih.edu

HONORING DIVERSITY

One of MUIH's most deeply held values is community. We believe that we are intrinsically interconnected with each other, and that belief calls on us to ensure that MUIH is a community where people of all identities and life experiences are understood, appreciated, and fully included. MUIH believes that our commitment to diversity makes our organization stronger and is central to fulfilling our mission as healers. We are deeply committed to understanding and caring for all people and to addressing health care disparities through service in underserved communities.

DISCRIMINATION POLICY

MUIH is an equal opportunity institution. Applicants for admission, employment, and financial aid are considered based on individual merit and within the guidelines of the law. No person is excluded from participation in, denied the benefits of, or subject to discrimination in any program or activity of the University on the basis of race, color, national or ethnic origin, gender, gender identity, sexual orientation, marital status, pregnancy, age, religion, disability, or any other characteristic protected by law. Please contact the Office of Human Enrichment for inquiries or concerns related to this policy.

MUIH does not discriminate on the basis of sex (including pregnancy, childbirth, or breastfeeding), race, religion (including religious dress), color, gender (including gender identity and gender expression), national origin or ancestry (including accent), physical or mental disability, genetic information, marital status, age, sexual orientation, veteran or military status, or any other basis protected by federal, state, or local law, ordinance, or regulation. MUIH also prohibits harassment on the basis of these characteristics. Anyone who feels they have been subject to discrimination or harassment, or those who observe incidents of discrimination or harassment in the MUIH community, should report the matter to the appropriate office. A Discrimination Complaint Reporting Form should be completed and submitted to the Associate Vice President of Student and Alumni Affairs for students or to the Director of Human Enrichment for employees. If a complaint is being filed against either of these individuals, either is unavailable, or any other conflict exists in making a report to either, the Reporting Form may be submitted to the other individual for investigation.

MUIH's Graduate Admissions Office adheres to the *Best Practices for Graduate Enrollment Management Professionals* as outlined by the National Association of Graduate Admissions Professionals.

- **National Association of Graduate Admissions Professionals**

PO Box 14605

Lenexa, KS 66285

913-895-4616

www.nagap.org

APPLICATION AND ADMISSIONS PROCEDURES

APPLICATION REQUIREMENTS

The following materials are required to apply to MUIH:

- Completed application form
- Application fee (see Tuition and Fees for details)
- Resumé
- Essay(s) (following the guidelines outlined in the application form)
- Official transcripts from all postsecondary institutions attended (see Transcripts for details)

Additional requirements may exist for specific programs. Please refer to the Admission Requirements section of each program for details.

All application requirements except transcripts may be submitted through MUIH's online application, available at <http://www.muih.edu/admissions/application-process/application>.

All materials, including application fees, must be received for an application to be considered complete.

* Applicants to online programs who hold permanent residency in one of the following states must contact the Graduate Admissions Office before submitting an application: Alabama, Arkansas, Georgia, Iowa, Michigan, Montana, Minnesota, New York, South Dakota, and Wisconsin. This list may change; please refer to <https://www.muih.edu/admissions/application-process> for updates.

TRANSCRIPTS

Official transcripts are required from all post-secondary institutions from which a degree was earned, or as proof of credit as necessary to satisfy admissions requirements. Official transcripts should be sent directly from the respective college or university by mail or email. MUIH reserves the right to request additional transcripts and course descriptions. Any waiver of supplemental transcripts is at the discretion of the Provost of the University.

For those whose bachelor's degree was not completed at a regionally accredited college or university or recognized by the U.S. Department of Education, copies of the institution's academic catalog will be required and course syllabi may be requested.

For those whose bachelor's degree was completed at a college or university outside the United States, a third-party course-by-course academic evaluation is required. See the International Students section of this catalog for more information.

Please mail or deliver all transcripts to:

- **Graduate Admissions Office Maryland University of Integrative Health**
7750 Montpelier Rd.
Laurel, MD 20723
admissions@muih.edu

INTERVIEW

An interview may be required for some applicants. Applicants will be notified by the Graduate Admissions Office or an Academic Director if an interview is required. The interview may be conducted on campus, by phone or online.

DEADLINES

MUIH accepts and reviews applications throughout the academic year. In most cases, applications are reviewed as they are received, on a space-available basis. It is recommended that applicants apply two to four months before their intended start date. For a current list of upcoming start dates by program, see <https://www.muih.edu/admissions/application-process/program-start-dates>.

There are priority application deadlines for doctoral and master's degree programs:

Start Date	Priority Deadline
Fall	July 1
Spring	November 1
Summer	March 1

Applications will still be accepted and reviewed after the priority application deadline has passed. However, there will be an increased application fee for applications submitted after that deadline (see Tuition and Fees). If the intended start date of the applicant is no longer available due to the class being filled, the applicant will be notified by the Graduate Admissions Office.

There are no priority application deadlines for post-baccalaureate and post-master's certificate programs.

REVIEW & DECISION PROCESS

Once the Graduate Admissions Office has received all required application materials, including the application fee, an application is considered complete and the review process begins. Applications are reviewed by the Academic Director or their designee in the respective academic department and by the admissions staff. This process typically takes two to four weeks, at which time a letter of decision will be sent. Admissions decisions will be issued electronically. At the discretion of the Graduate Admissions Office, late applicants may be given this information by phone when required.

Applicants who are denied admission to a program must wait one calendar year before re-applying to the institution.

DEFERRALS

Offers of acceptance may be deferred one time for up to one year. Requests for deferral must be made in writing to the Graduate Admissions Office, no later than close of business on the fifth day of the original trimester's start date.

Students who request a deferral after acceptance will be required to pay the non-refundable tuition deposit in order to hold their space in the program. In this case, financial aid cannot be used to cover the cost of the tuition deposit. If a student with a deferred acceptance does not enroll within one year, the student will need to re-apply for future admittance. Tuition deposits may be applied to a future enrollment within two years of the initial intended program start date, and then will be forfeited. See Tuition Deposits for more information.

CONDITIONAL & PROVISIONAL ACCEPTANCES

CONDITIONAL ACCEPTANCE

Applicants who are conditionally accepted based upon unofficial documentation of admission requirements, such as transcripts, are required to supply official copies within one trimester of matriculation, or they will be administratively withdrawn from their program(s). All other forms of conditional acceptance will be articulated clearly and specifically within the letter of acceptance. Administratively withdrawn students will need to reapply in order to continue their studies. Readmission is not guaranteed.

PROVISIONAL ACCEPTANCE

Applicants who are provisionally accepted must supply all required documents prior to their intended start date or they will not be permitted to begin their program. Neglecting to do so will lead to administrative withdrawal. Administratively withdrawn students will need to reapply in order to continue their studies. Readmission is not guaranteed.

RIGHT TO RESCIND ADMISSION

MUIH reserves the right to rescind admission or enrollment in exceptional circumstances, whether occurring prior to the time of application, during the time of application review, or after the admissions decision has been made, if the University finds that:

- Academic performance has declined since application;
- An applicant misrepresented or falsified information in their application;
- Behavioral issues or disciplinary incidents put in question the suitability of the applicant for the program; or
- Conditions of acceptance outlined in the conditional/provisional acceptance letter were not met, or not met by the deadline.

INTERNATIONAL STUDENTS

An applicant who has earned any degree outside of the United States must submit an official evaluation from an approved foreign credential evaluation service confirming the U.S. equivalency of the foreign degree(s). Students must order this evaluation independently, and it must be received in a sealed envelope from the evaluation service. Any current member of the National Association of Credential Evaluation Services (www.naces.org) or the Association of International Credential Evaluators (www.aice-eval.org) can be used for the official evaluation of foreign degrees. MUIH will accept official degree evaluations from the American Association of Collegiate Registrars and Admissions Officers (www.aacrao.org) that occurred prior to September 2016.

The University is authorized under United States law to enroll non-resident alien students. All prospective international students applying for admission and seeking an F-1 student visa, must fulfill all admissions requirements and be accepted a minimum of 60 days prior to the start of the first trimester.

MUIH requires that all applicants who intend to hold F-1 student visa status while enrolled in a program submit official financial statements to determine eligibility to receive a Form I-20. In order to receive the I-20, applicants must demonstrate that they can support themselves through the duration of their intended program or are able to receive financial support from a sponsor for the same period.

When considering study in the United States, applicants should carefully consider how they would support themselves financially. Students should not expect to support themselves through employment, as immigration laws limit employment for international students. Additionally, MUIH is not responsible for changes in students' financial circumstances while enrolled. Applicants must complete and return the Financial Responsibility Form and provide official current bank statements showing evidence of the required funds. Applicants with dependents who will apply for F-2 visas must also provide proof of financial support for their dependents.

International students applying for 100% online graduate programs with the intention of completing them while in their home country must fulfill all general and international admissions requirements, but are not required to submit the Financial Responsibility Form/I-20 Application, or go through the F-1 visa application process, as no F-1 visa will be issued.

Individuals already in the United States who are applying for admission must present proof of a valid passport, visa stamp page and I-94 arrival/departure card, and any other document(s) that may be a part of the student's current visa status.

MAINTAINING LEGAL F-1 STATUS

It is essential that all international students adhere to the Department of Homeland Security regulations that govern a student's status. This is the individual student's responsibility of which they must be aware and for which they are accountable.

Please be advised that these policies are enforced, and that ignorance of the law is not considered an excuse for noncompliance. Therefore, it is essential that students maintain their legal F-1 status. The following is provided solely for informational purposes:

- Ensure that your passport is valid at all times. Contact your embassy regarding extension issues at least six months prior to your passport expiration date (www.embassy.org).
- Students must be registered for a full-time course load in each trimester to maintain F-1 status.
- Should you move to another address, ensure that the Registrar's Office is notified in writing within 10 days of the move.
- Should you leave the U.S., make sure that the F-1 visa in your passport is valid. If this is not the case, you must apply for a new one overseas before attempting to re-enter the U.S. (see Department of State Visa Services). Make an appointment with the Registrar's Office to have your Form I-20 endorsed for travel before departing from the United States.
- F-1 students are not permitted to work.
- Should you change your program or need an extension of time to complete the program, you must apply for an extension at least one month before your I-20 expires.
- New students with a Form I-20 are required to pay the SEVIS fee, which is non-refundable (subject to change). This is a separate fee paid to the Student and Exchange Visitor Program at the Department of Homeland Security. You can fill in the Form I-901 online at www.fmjfee.com. For more information on the SEVIS I-901 non-refundable fee, please see the website at www.ice.gov/sevis/i901.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

Students attending MUIH participate in rigorous graduate coursework. Their university educational experience requires not only the ability to comprehend, read, speak, and write English, but also the specific ability to understand the nuances of the language and programs. This level of proficiency is greater than that required for daily living. For this reason, MUIH has established a specific standard for English proficiency for graduate admission. The requirements stated below are to ensure a student's ability to participate fully in academic programs, and to meet the degree requirements and outcomes for the specific program.

All graduate programs require applicants to meet the English proficiency standard. Applicants who have earned an associate's, bachelor's, master's, or doctoral degree from a regionally accredited university in the United States, Canada (excluding province of Quebec), United Kingdom, Ireland, Australia, and New Zealand are considered to have met that standard.

Applicants who have earned degrees with English as the primary language of instruction may also satisfy the English language requirement. This must be confirmed by the credit evaluation service used by the applicant when having their degree(s) evaluated.

All other applicants are required to take an English proficiency examination and meet minimum scores set by MUIH in order to be considered for admission. The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) can be used to meet this requirement.

Decisions regarding English proficiency are at the discretion of the Graduate Admissions Office and the Academic Department. Listed below are the minimum scores necessary for admission:

- **TOEFL and IELTS Score Minimums**

- TOEFL IBT 71 points*

- TOEFL PBT 527 points

- IELTS 6.0

**Minimum Speaking Exam score of 26 and minimum Listening Exam score of 22*

All English proficiency scores are valid for two years from the test date. Official test scores must be provided directly from the testing agency. Please make sure test scores are sent directly to the Graduate Admissions Office.

- **Test of English as a Foreign Language (TOEFL)**

- www.ets.org/toefl

- **International English Language Testing System (IELTS)**

- www.ielts.org

- Institution Code: 8400

COURSES FOR ADVANCED SPECIAL STANDING

The Courses for Advanced Special Standing (CASS) are designed for individuals who would like to take a few courses and are not ready to enroll in an academic degree program. See Section 17 for specific course offerings. An individual may complete a maximum of nine credits of Courses for Advanced Special Standing. Upon completion of nine credits, the individual must either be admitted as a degree-seeking student at MUIH, or submit a letter of request to the Graduate Admissions Office to continue enrolling in individual courses along with the reasons for continuing in this status.

The Courses for Advanced Special Standing application and accompanying documents must be submitted and approved by the Graduate Admissions Office by the desired trimester's application deadline. Registering as part of the Courses for Advanced Special Standing is subject to enrollment limits in the desired courses.

ADMISSIONS RECORDS RETENTION POLICY

All records, including academic records from other institutions, submitted to MUIH become part of the official file and can neither be returned nor duplicated for any purpose. It is recommended that individuals retain an additional copy of their official credentials to keep in their possession for all other personal requirements. All admissions documentation and the application data of applicants who enroll will be retained onsite for a maximum of seven years, or until the enrolled student graduates. At that time, the admissions documentation and application data will be stored offsite for a maximum of three years and then destroyed.

In the following cases, all admission documentation and applicant data will be retained for 12 months, and then destroyed:

- Applicants who do not register for courses at the time for which they have been admitted

- Applicants whose applications have been denied
- Applicants who do not respond to the Graduate Admissions Office’s requests for additional information
- Applicants who defer and do not start class on the selected defer-to date
- Applicants whose applications are incomplete

OUT-OF-STATE AUTHORIZATION FOR ONLINE EDUCATION

Maryland University of Integrative Health is restricted in the programs into which it can enroll individuals who reside in states other than Maryland. Such restrictions apply due to various reasons, including federal regulations, the higher education agency and regulations of the state, and/or by the state’s participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA). MUIH continues to keep lines of communication open with state policy makers and with NC-SARA to determine MUIH’s eligibility to accept students from these and other states into our programs. For up-to-date information on the affected states and programs, visit <https://www.muih.edu/out-state-authorization-online-education>. Individuals residing in these states are encouraged to contact MUIH’s Office of Admissions at 410-888-9048 extension 6647 or admissions@muih.edu to discuss and understand their enrollment options.

TUITION AND FEES

APPLICATION FEE

- Doctoral degrees, before the priority deadline: \$175
- Doctoral degrees, after the priority deadline: \$225
- Master’s degrees, before the priority deadline: \$95
- Master’s degrees, after the priority deadline: \$150
- Academic Certificates: \$65
- Re-application fee for all programs: \$50

(For previous applicants of academic certificate and degree programs only)

- Re-application fee for current students: \$25

(For MUIH graduates AND current MUIH students transferring from one certificate or degree program to another)

TUITION DEPOSIT

An individual accepted into one of MUIH’s academic programs will be billed a non-refundable tuition deposit. This fee holds a seat in the class for which the applicant has been accepted and will be applied to tuition upon matriculation. This fee is due upon acceptance and may be paid by cash, check, credit card, or financial aid if the applicant qualifies. If a tuition deposit is paid out-of-pocket and the student does not begin classes, the deposit can be applied to any future enrollment, for that student only, within two years of the intended initial program start date. The following deposit fees apply:

- Doctoral degrees: \$1000
- Master of Acupuncture and Master of Oriental Medicine: \$1000
- Master’s degrees, except Acupuncture and Oriental Medicine: \$750
- Post-Baccalaureate and Post-Master’s Certificates: \$500

TUITION

Tuition rates vary by program. For current tuition rates and applicable fees, contact the Graduate Admissions Office or visit Tuition and Fees in the Admissions section at www.muih.edu.

COSTS NOT COVERED IN TUITION

Tuition does not cover the cost of books and materials. Please note that the costs associated with books and materials will vary by individual and program. Many choose to borrow or rent rather than buy some of the required and recommended texts. In addition, all programs require students to have computer and Internet access, which is not covered by tuition. The minimum technical requirements for Canvas and online courses at MUIH are defined at <https://www.muih.edu/academics/online-learning/technical-requirements>.

ACUPUNCTURE AND ORIENTAL MEDICINE

Required materials for all master's and doctoral programs include: a long, white, polyester/cotton examination coat; a sphygmomanometer (blood pressure cuff) and stethoscope; disposable acupuncture needles and moxa (to be purchased before entering Level III); and regular (e.g. seasonally, five times a year minimum) acupuncture treatments. Should students choose to take the National Certification Commission for Acupuncture and Oriental Medicine exam, they are responsible for the associated costs.

CHINESE HERBS

Students may elect to purchase sample herbs for their learning.

HEALTH AND WELLNESS COACHING

Should students choose to pursue International Coach Federation membership, conferences/meetings, and/or individual credentialing, they are responsible for the associated costs.

HEALTH PROMOTION

Should students pursue the Certified Health Education Specialist (CHES) designation via the CHES exam, they are responsible for the associated costs.

NUTRITION AND INTEGRATIVE HEALTH

Required materials include a cutting board, apron, and two high-quality knives. Other additional costs include transport to cooking classes (if taken face-to-face), completion of the ServSafe™ Online Manager Program from the National Restaurant Association, and three nutritional counseling sessions with an MUIH-approved nutrition practitioner. Individual consultation fees will vary. Should students choose to take any certifying exams, they are responsible for the associated costs.

HERBAL MEDICINE

There are additional costs associated with (1) out-of-state field trips (i.e., transportation, food, and lodging, as applicable); (2) herb kit fees for several required courses; and (3) transportation, food, and lodging costs associated with attendance for required and optional onsite courses in the M.S. Clinical Herbal Medicine, M.S. Herbal Product Design and Manufacture, and Post-Baccalaureate Certificate in Herbal Studies programs.

YOGA THERAPY

Required materials include a yoga mat, two yoga blocks (3.5" or 4", either foam or cork), two 8' yoga straps, one bolster, and two yoga blankets. There are transportation, food, and lodging costs associated with the on-site class and clinical portions of the program.

HEALTH, TRAINING AND OTHER REQUIREMENTS

Students in programs with clinical, internship, or practicum experiences may have health, training, and other requirements to participate in those components of their program.

ON-CAMPUS REQUIREMENTS

All students are required to take annual training around Title IX, Campus SaVE, the Violence Against Women Act and related topics. Training is provided free to students by the University, and links to or information regarding training will be delivered to all students via their MUIH email address.

Students in programs with on-campus work and clinical experiences are required to take the University's Bloodborne Pathogens class, provided free by the University. In addition, students in these programs will receive information sheets about Hepatitis B and/or Tuberculosis, and be required to sign an acknowledgement form. Testing is voluntary and at the student's expense.

Students will be contacted by their academic department or the Compliance and Risk Manager regarding these requirements and their completion. For more information about specific requirements, please view the Health & Training Requirements for Staff, Faculty, Students, Licensees, and Contractors Standards and Practices, or contact the Compliance and Risk Manager.

OFF-CAMPUS REQUIREMENTS

Students who participate in off-campus practicum and/or clinical experiences may need to complete the above listed health and training requirements and other health and training requirements dictated by off-campus sites. A practicum or clinical site may also require students to complete the site's own Bloodborne Pathogens training course even if a student has completed the training at MUIH. Off-campus sites may also require students to complete a background check.

Students must check with the MUIH coordinator for off-campus sites in their respective program to ensure that all requirements are met prior to beginning their practicum or clinical experience. Students enrolled in off-campus practicum and/or clinical experiences may have additional health and training requirements dictated by the external site.

FINANCIAL AID

The Financial Aid Office is committed to helping current and prospective students with the processes and procedures associated with using financial aid while enrolled. Its approach is individualized, proactive, and responsive to each student's specific needs.

ELIGIBILITY REQUIREMENTS FOR FINANCIAL AID

To qualify for federal financial aid* a student must:

- Be a U.S. Citizen or eligible noncitizen
- Be currently enrolled for at least three credits/half-time within an eligible degree or certificate program
- Have a high school diploma, GED, or equivalent
- Not be in default on any student loans or owe a refund on any grant under the Title IV federal student aid programs
- Be registered with Selective Service, if a male between the ages of 18 and 25
- Not be ineligible due to drug conviction
- Not have borrowed in excess of the annual or aggregate Direct Federal Stafford Loan limits
- Maintain Satisfactory Academic Progress (see Student Handbook)

**Scholarship and Alternative Loan programs may have different requirements*

HOW TO APPLY FOR FEDERAL FINANCIAL AID

To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) online at <https://studentaid.ed.gov/sa/fafsa>. Students will create an FSA ID, which gives access to Federal Student Aid's online systems and can serve as a legal signature.

Materials required to complete the FAFSA include federal tax returns, Social Security number, bank statements, investment records, and MUIH's school code (G25784).

Once students' FAFSAs are processed by the Department of Education, they will receive a Student Aid Report (SAR) that will indicate their expected family contribution (EFC). The EFC is used to determine whether a student qualifies for need-based aid. This is determined by subtracting the EFC from the Cost of Attendance (COA). The COA is an estimate of expenses that includes tuition and fees, books and supplies, transportation, room and board and personal expenses for the student's period of enrollment.

Once the Financial Aid Office receives a student's SAR from the Department of Education, an award offer will be emailed indicating the types and amounts of financial aid for which the student qualifies. Students will need to accept or decline the award offer and submit it to the Financial Aid Office.

If a student is selected for verification by the Department of Education or if data on the SAR is incomplete or conflicting, the student will be asked to submit documentation required to complete the verification process.

Financial aid funds are usually disbursed at the beginning of each trimester. Financial aid funds in excess of tuition and fees will be mailed, by check, to the student within 14 days of disbursement if the student is eligible. The student has the right to cancel all or a portion of his or her loan in writing to the Financial Aid Office.

LOANS

FEDERAL DIRECT STAFFORD UNSUBSIDIZED LOANS

The Federal Direct Stafford Unsubsidized Loan is a non-need-based loan. If students qualify for an unsubsidized loan, they can receive up to \$20,500 per year. They will be charged interest from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest while they are in school, or have the interest added to the principal of the loan. Published current interest rates are available online at <https://studentaid.ed.gov/sa>. . Repayment of the Federal Direct Stafford Unsubsidized Loan begins six months after the last date of attendance, or when student enrollment status drops to less than half-time. Students who have prior loans that are in repayment may be eligible for an in-school deferment. Students should contact their prior lender to verify eligibility.

FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS Loan is a non-need-based loan, which requires a credit check by the lender before approval to determine whether the student has an adverse credit history. The Federal Direct Graduate PLUS Loan allows students to receive funding up to the cost of enrollment, minus other financial aid students receive. Students should therefore apply for their annual Stafford Loan maximum eligibility before applying for the Federal Direct Graduate PLUS Loan. Published current interest rates are available online at <https://studentaid.ed.gov/sa>. Interest begins to accumulate on the date of the first disbursement, and repayment begins six months after a student graduates or when the student's enrollment status drops to less than half time. Lenders may offer deferment and/or forbearance repayment options. Interested students should contact the federal government for details.

ALTERNATIVE LOANS

Alternative loans are available to students who need additional assistance with their educational expenses or do not qualify for Stafford loan funds. With an alternative loan, a student can receive up to the cost of attendance, less other financial aid.

INSTITUTIONAL SCHOLARSHIPS

APPLICATION PROCEDURE

Eligible students who are interested in applying for one of the following scholarships must submit an application essay online to the chair of the Scholarship Review and Selection Committee.

The online institutional scholarships application may be accessed at www.muih.edu/admissions/financial-aid/institutional-scholarships.

The application essay should address the following questions:

- Why are you deserving of the scholarship(s)? Please include any examples of how a scholarship would be helpful to you in the upcoming trimester or year.
- What are your unique skills and interests that embody the University's values and mission? How do you intend to use your education upon graduating from your program?
- What service(s) do you plan to bring to the world resulting from your studies?
- What inspired you to begin a course of studies at MUIH? Does it relate to your background or experience?

A single application essay of no more than two pages may be used to apply for any number of institutional scholarships for which a student believes they are eligible. Individual scholarships may have additional eligibility requirements and

criteria as indicated below. Scholarships are not currently available for academic programs beginning in the summer trimester. Students beginning programs in the summer trimester may submit applications for fall or spring scholarships.

Scholarship applications are accepted during the following timeframes:

- **Fall trimester:** April 1 – August 1
- **Spring trimester:** September 1 – December 1

Final awarding of the scholarship to a new student is contingent on the student's acceptance into one of MUIH's academic programs. Awardees will be notified in writing.

MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH DIVERSITY GRANT

Candidates for the Maryland University of Integrative Health Diversity Grant must be from the following underrepresented racial/ethnic or gender minorities:

- Black or African American
- Native American or Alaska Native
- Hispanic or Latino Pacific Islander
- Asian
- LGBTQ or Gender Non-Conforming

THE DEBORA A. MAHAN & CHARLES D. HOCK SCHOLARSHIP

Candidates for the Debora A. Mahan & Charles D. Hock Scholarship must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the Financial Aid Office at the time of application
- Meet satisfactory academic progress requirements; be in good standing as defined by the University's academic policy
- Be enrolled as a student in one of the doctoral degree, master's degree, post-master's certificate, or post-baccalaureate certificate programs

SHERMAN L. & LUCY DIAZ COHN SCHOLARSHIP

Candidates for the Sherman L. & Lucy Diaz Cohn Scholarship must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the Financial Aid Office at the time of application
- Meet satisfactory academic progress requirements; be in good standing as defined by the University's academic policy
- Be enrolled as a student in one of the doctoral degree, master's degree, post-master's certificate, or post-baccalaureate certificate programs

HELEN M. & ANNETTA E. HIMMELFARB SCHOLARSHIP

Candidates for the Helen M. & Annetta E. Himmelfarb Scholarship must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application
- Meet satisfactory academic progress requirements, and be in good standing as defined by the University's academic policy
- Be enrolled full-time in the Master of Acupuncture, Master of Oriental Medicine, Doctor of Acupuncture, or Doctor of Oriental Medicine program

THE JO ANN BARLOW SCHOLARSHIP

Candidates for the Jo Ann Barlow Scholarship must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application
- Meet satisfactory academic progress requirements, and be in good standing as defined by the University's academic policy
- Be enrolled as a student in one of the doctoral degree, master's degree, post-master's certificate, or post-baccalaureate certificate programs

THE LESLIE MONTGOMERY MEMORIAL ENDOWMENT

Candidates for the Leslie Montgomery Memorial Endowment must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application
- Meet satisfactory academic progress requirements and be in good standing as defined by the University's academic policy
- Be enrolled as a degree-seeking student in the Master of Acupuncture, Master of Oriental Medicine, Doctor of Acupuncture, or Doctor of Oriental Medicine program

THE EDITH OLSON RANGE SCHOLARSHIP FUND

Candidates for the Edith Olson Range Scholarship Fund must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application
- Meet satisfactory academic progress requirements and be in good standing as defined by the University's academic policy

- Have a nursing degree from Johns Hopkins School of Nursing or be a current student at the Johns Hopkins School of Nursing
- Be enrolled as a student in one of the doctoral degree, master’s degree, post-master’s certificate, or post-baccalaureate certificate programs

MICHAEL MOORE HERBAL SCHOLARSHIP

Candidates for the Michael Moore Herbal Scholarship must meet the following criteria:

- Demonstrate financial need
- Have a current processed Free Application for Federal Student Aid (FAFSA) on file with the financial aid office at the time of application
- Meet satisfactory academic progress requirements, and be in good standing as defined by the University’s academic policy
- Be enrolled in the Master of Science in Therapeutic Herbalism or the Post-Master’s Certificate in Clinical Herbalism

MARYLAND STATE SCHOLARSHIPS

Maryland State Scholarships are available to individuals who have been Maryland residents for a minimum of one year. To apply, students should complete the Free Application for Federal Student Aid (FAFSA) before March 1 of each year and apply for the scholarship at [mdcaps.mhec.state.md.us/ MDCAPS](http://mdcaps.mhec.state.md.us/MDCAPS). Recipients will be notified by the Maryland Higher Education Commission.

OUTSIDE SCHOLARSHIPS

Outside Scholarships are financial aid funds awarded through outside agencies to assist students with their educational expenses. Contact the Financial Aid Office or visit www.muih.edu/admissions/financial-aid for a list of scholarship websites.

RETURN OF FEDERAL FUNDS

If a student withdraws, drops out, is dismissed, or takes a leave of absence prior to completing more than 60 percent of a trimester or period of enrollment, MUIH is required to return federal funds disbursed and not earned by the student to the lender no later than 45 days after the effective date of the student’s termination of enrollment.

The amount to be returned will be calculated as follows:

$$\text{Percentage of earned aid} = \frac{\text{Number of days completed up to the withdrawal date}}{\text{Total days in the payment period or term}}$$

Any break of five days or more is not counted as part of the days in the term.

Funds to be returned = (Aid that could not be disbursed - Percentage of earned aid) x Total amount of aid that could have been disbursed during the payment period or term

Funds will be returned to the lender in the following order:

- Federal Unsubsidized Stafford Loans
- Federal Subsidized Stafford Loans
- Federal Graduate (PLUS) Loans

Any balance remaining on the student's account once funds are returned to the lender will be promptly due to MUIH.

VETERANS BENEFITS

Students attending MUIH and receiving Veterans Benefits must be aware of the following:

- Students are expected to pursue degree programs, or approved post-baccalaureate certificate or post-master's certificate programs, at the University in order to utilize Department of Veterans Affairs (DVA) benefits
- Students must achieve satisfactory academic progress toward degree or program completion
- Students must report changes in enrollment including drops, adds, withdrawals, changes to audit, and changes to educational objectives to the Registrar's Office as well as the DVA
- Students who register for courses and do not attend without officially withdrawing/dropping are misusing federal funds
- Audited and non-credit-bearing courses are ineligible for DVA funding
- Courses that do not apply to specific program requirements are ineligible for DVA funding. The School Certifying Official will verify that each enrolled course satisfies a program requirement prior to DVA certification
- Students who wish to receive veterans benefits must also notify the Registrar's Office in writing one month prior to the intended start date of every trimester of enrollment

For further information, please visit the veterans benefit website at www.va.gov or call 1-888-442-4551. To review the frequently asked questions for MUIH students receiving military benefits, visit

https://www.muih.edu/sites/default/files/documents/registrar/VA_FAQs%20.pdf

Students will receive notice of award of transfer credits from the Graduate Admissions Office or, if approved at a later date, from the Registrar's Office. Upon approval, course credits without the grades are transferred to the MUIH transcript.

ARTICULATION AND AFFILIATION AGREEMENTS

AMERICAN COLLEGE OF HEALTHCARE SCIENCES

American College of Healthcare Sciences (ACHS) and MUIH have entered into an agreement to provide students coming from ACHS with an accelerated pathway to admission and advanced standing with MUIH. Students who have successfully completed the B.S. in Integrative Health Sciences and B.S. in Nutrition degrees at ACHS have been identified as meeting the prerequisite requirements of some MUIH programs. In addition, a selected set of ACHS courses have been identified as equivalent to courses at MUIH and eligible for transfer credit and/or course exemption.

The B.S. in Integrative Health Sciences and B.S. in Nutrition degrees at ACHS have been identified to meet the prerequisite requirements of the following MUIH programs: Master of Acupuncture, Master of Oriental Medicine, Master of Arts in Health and Wellness Coaching, Master of Science in Health Promotion, Master of Science in Therapeutic Herbalism (2.5 GPA required), Master of Science in Nutrition and Integrative Health (2.5 GPA required), and Post-Baccalaureate Certificates in various fields. In addition to completion of these ACHS bachelor's degrees, there may be additional requirements for admission to some MUIH programs (<http://www.muih.edu/admissions/admission-requirements>).

The following ACHS courses have been evaluated for equivalency and acceptance for transfer credit and/or exemption at MUIH:

ACHS Course(s)	MUIH Course(s)
CHEM 501 General, Organic, and Biochemistry (3 credits)	ISCI 522 Foundations in Organic Chemistry (3 credits)
CHEM 502 Principles of Pharmacognosy and Phytochemistry (3 credits)	HRB 654B Herbal Pharmacology & Phytochemistry II (3 credits)
The set of three courses: HERB 502 Advanced Herbal Materia Medica I (3 credits) HERB 503 Advanced Herbal Materia Medica II (3 credits) HERB 504 Advanced Herbal Materia Medica III (3 credits)	The set of two courses: HRB 605 Materia Medica I (3 credits) HRB 705 Materia Medica II (3 credits)
The set of two courses: NAT 501 Anatomy and Physiology I (3 credits) NAT 502 Anatomy and Physiology II (3 credits)	ISCI 547A Physiology I: Healthy Function (3 credits)
NUT 501 Advanced Applied Holistic Nutrition (3 credits)	NUTR 602 Nutrition: Food and Balance (3 credits)
NUT 504 Advanced Sports Nutrition (3 credits)	NUTR 663 Sports Nutrition (1 credit)
NUT 509 Graduate Topics in Holistic Nutrition (3 credits)	3 credits of elective credit in the M.S. Nutrition and Integrative Health program
NUT 510 Nutrition and Dietary Supplements (3 credits)	3 credits of elective credit in the M.S. Nutrition and Integrative Health program
TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine (3 credits)	HRB 645 Foundations of Toxicology and Herb-Drug Interactions (3 credits)

CENTER FOR MIND-BODY MEDICINE – FOOD AS MEDICINE

Graduates of the Center for Mind-Body Medicine’s Food as Medicine program may be eligible for advanced standing (three elective credits) in MUIH’s Master of Science in Nutrition and Integrative Health. Candidates for this advanced standing should indicate this in their application essay, and must submit an academic paper on a topic approved by the Academic Director.

FOUNDATION FOR ADVANCED EDUCATION IN THE SCIENCES

Individuals who have completed a particular set of courses at the Foundation for Advanced Education in the Sciences (FAES) at the National Institutes of Health (NIH) may transfer this coursework or be exempt from coursework upon enrolling in a program at MUIH. The following FAES courses have been evaluated for equivalency and acceptance for transfer credit and/or exemption at MUIH:

FAES Course(s)	MUIH Course(s)
BIOC 302 Biochemistry II (3 credits)	ISCI 626 Nutritional Biochemistry (3 credits)
CHEM 211 Organic Chemistry I (3 credits) and CHEM 212 Organic Chemistry II (3 credits)	ISCI 522 Foundations in Organic Chemistry (3 credits)
MEDI 217 Human Physiology I (2 credits) and MEDI 218 Human Physiology II (2 credits)	ISCI 547A Physiology I: Healthy Function (3 credits)
PBHL 512 Social and Behavioral Sciences (3 credits)	IHED 620 Foundations of Health Behavior and Health Education (2 credits)
PBHL 517 Health Policy and Management (3 credits)	IHED 777 Health Care Systems: From Macro to Micro (3 credits)
PBHL 518 Introduction to Program Evaluation for Planning, Improvement, and Measurement of Public Health (3 credits)	IHED 623 Health Education Program Evaluation (2 credits)
STAT 317 Introduction to Epidemiology (3 credits) and STAT 500 Statistics for Biomedical Scientists I and II (3 credits)	IHED 625 Research Methods in Health Education: Quantitative and Qualitative (3 credits)

GEORGE WASHINGTON UNIVERSITY

MUIH and the George Washington University (GW) School of Medicine and Health Sciences (SMHS) have signed an agreement that facilitates the admission of certain GW students to MUIH. Graduates of the GW SMHS B.S. in Health Sciences Clinical Research Administration, Clinical Management and Leadership, and Clinical Health Sciences programs with a cumulative GPA of 3.0 are guaranteed admission and may seek advanced standing consideration up to 6 credits in

MUIH’s Master of Nutrition and Integrative Health and Doctor of Clinical Nutrition programs. Graduates and current students in good academic standing in the GW M.S. Health Sciences in Integrative Medicine program who seek Certified Nutrition Specialist (CNS) credentials may take up to 9 credits from MUIH.

GEORGETOWN UNIVERSITY MEDICAL CENTER

Students in the Georgetown University Medical Center Master of Science in Physiology — Complementary and Alternative Medicine (CAM-MS) program have the opportunity to apply for preferred admission and advanced standing in an MUIH degree program to further their education in the field of integrative health. Candidates for preferred admission or advanced standing should indicate their status with Georgetown University Medical Center at the time of application for admission to MUIH and must provide documentation, such as transcripts and course descriptions, prior to approval. Similarly, students enrolled in one of MUIH’s degree programs have the opportunity to apply for preferred admission and advanced standing in the CAM-MS program. Qualified students must meet or exceed the admissions criteria (including prerequisites) for the program to which they are applying and must request advanced standing at the time of application.

INSTITUTE FOR FUNCTIONAL MEDICINE

Institute for Functional Medicine (IFM) Certified Practitioners may be eligible for advanced standing and up to nine credits of course exemption in MUIH’s Doctor of Clinical Nutrition program. Candidates for this advanced standing should indicate IFM certification at the time of application for admission to MUIH and must provide documentation before approval for advanced standing.

INSTITUTE FOR INTEGRATIVE NUTRITION (IIN)

Graduates of the Institute for Integrative Nutrition (IIN) who hold a bachelor’s degree will be eligible for the following exemptions in MUIH’s Master of Science in Nutrition and Integrative Health based on an Articulation Agreement with IIN and approved by the Maryland Higher Education Commission:

Master of Science in Nutrition and Integrative Health with Area of Concentration in Human Clinical Nutrition

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
NUTR 601	Redefining Nutrition	1.0
NUTR 672	Mindful Eating and Nourishment	2.0
Electives		2.0

Master of Science in Nutrition and Integrative Health with Area of Concentration in Community Nutrition Education

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
NUTR 601	Redefining Nutrition	1.0
NUTR 672	Mindful Eating and Nourishment	2.0
Electives		1.0

Master of Science in Nutrition and Integrative Health with Area of Concentration in Herbal Medicine

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
NUTR 601	Redefining Nutrition	1.0

Candidates for this exemption must indicate graduation from the IIN program on their application for admission to MUIH.

NATURAL GOURMET INSTITUTE – CHEF’S TRAINING PROGRAM

Graduates of the Chef’s Training Program at the Natural Gourmet Institute may be eligible for advanced standing in MUIH’s Master of Science in Nutrition and Integrative Health. Graduates may be exempt from taking some of the Cooking with Whole Foods Labs I-VIII. Candidates for this advanced standing should indicate their graduation from the Chef’s Training Program at the time of application for admission to MUIH and must provide documentation before approval for advanced standing.

SECTION 3: ACADEMIC POLICIES AND PROCEDURES

ATTENDANCE AND PARTICIPATION STANDARD

Course attendance requirements are designated by faculty members and vary depending on course content, learning outcomes, and assignments. Students should consult the “Course Policies” section of the syllabus for details.

ONLINE COURSES

Students are expected to have active, consistent, and timely engagement in online courses and to participate in the course’s academically-related activities.

Academically-related activities in an online course include, but are not limited to:

- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the University;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester. For example, in a two-credit course that is ten weeks long, students should expect to spend a minimum of nine hours per week engaging in the modules and work that accompanies the course.

ON-CAMPUS COURSES

While attendance requirements may vary (see Section 2.1), all students must participate in required learning activities and assessments. As with online courses, students are expected to have active, consistent, and timely engagement in on-campus courses and to participate in the course’s academically-related activities.

Academically-related activities in an on-campus course include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the University;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

The in-classroom and out-of-classroom hours vary for on campus courses depending on the type of course (e.g., didactic vs. lab) and whether the course is in an intensive or trimester-long format. As with online courses, student should expect to spend a total of 45 hours of time per credit over the course of the trimester. This includes hours inside the classroom and hours working outside of the classroom (reading, reviewing notes, completing assignments etc.).

To request a program extension the student should submit a letter requesting a program extension to the Department Chair. The letter must be submitted, and the request approved, before the student can register for courses in the trimester beyond the standard maximum time frame for program completion.

The letter should include:

- Reason for request of one-year extension
- Anticipated timeline for completion of remaining requirements
- Supporting documentation for any extenuating circumstances that prevented timely completion of courses

The Department Chair will provide a written decision to the student, Registrar, and Academic Advisor within two weeks of submission of the request.

CHANGE OF PROGRAM

Students may change from one academic program or curriculum to another, without reapplying through the Admissions Office, if all the following criteria are met. If any of these criteria are not met, the student must withdraw from their current program and reapply through the Admissions Office for the new program.

Program/Curriculum Criteria:

- A. The new program is within the same discipline (e.g., coaching, herbal medicine, acupuncture and Oriental medicine) as the current program;
- B. The new program or curriculum does not have admissions requirements that exceed those of the student's current program; and,
- C. The new program is not a doctoral program.

When a student changes from one program or curriculum to another, the student's degree requirements are those that are in effect at the time the student initiates the change. The degree requirements will be those within the academic catalog of the current academic year; however students who submit a change of program form after the first day of registration for the fall trimester, will be placed into the degree requirements for the upcoming academic year. Students may not be placed into degree or curriculum requirements from an older catalog year. In addition, students may not be placed into a new curriculum or degree for which they have already completed all the requirements.

The student must meet with the Academic Advisor for the new program to discuss the requirements for the program.

1. The Academic Advisor will use the Change of Program or Curriculum Form to document courses that the student has completed in the old program or curriculum that meet requirements within the new program or curriculum.
2. The student must meet with the Financial Aid Office to clarify the impact of the program or curriculum change on the availability of funds.
3. The student, Academic Advisor, and Financial Aid Officer will sign the Change of Program or Curriculum Form and the Academic Advisor will submit the form to the Department Chair.
4. The Department Chair will review the student's current academic progress and academic standing to decide on the program change request. Once a decision is made, the Department Chair must sign the Change of Program or Curriculum Form and submit it to the Registrar's Office for final processing.
5. The Registrar's Office will contact the student, Financial Aid Office, and Academic Advisor to inform them of the final decision and, if appropriate, confirm the change of program or curriculum.

TRANSFER AND COURSE EXEMPTION POLICY

Transfer Credits may be considered in cases where a student has taken graduate-level coursework that meets the same learning outcomes as a comparable course at Maryland University of Integrative Health (MUIH). Transfer credit is based exclusively on one-to-one academic course equivalency between schools. Only graduate-level coursework is eligible for transfer credit consideration, and an earned grade of 80% or equivalent is required for the course to be considered for transfer credit. The Department Chair or subject matter expert will determine course equivalency using a rubric approved by the University Curriculum Committee. Courses taken more than seven (7) years prior to enrollment are not eligible for transfer credit however; students may apply for course exemptions.

Course Exemptions may be considered in cases where a student has prior graduate academic experience that may not reflect a direct one-to-one course equivalency. Course exemptions may also be considered in cases where graduate academic credit is combined with life or professional experience that clearly demonstrates achievement in course learning outcomes other than one-to-one course equivalency. An earned grade of 80% or equivalent is required for the course to be considered for course exemption credit. Supporting evidence for course exemption must include completed graduate-level coursework or graduate-level coursework supplemented by experience relevant to the subject matter. Supplemental experience must be supported by documented evidence of professional trainings, certifications, licenses, etc. Life or professional experience without supporting graduate-level coursework cannot be considered for course exemption. The Department Chair or subject matter expert will determine course equivalency using a rubric approved by the University Curriculum Committee. If the review of the student's material does not yield a clear decision, an exam or other form of assessment will be required to qualify for exemption. If an exam is required, arrangements for taking the exam must be made through the Registrar's Office, which will schedule the exam with the Department Chair. The Registrar's Office will notify the student of the outcome of the exam.

In the case of certain 500-level MUIH courses, undergraduate coursework may be considered for course exemption. In the case of MUIH 600-level or above courses, only graduate coursework and syllabi will be considered as evidence for exemption.

Additional Considerations

Applicants who have earned degrees outside of the United States and are required to supply course-by-course degree evaluations as part of their application for admission, and who wish to apply for transfer credit or course exemption, must also secure and provide official translations of course syllabi and other supplemental material for their transfer credit and course exemption applications.

Certain courses may offer exceptions to the above policies. Such courses will be identified by the individual department, approved by the University Curriculum Committee, and the listing will be maintained by the Registrar's Office.

Students may apply for transfer credits or course exemptions if they are enrolling in a doctoral degree, master's degree, post-baccalaureate certificate, or post-master's certificate. An application for transfer credit or course exemption may be submitted by an applicant with an active application to a degree or certificate program in an upcoming term, an applicant who has been accepted to a degree or certificate program in an upcoming term, or a current student of MUIH who is active and in good academic standing. Consideration for transfer credit or course exemption will not be made by the Graduate Admissions Office or the Registrar without submission of an application with supporting documentation.

The maximum number of credits for which course exemptions and transfers may be granted is 35% of the total credits for the Acupuncture and Oriental Medicine master's and doctoral level degree programs, 25% of the total credits of all

other master's programs and bachelor's-doctoral degree programs, and up to three (3) credits in post-baccalaureate and post-master's certificates. In addition, the limit for exempted 500-level courses is six (6) credits.

Up to six (6) credits may be applied to a post-master's doctoral program at MUIH (e.g., post-master's DCN program) from another post-master's doctoral program in which the student has previously matriculated.

Note: Beyond the maximum transfer and exemption allowances listed above, all credits applied towards completion of a degree must be earned at MUIH. In some cases, these credits may have been completed at MUIH as part of a different degree or certificate. For example, if two different MUIH degrees require the same course, the relevant credits completed as part of the first degree may be applied towards the second degree. In such cases, the credits would not be considered exemption or transfer credits but would be considered credits earned at MUIH as part of the degree completion requirements

Students interested in transfer credit or course exemption must complete and submit the Transfer Credit and Course Exemption Worksheet along with official documentation.

Official documentation for transfer credit includes official transcript(s) and a syllabus for each course under review from the previous school(s). Official documentation for course exemption includes official transcript(s), a syllabus for each course under review from the previous school(s), and supplemental materials such as copies of professional trainings, certificates, and/or licenses if applicable.

Consideration for transfer credit or course exemption will not be made by the Graduate Admissions Office or the Registrar's Office without submission of an application with supporting documentation.

New Student Submissions

The Graduate Admission Office will process all transfer credit and course exemption applications, including notice of award, until the end of the Schedule Adjustment Period for the student's first term. After the end of the Schedule Adjustment Period, the Registrar's Office will process all transfer credit and course exemption applications, including notice of award. Upon approval, course credits without the grades will be transferred to the MUIH transcript.

Application and documentation for transfer credit and course exemption should be submitted as soon as possible. Transfer credit and course exemption applications submitted less than 3 weeks prior to the start of the student's first term may not be completed before the end of course registration. In those cases, students should consult with their Academic Advisor to ensure they register for the correct number of credits to maintain Satisfactory Academic Progress.

Current Student Submissions

All transfer credit and course exemption applications should be submitted at the time of application to the program. On the rare occasion that a continuing student identifies an additional course for which they believe they are eligible for transfer or exemption the student should submit the application and documentation as soon as possible.

The Registrar's Office will process all transfer credit and course exemption applications, including notice of award, for current students. For current students, applications and documentation for transfer credit and course exemption must be submitted by the following deadlines: March 15 for consideration for the Summer Term or later; July 15 for consideration for the Fall Term or later; and November 15 for consideration for the Spring Term or later. Submission after the deadline will only be considered for future trimesters.

Upon approval, course credits without the grades will be transferred to the MUIH transcript.

Note: A student cannot apply for Transfer Credit or Course Exemption for an MUIH course for which the student has previously received a grade of F or W.

SATISFACTORY ACADEMIC PROGRESS

This policy outlines qualitative and quantitative standards for Satisfactory Academic Progress (SAP) at MUIH. The policy also details academic and financial aid consequences of failure to maintain SAP status.

POLICY

MUIH, in accordance with Federal Title IV Student Financial Aid regulations, established guidelines for all students regarding Satisfactory Academic Progress (SAP). Student progress will be monitored from the first trimester of their enrollment in each program, to ensure minimum SAP requirements are met in order to maintain financial aid eligibility. Students who do not meet SAP requirements may lose their eligibility to receive financial aid and may result in the requirement for recipients of financial aid to repay all or some of the aid they received. The Federal Financial Aid requirements on SAP have two components: (1) a qualitative measure, and (2) a quantitative measure.

It is important to note that separate from the policy outlined herein for financial aid purposes, the Academic Affairs Office conducts reviews of student academic performance in accordance with MUIH standards. Refer to the information below or the Academic Catalog for details about academic performance standards and related sanctions. Since MUIH does not use a traditional GPA model, the University will measure the percentage of successfully completed courses to the total number of courses attempted by the student to comply with the qualitative measure.

All communications from the University regarding SAP will be made electronically, unless otherwise noted.

Satisfactory Academic Progress (SAP) Requirements

The following requirements are necessary in order to maintain SAP:

- Maintain a successful course completion rate of at least 50% (calculation based upon credit count);
- Maintain the necessary pace for completion within the Maximum Time Frame (MTF); and,
- Meet student specific requirements set forth by the Academic Department, the Financial Aid Office, and an Academic Advisor (when applicable)

Qualitative Measure – Successful Course Completion Rate

(STUDENTS IN THE DOCTOR OF CLINICAL NUTRITION PROGRAM SHOULD CONSULT ADDENDUM 1 AT THE BOTTOM OF THIS POLICY FOR ADDITIONAL QUALITATIVE MEASURES THAT CAN IMPACT THEIR SAP STATUS).

Students must maintain a cumulative successful course completion rate (i.e., a Pass rate) of at least 50%. This calculation is based on cumulative credit totals (not individual terms or courses), and includes all grades, including Pass (“P”), Fail (“F”), Incomplete (“I”), Remediated (“R”), and Withdrawal (“W”). This calculation will be completed for students enrolled in multiple programs, independently.

Example of successful completion rate: A student is enrolled in and has completed 9 credits this trimester. The student has already completed 6 credits, with “P” grades during the prior term. At the end of this term, when all grades have been submitted, the student has the following grades: 3 credit course = P; .50 credit course = F; .50 credit course = I; 3 credit course = W; 2 credit course = P. By definition, all credits are counted in the calculation and the student has successfully completed 11 credits, and has attempted 15 credits in total. The successful course completion rate = 11/15 or 73%. This student is meeting the qualitative factor for SAP.

Students are not required to retake failed or withdrawn elective courses (unless no other option exists) for successful completion, and instead may satisfy SAP requirements by completing any approved elective course. Elective courses, passed or failed, will be considered and accounted for during the Financial Aid and Academic review for SAP.

Quantitative Measure – Pace

This measure assesses the pace at which a student progresses toward attainment of their degree. The calculation to determine pace is done by testing the student against predetermined progression benchmarks at the end of the terms referenced below. These benchmarks are designed to assess whether or not a student will be able to complete their program of study within the Maximum Time Frame (MTF) for completion as defined by MUIH.

The chart below outlines the appropriate pace of completion by trimester, based on a larger percentage of courses due to be successfully completed later in the program. The MTF is calculated from the first trimester of a student’s enrollment and all trimesters are counted even if a student is not taking any courses or is on a leave of absence. Therefore, pace is calculated in reference to all terms enrolled, regardless of activity (or non-activity). Any break in a student’s enrollment, except total program withdrawal, will be included in the calculation of pace.

Pace of Completion by Trimester and Degree Level							
Degree Type	Trimesters						
	3-5	6-8	9-11	12-14	15-17	19-20	21
Post-Baccalaureate Certificate	25%	50%	MTF				
Master’s Degree	10%	25%	50%	75%	MTF		
Post-Masters Certificate	25%	50%	MTF				
Doctoral Degree	10%	25%	50%	50%	75%	85%	MTF

Example of Appropriate Pace: A student who is enrolled in a Post Master’s Certificate at the end of their third trimester has taken and passed 6 credits of course work, and has also transferred in 3 credits. The program is 12 credits in total. The calculation of pace is as follows: 12 total program credits divided by 9 successfully completed credits, equals 75% completion. Because the minimum expectation of pace is to have completed 25% of courses at that time, the student is maintaining a successful pace to complete the program within the MTF.

A student is ineligible for federal and state financial aid, and no appeal will be considered, when it becomes mathematically impossible to complete the program within the MTF (inclusive of a one-year extension, if granted). See table below.

Quantitative Measure – Maximum Time Frame (MTF)

Federal law requires that an SAP policy include a Maximum Time Frame (MTF) in which a student receiving federal financial aid must complete their educational program. The MTF for a graduate program at MUIH may be no longer than the maximum number of years allowed by Maryland state law. If a student completes one degree and decides to pursue a second degree, the MTF would reset. The MTF is calculated from the first trimester of a student’s enrollment and all trimesters are counted even if a student is not taking any courses or is on a leave of absence.

Credits counted in the MTF are all attempted credits within a student’s specific program at MUIH (even when not a financial aid recipient) and all transfer credits accepted toward their academic program (at the time of SAP Review). At the point that all required coursework for an academic program is completed, financial aid eligibility will be suspended even if the student does not apply to graduate.

The MTF to be eligible for merit-based and need-based funding is:

Degree Type	Maximum Time Frame
Post-Baccalaureate Certificate	9 trimesters

Master's Degree	15 trimesters
Post-Master's Certificate	9 trimesters
Doctoral Degree	21 trimesters

With respect to the MTF, all degree seeking students have the ability to apply, and if approved, be granted an additional year of eligibility to complete their program of study.

PROCEDURES

Failure to Meet SAP Requirements for Academic Purposes

The Academic Affairs Office through each Academic Advisor will conduct a Satisfactory Academic Progress review for all students at the completion of each trimester. The review will not occur until the submission of all grades for a student. Since this review cannot be completed before the submission of all grades for a student in each trimester and due to the nature of MUIH's course structure, students may be notified and removed from a course after the course has begun. (NOTE: STUDENTS IN THE DOCTOR OF CLINICAL NUTRITION PROGRAM SHOULD CONSULT ADDENDUM 1 AT THE BOTTOM OF THIS POLICY FOR ADDITIONAL CRITERIA THAT CAN LEAD TO FAILURE TO MEET SAP REQUIREMENTS AND ACADEMIC PROBATION, ACADEMIC JEOPARDY, OR ACADEMIC DISMISSAL).

Academic Probation

Students will be placed on Academic Probation:

- When they fall below a cumulative 50% successful course completion rate (in courses attempted).
- When they are not maintaining an appropriate pace as defined by the benchmarks noted in the quantitative measure of SAP.

Academic Jeopardy

Students will be placed on Academic Jeopardy:

- When they fail to increase their cumulative successful completion rate above 50% for two consecutive trimesters.
 - Future student registration will be held until the student has met with their Academic Advisor.
 - A plan to improve successful completion rate will be documented with each student.
- When they are not maintaining an appropriate pace as defined by the benchmarks noted in the quantitative measure of SAP for two consecutive trimesters.

Academic Dismissal

Students will be Academically Dismissed: When they fail to increase their cumulative successful completion rate above 50%, or they have failed to meet the appropriate pace benchmark after three consecutive trimesters of being on either Academic Probation or Academic Jeopardy.

Failure to Meet SAP Requirements for Financial Aid Purposes

Students who are placed under academic sanctions by the Academic Affairs Office are considered to be failing SAP standards. This will trigger the steps listed below and a student may become ineligible for Financial Aid.

The Financial Aid Office, in coordination with the Academic Affairs Office, will review the status of all financial aid applicants at the conclusion of each trimester (summer, fall, and spring), when all grades for a student are available. The review consists of the cumulative record of all prior trimesters (including trimesters when a student may not have

received financial aid funding), including transfer credits accepted toward an academic program at the time of the SAP Review. All elements of SAP will be evaluated: successful course completion, pace/progress rate, and Maximum Time Frame.

Financial Aid Warning

If MUIH determines a student is not making SAP, the student is given the status of Financial Aid Warning. During the subsequent trimester, the student will have the opportunity to meet the SAP standards and remain financial aid eligible. If the standards are met by the end of that trimester, the Financial Aid Warning is lifted and the student maintains eligibility for financial aid. If at the end of the trimester, the student does not meet the SAP standards, the student's eligibility for financial aid is suspended until SAP is met beginning with the next immediate trimester. A student may be placed on Financial Aid Warning multiple times if they have intermittent trimesters of meeting and not meeting SAP requirements.

Example: A student is not meeting SAP standards upon review of the fall 2015 trimester performance and the student is placed on Financial Aid Warning. At the end of the following trimester, spring 2016, the student is meeting SAP standards and the student maintains eligibility for financial aid. At the end of fall 2016 trimester, however, the student once again has not met SAP standards. The student is again placed on Financial Aid Warning (i.e. the clock re-sets after each trimester of successfully meeting SAP requirements).

Financial Aid Suspension

If a student is not meeting SAP requirements after a trimester of Financial Aid Warning, the student will be notified that eligibility for aid is suspended. In addition, when it becomes mathematically impossible for a student to complete their program within the MTF, financial aid will be suspended. The student may appeal the suspension. The outcome of the appeal will determine whether the student is granted Financial Aid Probation or if the suspension remains in place.

Financial Aid Probation

Financial Aid Probation is a status assigned to a student who has failed to make SAP, was put on Financial Aid Suspension, and then successfully appealed and has had eligibility for aid reinstated for a defined period of time.

Appeals

Circumstances to appeal a Financial Aid Suspension decision are limited. A student may appeal suspension if the student did not make SAP due to extenuating circumstances (e.g., personal illness, the death of a relative). All circumstances must be documented and approved by the Director of Financial Aid and the Vice President (VP) Marketing and Enrollment Management.

Appeals must be submitted within seven days of receiving notification of Financial Aid Suspension. Late appeals may be considered, but timely review is not guaranteed before the start of the next trimester.

If a student chooses to appeal the Financial Aid Suspension, they must first meet with their Academic Advisor to create an Academic Plan and then complete a Financial Aid Satisfactory Academic Progress Appeal Agreement with the Director of Financial Aid. Students should also submit any documentation that supports the request to the Director of Financial Aid. This process must be completed each trimester they are assigned this status. The contract is individualized and includes the agreed upon Academic Plan.

The Director of Financial Aid and the VP Marketing and Enrollment Management will review the appeal and may uphold the suspension, approve the appeal, or require additional information prior to making a decision:

- If the Director of Financial Aid and VP Marketing and Enrollment Management determine the appeal cannot be approved, the suspension remains in place and financial aid eligibility remains suspended.
- If the Director of Financial Aid and VP Marketing and Enrollment Management determine the appeal is sufficient and the student should be able to achieve SAP by the end of their next trimester of enrollment and/or the student is taking sufficient credits to graduate prior to exceeding the MTF, the student will be placed on Financial Aid Probation for one trimester. At the end of the trimester of Financial Aid Probation, the student's performance will be reviewed. If SAP requirements have been met, the student regains financial aid eligibility. If SAP requirements have not been met, the student's eligibility for financial aid is again suspended beginning with the next immediate trimester until SAP is met.
- If placed on Financial Aid Probation, the student's performance will continue to be monitored every trimester. An Academic Plan will have specific goals for a student to achieve each trimester of Financial Aid Probation and even if the goals are met early, the student continues on Financial Aid Probation until the end of the trimester. If a student does not meet the specific goals of the Academic Plan, the student's eligibility for financial aid is suspended beginning with the next immediate trimester, and until SAP is met.

Academic Plan

An Academic Plan is a course of action that, if achieved, will ensure that the student is able to meet the SAP standards by a specific point in time. An Academic Plan may include guidance provided by the student's Academic Advisor with suggestions for shifts in time management and prioritization of schoolwork.

Regaining Financial Aid Eligibility

If an appeal is denied, a student may regain financial aid eligibility by completing a specified number of credit hours (as determined by the Academic Advisor) without the benefit of federal or state aid, by restoring good academic standing with the University, and by meeting SAP standards. If those conditions are met, a student will be considered eligible for federal and/or state financial aid.

If a student has successfully appealed Financial Aid Suspension and is placed on Financial Aid Probation but fails to meet the requirements of the Financial Aid Probation contract/ Academic Plan, the student may not appeal again unless:

- the student is granted permission by the VP Marketing and Enrollment Management, the Director of Financial Aid, and the Academic Department Chair to continue in the program; and
- the student is able to attend without receiving federal, state, or institutional financial aid and meet SAP and University academic standards.

If the above conditions are met, a student must then submit a new appeal to request a review of eligibility for financial aid. Students may not submit two consecutive appeals.

Other Considerations

Transfer Credits – Courses that are transferred from another institution and accepted toward an academic degree program at the University (at the time of SAP Review) count as attempted and completed hours for the purpose of measuring pace and for Maximum Time Frame (MTF).

- **Incomplete Grades** – Credit hours in which a student receives a grade "I" are included in the number of attempted credits, but do not count toward successfully completed credits. Students with numerous incompletes may have difficulty meeting the SAP standards at the time of evaluation. SAP will only be re-evaluated at the end of the next trimester.

- Failing Grades – Credit hours in which a student receives a grade “F” are included in the number of attempted credits. Failing grades are not successfully completed credits.
- Failed Non-Attendance- Credit hours in which a student receives a grade “U” are included in the number of attempted credits. Failing grades are not successfully completed credits.
- Withdrawals – Credit hours in which a student receives a grade “W” are included in the number of attempted credits, but do not count towards successfully completed credits.
- Audited Credits – Audited class credits are not considered attempted coursework. A student cannot receive financial aid for audited courses.
- Grade Changes – Students who are on Financial Aid Probation must resolve all incomplete grades before the Financial Aid Office will make a final determination that they meet the SAP guidelines. Students must report any grade changes that impact their financial aid eligibility directly to the Financial Aid Office. Students must notify the Financial Aid Office once their final grades have been posted.

All information presented in this section is subject to change without notice based on changes to federal law, regulation, or University policy and procedure. If changes are made, students are required to abide by the new policy. This policy will be updated as frequently as possible to reflect current standards.

DEFINITIONS

- Academic Plan – a course of action that, if followed, will support a student’s ability to meet the SAP standards by a specific point in time. Academic Plans are included in the student’s probation contract.
- Academic Program – is the program in which a student plans to attain their degree.
- Audit Courses – courses that do not apply towards degree requirements, and are not taken for earned credit. Audit Courses are ineligible for financial aid.
- Completed Credits – Credits previously earned in the Acupuncture and Oriental Medicine department, toward the completion of a Doctor of Acupuncture/Doctor of Oriental Medicine degree, or pre-requisite/pre-admission course work as a part of the Doctor of Clinical Nutrition program. These credits only apply to the Doctoral Acupuncture and Oriental Medicine (AOM) and Nutrition programs
- Course Withdrawal – the process by which a student discontinues their enrollment in a particular course.
- Exempted Credits – credits awarded to enrolled students in which they have prior experience or learning in a subject (course) that meets the outcomes of a particular MUIH course.
- Financial Aid Probation – a status assigned to a student who has failed to make SAP, has appealed, and had eligibility for aid reinstated for a defined period of time.
- Financial Aid Suspension – results in termination of financial aid eligibility.
- Financial Aid Warning – a status assigned when a student fails to meet SAP requirements for the first time. A student may be assigned a warning status multiple times.
- Remediated Course – a course for which a student previously enrolled, failed, and has successfully completed with a grade of “P”.
- Successful Completion – finishing the courses for which one has subsequently enrolled and with the grade of “P” or “R”.

- Transfer Credits – include all credits earned at other institutions of post-secondary education that are accepted for credit toward completion of program requirements at MUIH.

ADDENDUM 1

The following modifications to the SAP policy will be applied to Doctor of Clinical Nutrition (DCN) students beginning in the Fall 2018 trimester. These modifications do not apply to grades earned prior to the Fall 2018 trimester. This addendum does not replace any components of the existing policy and students in the DCN program are subject to all the primary policy as well as this addendum. These additional SAP criteria are in place to help maintain appropriate rigor in a post-master’s doctoral program.

- Earning an “F”, and or “U” grade in a DCN course represents a failure to meet SAP requirements for academic and financial aid purposes. Students who receive a first “F” and or “U” grade will be placed on Academic Probation and Financial Aid Warning.
- To move off Academic Probation, lift the Financial Aid Warning, and return to SAP status, the student must pass all courses in the trimester following an “F” and or “U” grade.
- If the student does not pass all courses in the trimester following the “F” and or “U” grade, the consequences are as follows: if the student receives a second “F” and or “U” grade they meet the criteria for Academic Dismissal and will be dismissed from the program; if the student withdraws from one or more courses they will be placed on Academic Jeopardy. Under Academic Jeopardy, the student may not be eligible for financial aid (See Section 3.2 in the policy above).
- To move off Academic Jeopardy, the student must pass all courses in which they enroll in the following trimester. If the student fails a course or withdraws from any courses while on Academic Jeopardy, the student will meet the criteria for Academic Dismissal and will be dismissed from the program. If the student passes all of their courses during the trimester on Academic Jeopardy, the academic sanction will be lifted and the student will return to SAP status.
- In addition to the above, if at any point during the program a student earns a second “F” grade and or “U” grade, the student will meet the criteria for Academic Dismissal and will be dismissed from the program. Failure to remediate the first earned “F” and or “U” grade at the first available opportunity, also meets the criteria for Academic Dismissal.

GRADING IN ACADEMIC COURSES

Consistent standards must be applied by all faculty members in order to maintain a complete record of student progress, ensure equity in grading, and provide timely feedback to students regarding their achievements and challenges in meeting learning outcomes. Faculty must submit final course grades within 72 hours of the end of an academic course.

There are five course grading options at MUIH:

1. The grade of Pass (P) denotes satisfactory work or better. Generally, the cumulative work for the course must be assessed at a minimum of 80% of the maximum possible score (e.g. 160 points out of a possible 200 points in the total course) to be deemed satisfactory and receive a P grade for the course.
2. The grade of Fail (F) denotes unsatisfactory work. If the cumulative work for a course is assessed below 80%, the work is deemed unsatisfactory and the student receives an F grade for the course.

- a. If a student fails a required/core course, the student must retake the course. After successful completion, earning a grade of P, the previously failed course will be converted to the grade of Remediated (R). The student will be charged per credit at the current rate of tuition for any repeated course.
 - b. If a student fails an elective course, the student must successfully retake and remediate that course or pass an equivalent elective course. After successful completion, earning a grade of P, the previously failed course will be converted to an R only if retaking the same course. If the student chooses not to retake the same course, and instead chooses to take an alternate elective course, the F will remain. The student will be charged per credit at the current rate of tuition for any repeated course.
3. The grade of failure due to non-attendance (U) is applied when a student fails to attend a course or fails to complete any other academically-related activity (see definition below) in a course but does not officially drop or withdraw from the course. The grade of U is a permanent grade and will be reflected on the student's transcript. The student will be charged the full rate for the course. Note: Students who complete at least one academically-related activity in a course (see definition below) will receive the grade earned (i.e., "P" or "F") instead of U.
 4. The grade of Incomplete (I) denotes incomplete work in a course that is still to be completed before a final grade of P or F is assigned. The grade of Incomplete (I) is reserved for exceptional circumstances. Guidelines regarding the grade of I can be found in Policy 6040 Request, Approval, and Contract for Grade of Incomplete.
 5. The grade of Withdrawal (W) denotes withdrawal from a course. The grade of Withdrawal (W) is assigned when a student withdraws formally from a course after the official add/drop period.
 - a. If a student withdraws from a required/core course, the student must retake the course. The student will be charged per credit at the current tuition rate for that course.
 - b. If a student withdraws from an elective course, they may not be required to retake that specific course but must still meet the requirements of the program for which they are enrolled.
 - c. Withdrawals are officially recorded and displayed on all student transcripts.
 - d. Course withdrawals must be completed by the student via the student's Data Portal on my.muih.edu. More information is provided in Policy 6050 Course Withdrawals.

An academic dispute is a disagreement between faculty and a student about a grade or other issue related to classroom instruction, such as late penalties, acceptance or non-acceptance of late assignments, and incomplete grades. Students who have an academic dispute should follow these procedures:

1. The student must initiate the resolution process within two weeks of the occurrence of the academic dispute issue.
2. The student should make an appointment with the appropriate faculty of the course to discuss the issue. The meeting can be held in-person or by phone, as convenient to both parties. If the student wishes, they can request that an Academic Advisor attend such a meeting as a third party to the discussion.
3. Academic disputes do not progress beyond the faculty unless, at the end of the trimester, the dispute affects the final grade of the course. In such circumstances, if the student cannot resolve the issue by meeting with the course instructor, the student may appeal the decision through the Department Chair. Students may consult with their Academic Advisor to identify the appropriate Department Chair to discuss the dispute.
4. The decision of the Department Chair is final unless the Department Chair is the instructor. In these instances, the dispute will be taken to the Dean of Academic Affairs or their academic designee.

If the dispute is reviewed at the Dean of Academic Affairs level, the Dean, or the Dean's designee, may also designate an appropriate individual or committee to assist in resolving the concern. Students will be notified in writing of the decision. Any decision made by the Dean or the Dean's designee is final.

Academically-Related Activity

Academically-related activities include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- attending a study group that is assigned by the University;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do not include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation; or
- participating in academic counseling or advisement.

COURSE AUDIT POLICY

Students are eligible to audit certain courses inside and outside of their academic program. An "audit" refers to taking a course in which the student is neither assessed by the instructor nor awarded a grade. The conditions of the audited course are set by the instructor and vary among courses. In general, auditing students will be expected to attend class consistently and may be required to complete some assigned work, but will not be graded on such work.

The following rules and regulations apply to all audits:

- Only students who are currently enrolled in a degree program at MUIH may audit courses.
- Students must meet a course's pre-requisite requirements in order to audit the course.
- Not all courses or course sections are eligible for audit. Approval of specific audit requests is at the discretion of the course section instructor and the Department Chair.
- For any course required for completion of the student's program, the student must first pass the course before they are eligible to audit the course (i.e., take it for a second time as a "refresher").
- Students cannot change a course designation from audit to credit or from credit to audit once the course begins.
- Audited courses do not fulfill degree requirements and no academic credit is awarded for these courses.
- Course audits are not counted in the calculations determining full- and part-time enrollment status for financial aid purposes.
- Audited courses appear on transcripts with an audit designation.
- Tuition to audit a required course within a student's current academic program is waived. All other audited courses are billed at 50% of the normal tuition rate; this includes all program electives that have not been completed previously for a grade.
- Students who are taking a class for credit have enrollment priority over auditing students. For courses with historically high enrollment, auditing students will be placed on a wait list until two (2) weeks before the beginning of the trimester.

To audit a course, students must complete and submit the Audit Registration Form and pay the corresponding tuition fee.

COURSE DROP AND WITHDRAWAL POLICY

Dropping a Course

Students may modify their schedules during the schedule adjustment period at the beginning of each trimester. Leaving the course during this time is considered a drop not a course withdrawal. The course will not show on the student's transcript and the student will receive a tuition refund as outlined in the Refund Policy.

Students who have courses that begin later than the schedule adjustment period may drop the course up to one calendar day before the date the course is scheduled to begin, per the start date in the Data Portal. A student wishing to leave a course after this date will need to follow the course withdrawal policy and procedures.

Students are encouraged to consult with the Office of Financial Aid as well as their academic advisor prior to dropping a course.

Course Withdrawals

After the timeline to drop a course has passed, students may withdraw from a course up to 14 calendar days before the course ends, per the course end date in the data portal. A course withdrawal is reflected as a "W" on the official transcript. The effective date of a course withdrawal will be the date on which the student notifies a university official in writing of their intent to withdraw. The student's eligibility for a tuition refund is outlined in the Refund Policy.

Students who withdraw from a required course will need to re-take the course in its entirety. Students who stop attending classes and do not submit a completed add/drop/withdrawal form will receive the grade they earn in the course and will be responsible for the payment of all tuition and fees. See the Unofficial Withdrawal Policy for more details.

Exceptions to this policy will be considered only when requests are supported by written documentation that indicate compelling justification from an employer, physician, or other authority, and clearly documents responsibilities and/or commitments that were not pre-existing at the time of the course withdrawal deadline, such as an emergency or other grave situation. Exceptions will be reviewed and adjudicated on a case-by-case basis by the relevant Department Chair after consultation with the Dean of Academic Affairs or the Provost and are not to be interpreted as regular Maryland University of Integrative Health policy. Documentation of the Chair's decision and rationale must be submitted to the Office of the Registrar for inclusion in the student's official records

To drop or withdraw from a course, students must complete and sign a Course Add/Drop/Withdrawal form and submit it to the Registrar's Office.

In the case of course withdrawals, the form must be signed by the student's academic advisor. Students receiving financial aid should contact the Financial Aid Office before dropping or withdrawing from a course to discuss the impact this may have on current and future aid. Students should contact the Finance Department about any refunds that may be applicable.

PROGRAM WITHDRAWAL

Enrolled students are responsible for initiating the withdrawal process in writing, by completing the program withdrawal form and submitting it to the appropriate Academic Advisor.

Students will be refunded a portion of their tuition if they completely withdraw from the program (as established by the refund schedule). Exceptions to the published refund policy will be considered only when requests are supported by written documentation that indicates compelling justification from an employer, physician, or other authority and clearly documents responsibilities and/or commitments that were not pre-existing at the time of registration, a state of emergency or other grave situation. Exceptions will be reviewed and adjudicated on a case-by-case basis by the MUIH Finance Department, and are not to be interpreted as regular MUIH policy.

A student who withdraws and seeks to return to the institution must contact the Graduate Admissions Office. The reapplying student must fulfill all current admissions and curriculum requirements that are in place upon requesting readmission and pay all fees prior to being considered for readmission. A student may be subject to additional requirements or conditional requirements for reinstatement. Reacceptance is not guaranteed.

A student wishing to reapply for financial aid must meet with the Director of Financial Aid. If the student does not submit a written request to the Academic Advisor from the program, an administrative withdrawal may be initiated by the Academic Advisor or the Registrar's Office after one trimester of inactivity.

Involuntary Withdrawal

Subject to the University's duties under the Americans With Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 as amended (as they may be amended from time to time), a student may be asked to withdraw voluntarily or may be administratively withdrawn involuntarily from the University when the student:

- Poses a direct threat to the health or safety of self or others; or
- Has interfered with the rights of other students, faculty, staff, or other members of the educational community or with the exercise of any proper activities, functions, or duties of the University or its personnel, or has repeatedly harassed any member of the University community.

Students who withdraw from the University shall have all unassigned grades (including incompletes) converted to a "W."

UNOFFICIAL WITHDRAWAL

This policy clarifies the criteria for an unofficial withdrawal and the student's financial liability when these criteria are met. MUIH students who fail to complete any academically-related activity (see official University definition below) in a course are assigned a grade of "U". Students who complete at least one academically-related activity receive the grade earned (See Grading in Academic Courses Policy for more details). A financial aid recipient who does not pass any courses in a trimester (i.e., receives all F and/or U grades) without officially dropping the course(s), withdrawing from the course(s), or withdrawing from the University is considered an "unofficial withdrawal."

Academically-Related Activity

Academically-related activities include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial or computer-assisted instruction;
- attending a study group that is assigned by the school;
- participating in an online discussion about academic matters; and

- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation; or
- participating in academic counseling or advisement.

Student's Financial Liability

Students are responsible for understanding and abiding by the University's payment and refund policy. By completing registration, the student agrees to pay the total amount of tuition and other charges set forth, whether the student attends these courses or not. It is the student's responsibility to drop or withdraw from any courses that he/she did not attend or plans to not complete. Students who do not drop or withdraw will be charged in full.

Procedures

Per federal regulations, schools are required to review students who received federal financial aid and have not received any passing grades within a trimester. In these cases, the financial aid office will seek documentation of the student's participation for the trimester.

- If it is determined that a student never began attendance or participation in all courses (i.e., received all U grades) the student's aid will be returned in full.
- If a student receives all F grades and/or a combination of F and U grades, financial aid must review to determine if the non-passing grade was earned. Financial Aid will contact the instructor(s) to determine the last date of attendance, or academically-related activity, and that date will be used to calculate the return of funds. If the last date of attendance or academically-related activity cannot be determined, the mid-point date of the trimester will be used as the date of unofficial withdrawal and the date used to calculate the return of funds.

Additionally, these determinations may impact current and future financial aid. The school must make the determination as soon as possible but no later than 30 days after the end of the trimester.

Any return of financial aid funds may cause a balance, which the student will be responsible for paying. Contact the Office of Financial Aid for up-to-date information about financial aid withdrawal processes.

REQUEST, APPROVAL, AND CONTRACT FOR GRADE OF INCOMPLETE

Note: This policy does not apply to clinical courses.

The grade of Incomplete ("I") is reserved for exceptional circumstances. When illness, an accident, a family emergency, or another extraordinary life challenge makes it impossible for a student to complete the course requirements, the student may request a grade of "I" from the faculty member for a course in which the student is enrolled. Faculty should receive the Request for Incomplete Grade Form as soon as possible after the qualifying event. The form must be submitted before the last day of the course.

To be eligible for an "I" grade, the student must have satisfactorily completed and passed at least 60% of the requirements of the course. The faculty member will determine if the student has met an acceptable threshold for the course in order to qualify for an "I" grade. Each faculty member will thoughtfully review the request, keeping in mind the circumstances for which an "I" grade is appropriate. The faculty member is not required to offer the "I" grade.

In the Contract for Incomplete Grade Form, the faculty member will detail specific coursework to be completed. The faculty will also set a deadline for coursework completion. This date can be up to, but no later than, 30 days after the last day of the trimester in which the course occurs. Once the student receives an “I” grade, they must arrange to fulfill all the terms of the Contract for Incomplete Grade Form with their faculty.

A student who wishes to request a grade of Incomplete (“I”) must submit the Request for Incomplete Grade Form and follow these steps:

1. Complete the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (ex: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Submit this form as well as any documentation to the faculty member for the course in which the Incomplete Grade is being requested.
2. The faculty member will review the request and the documentation. If the request is denied, the faculty member will notify the student within one week. If the request is approved, the faculty member will complete the Contract for Incomplete Grade Form.
3. The student must accept terms of the Contract within 72 hours either by (a) signing and returning the Contract for Incomplete Grade Form, or (b) acknowledging acceptance of the Contract via MUIH email.
4. Once the Contract is accepted by the student, the faculty member will submit the completed Request for Incomplete Grade Form and the Contract for Incomplete Grade Form to the Registrar’s Office at registrar@muih.edu.
5. Upon completion of the required coursework, or the expiration of the agreed upon time frame in the Contract, the faculty member will submit a Change of Grade Form directly to the Registrar’s Office at registrar@muih.edu.
6. If the terms of the Contract are met, the faculty member will convert the “I” grade to a “P” grade. If the terms are not met, the faculty member will convert the “I” grade to an “F” grade. Faculty will have 15 days after the deadline of the Contract to convert these grades via the Change of Grade Form.

The details of this full process will be made available to the student’s Academic Advisor in order to provide additional support and monitor the progress of the Contract.

REQUEST, APPROVAL, AND CONTRACT FOR GRADE OF INCOMPLETE IN CLINIC COURSES

Note: This policy does not apply to non-clinical courses.

The grade of Incomplete (“I”) in clinical courses is reserved for exceptional circumstances. When illness, an accident, a family emergency, or another extraordinary life challenge makes it impossible for a student to complete the course requirements, the student may request a grade of “I” from the faculty member for a course in which the student is enrolled. Faculty should receive the Request for Incomplete Grade in Clinic Courses Form as soon as possible after the qualifying event. The form must be submitted before the last day of the course.

To be eligible for an “I” grade, the student must have satisfactorily completed and passed at least 60% of a courses’ clinic/patient visit requirements. The faculty member will determine if the student has met an acceptable threshold for the clinical course in order to qualify for an “I” grade. Each faculty member will thoughtfully review the request, keeping in mind the circumstances for which an “I” grade is appropriate. The faculty member is not required to offer the “I” grade.

In the Contract for Incomplete Grade in Clinic Courses Form, the faculty member will detail specific clinic requirements to be completed. The faculty will also set a deadline for completion of all clinic requirements. This date can be up to, but

no later than, 90 days after the last day of the course. Once the student receives an “I” grade, they must arrange to fulfill all the terms of the Contract for Incomplete Grade in Clinic Courses Form with their faculty. Note: This policy does not apply to non-clinical courses.

AOM790 and ACP790 Series

In order to be eligible for an Incomplete Grade, students enrolled in the AOM790 or ACP790 series must fulfill the following requirements:

- Students must have satisfactorily completed at least 50% of the clinic/patient visit requirements of the course.
- Incompletes issued in trimester 9 of the program are required to be resolved within trimesters 10 or 11 of the program.
- Students who have not resolved the Incomplete Grade by the end of trimester 11 will be issued the grade of Fail (“F”). To complete their program and clinical requirements, students will be required to reenroll in AOM790 or ACP790 and pay all tuition and fees.
- Incompletes issued in trimester 11 of the program must be resolved in trimesters 12-15 of the program.

A student who wishes to request a grade of Incomplete (“I”) must submit the Request for Incomplete Grade in Clinic Courses Form and follow these steps:

1. Complete the Request for Incomplete Grade in Clinic Courses Form, providing a detailed reason for the request. In most cases, supporting documentation (ex: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Submit this form as well as any documentation to the faculty member for the course in which the Incomplete Grade is being requested.
2. The faculty member will review the request and the documentation. If the request is denied, the faculty member will notify the student within one week. If the request is approved, the faculty member will complete the Contract for Incomplete Grade in Clinic Courses Form.
3. The student must accept terms of the Contract within 72 hours either by (a) signing and returning the Contract for Incomplete Grade Form, or (b) acknowledging acceptance of the Contract via MUIH email.
4. Once the Contract is accepted by the student, the faculty member will submit the completed Request for Incomplete Grade in Clinic Courses Form and the Contract for Incomplete Grade in Clinic Courses Form to the Registrar’s Office at registrar@muih.edu.
5. Upon completion of the required coursework, or the expiration of the agreed upon timeframe in the Contract, the faculty member will submit a Change of Grade Form directly to the Registrar’s Office at registrar@muih.edu.
6. If the terms of the Contract are met, the faculty member will convert the “I” grade to a “P” grade. If the terms are not met, the faculty member will convert the “I” grade to an “F” grade. Faculty will have 15 days after the deadline of the Contract to convert these grades via the Change of Grade Form.

The details of this full process will be made available to the student’s Academic Advisor in order to provide additional support and monitor the progress of the Contract.

LEAVE OF ABSENCE

Students may take a Leave of Absence (LOA) for up to one designated trimester*, per academic year (with no consecutive trimesters off), only after approved by the University. A student is eligible to request an LOA if they:

- Have completed one full trimester at MUIH;
- Are in good academic standing per Policy 6010 Satisfactory Academic Progress;
- Are in good financial standing with the University, meaning they have no unpaid bills for tuition and/or fees;

- Are in good standing with the Library;
- Have consulted with the Financial Aid Office, if applicable;
- Have no pending disciplinary action; and,
- Request an LOA by the deadline.

If a student is requesting an LOA as an accommodation for a disability, the requirements above may not apply. See Policy 7010 Disability Services for more information on requesting accommodations for a disability.

*Note: "One trimester" is defined by having had one full trimester off, either by requesting the LOA during the schedule adjustment period of that trimester, for a leave immediately, or by requesting LOA for a future full trimester.

A student may request an LOA for the current trimester until the end of the schedule adjustment period. Any request for an LOA during the schedule adjustment period of a trimester would be considered a full trimester. The student would be expected to return in the next immediate trimester. All requests made after the schedule adjustment period will be for a future trimester. All requests for immediate, emergency related LOAs or LOAs as an accommodation for a disability that are submitted after the deadline will be reviewed on a case-by-case basis by the Associate Vice President of Student & Alumni Affairs. These requests can be submitted to the student's Academic Advisor. If a midterm LOA is approved, all applicable policies including, but not limited to, refunds will be followed. For example, if a student is enrolled and LOA is approved after the student has completed 50% of each course, the associated refund for withdrawal from those courses at that time will be effective. Any student who is not eligible for an LOA and who desires to step out of their program must withdraw from their program and re-apply at a later date.

Upon return from an LOA, the student will remain in the curriculum in which they were originally enrolled per the Academic Catalog in effect at the time of enrollment. The student remains responsible for meeting all the academic requirements of that curriculum. The returning student will be subject to any newly established tuition and fee structures upon returning from the approved LOA.

Students should note that due to the cyclical nature of course offerings, certain courses that are missed during an LOA may not be available for an extended period of time. This may impact the student's ability to complete the program in an expected time frame. An LOA does not extend the timeframe for completion of program requirements.

A student who fails to return after an approved LOA will be administratively withdrawn from the program and is required to reapply through the Graduate Admissions Office. Readmission is not guaranteed, except for students who are granted an LOA as a disability accommodation. Students who are readmitted must meet all of the program requirements in effect at the time of enrollment after being readmitted.

Exceptions for Service Members:

The University will grant an LOA and not deny readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. The University will promptly readmit to the institution a person described in the paragraph above of this section with the same academic status as the student had when the student last attended the institution or was last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to perform service.

A student who stops attending courses at MUIH without an approved LOA and without withdrawing will receive the grades they have earned in all registered course(s) and will be withdrawn from their program and the University after one full trimester of inactivity. Students who are not enrolled in consecutive trimesters become inactive (i.e. are not

registered for or taking courses towards the completion of their degree program, are not on approved LOA, or who are not finished with a degree program or are pending a graduation audit) and will be administratively withdrawn after one trimester of inactivity.

The process for seeking approval for an LOA is as follows:

- Students must submit a Leave of Absence Request Form to their Academic Advisor. The request must include the reason and planned return date from the LOA.
- The student must contact the Financial Aid Office and the Finance Department before the LOA is approved. Taking an LOA may have financial implications (for example, the student may be required to begin paying student loans during an LOA). The Financial Aid Office will inform the student who requests an LOA of the implications of student loan repayment as it applies to their individual federal financial aid. If the student owes money to the University, they will be required to settle any outstanding charges before approval.
- Students requesting LOAs as accommodation for a disability should note this on the request form, as well as follow all procedures in securing accommodations through Policy 7010 Disability Services. In the event of an emergency making it impossible for the student to submit the request to their Academic Advisor in a timely fashion, the student should call or email their Academic Advisor and follow up with a written formal request for an LOA at their earliest convenience.

Once approved, the LOA will be considered effective as of the first day of the trimester in which the student is requesting leave. Students on LOA are required to adhere to the contract deadlines for submitting incomplete work.

ACADEMIC INTEGRITY

Maryland University of Integrative Health is committed to academic excellence and to the belief that the attainment of academic success depends on each student's commitment to personal honor and integrity. Each student shall adhere to ethical principles in all of their academic endeavors in class, in clinic, in internships, in research, and in the presentation of class assignments, tests, and all written work. Any form of academic dishonesty, including cheating, plagiarism, and misrepresentation of work, is a violation of academic integrity. Students are responsible for understanding and avoiding academic dishonesty including plagiarism, whether intentional or unintentional.

Violations of Academic Integrity include but are not limited to the following:

- Cheating: Use of unauthorized sources, notes, aids, or information on an exam or on any assessment; allowing other individuals or entities to do one's work and submitting the work as your own; submitting identical or similar work for more than one course without express permission from the instructor.
- Plagiarism: Submission of work without attribution or incorrect citation of sources for information that is not your own work. This includes borrowing ideas, a sequence of ideas, and conclusions from another source, even if you have put the ideas "into your own words."
- Fabrication: Falsifying or creating information or data; presenting information that is not collected or generated following standard methods of data gathering; failing to provide accurate accounts of the methods used.
- Falsifying Records or Documents: Any alteration of documents that impacts academic records; forging signatures for the purpose of authorization; submitting false or inaccurate credentials, altered or counterfeit records to Graduate Admissions, Student Affairs, or the Registrar's Office.
- Unauthorized Records Access: Viewing or altering University records, whether physical or electronic is strictly forbidden.
- Violation of Confidentiality: Unauthorized sharing of patient/client information; discussing private information in public; unprotected storage of patient/client health information.

Students suspecting someone of violating any of the Academic Integrity tenets should report it to their faculty member or the Academic Department Chair. All charges of academic dishonesty will be investigated and resolved by the faculty and/or Academic Department Chair through the procedures specified below. Faculty members who find evidence of academic dishonesty will report it to the Academic Department Chair.

When a faculty member suspects a student of a violation of academic integrity, the faculty member will notify the student of the issue, and ask the student for an explanation within 48 hours. Following that correspondence, the faculty member will inform the student of the final decision and consequences, as well as notify the student of their ability to appeal. The faculty member may issue one of two sanctions, a failing grade for the assignment or a failing grade for the course. The faculty will copy the Academic Department Chair as well as the Associate Vice President of Student & Alumni Affairs on the notification. If the faculty member feels that consequences beyond failing the assignment or the class are needed, the faculty member can request an investigation by the Academic Department Chair. In such cases, the Department Chair's investigation and decision-making process is the same as for the appeals process described below.

The student may choose either to accept the charge and consequence from the faculty member or to ask for an appeal within 72 hours through the Academic Department Chair. If requested by the student, the Academic Department Chair will investigate and will notify the Dean of Academic Affairs and the Associate Vice President of Student & Alumni Affairs.

The Academic Department Chair will begin an investigation of the allegation and collect statements from the faculty member, student, witnesses, or others who have pertinent information to share. This investigation will be completed within 15 business days from the date of the notification to the respondent.

At the conclusion of the investigation, the Academic Department Chair, in consultation with the Dean of Academic Affairs, will issue a finding in writing to the respondent with a copy to the faculty member and Associate Vice President of Student & Alumni Affairs. This decision will be within the 15 business days. If the Academic Department Chair confirms that a violation has occurred, they will impose a penalty after consulting with the Dean of Academic Affairs. Possible sanctions include a failing grade for the assignment, a failing grade for the course, and dismissal from the student's academic program. If the recommended sanction is dismissal from the program, the decision must be approved by the Provost.

ACADEMIC CITATION

American Psychological Association (APA) citation and format style is the standard style for academic writing at Maryland University of Integrative Health (MUIH). APA style should be used in all academic writing unless there is a conflicting requirement from an external publisher.

MUIH faculty should use APA style in-text citations and reference lists when creating learning resources and writing syllabi. Students should use APA style in-text citations and reference lists when completing assignments. In some instances, faculty may require the use of the entire APA writing format, not just APA style in-text citations and reference lists. Specific requirements will be noted by assignment within course syllabi, assignments, and modules.

Plagiarism is defined as using the published or unpublished words or ideas of another, in a direct quote, paraphrase, or summary without properly citing the material used and its source. To clarify:

- A quote is the use of another's exact words to express an idea. Quotes need to be relayed within quotation marks and attributed to the individual who created them.
- A paraphrase is the use of another's ideas and, usually, another's textual structure or flow, to convey information in one's own words. The length of a paraphrased passage tends to be about the same as the length of the passage

created by the original author. Paraphrased material needs to be attributed to the individual whose ideas are expressed in the original work.

- A summary is the concise presentation of the main ideas within someone else's work. It is written in one's own words and must be attributed to the individual whose work has been summarized.
- The Purdue Online Writing Lab provides additional information on how to avoid plagiarism and the use of APA citation style:

Avoiding Plagiarism:

https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/overview.html

Use of APA Citation Style: https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/

- Plagiarism is an infraction of Policy 6000 Academic Integrity Policy. Suspected plagiarism will be investigated according to the procedures outlined in that policy. It is essential that students talk to faculty before submitting assignments for any questions about when and how to cite other people's words or ideas.

ACADEMIC COMMUNICATION STANDARD

All communications within an academic course must be submitted through either the Canvas Conversations tool or an official Maryland University of Integrative Health (MUIH) email account. All students are issued an official MUIH email account upon matriculation and are responsible for the information sent via that account. Students and faculty should refrain from using personal email accounts or unofficial tools (e.g., social media) for university-related communications.

"Netiquette" refers to online etiquette. At MUIH, the use of netiquette is an opportunity to demonstrate our values of Community, Mindfulness, Integrity, Inquisitiveness and Discernment in a meaningful way. Because online communication is nonverbal, it can easily be misinterpreted or misunderstood.

The following guidelines for students and faculty support and demonstrate our values:

- Use discernment in your choice of words. Aim to maintain a positive tone. Be conscious regarding use of humor and sarcasm. Both can be misunderstood.
- Be mindful of how your communication may be received by others. Using all capital letters, for example, may be interpreted as shouting.
- Use integrity in all your communications.
- Use discernment by reviewing all discussion postings before posting your own to prevent redundancy.
- While we value community and our interconnection, communicate personal messages with instructors or students through individual messages as opposed to group messages.
- Respect others' opinions. Practice inquisitiveness to best understand different points of view.

Major violations of the netiquette guidelines may fall under Policy 7000 Code of Conduct and be investigated through the associated procedures.

SECTION 4: INTRODUCTION TO MUIH ACADEMICS

The 21st century requires higher levels of learning to keep pace with changes in the workplace, emerging technologies and deepening knowledge of the world. Graduate education bridges the broader approach of an undergraduate degree with appropriate depth and breadth in a single area of study or discipline. Master's and doctoral degrees represent higher-level learning and provide increasing levels of challenge as the student moves from a baccalaureate degree to a master's degree to a doctoral degree (Lumina Foundation Degree Qualifications Profile, 2011). Graduate education is a rigorous pursuit characterized by specialized training in the discipline's theory, research methodology and critical analysis. Graduate students develop the skills to generate new knowledge and to synthesize and apply existing knowledge.

UNIVERSITY LEARNING OUTCOMES

The University Learning Outcomes articulate the common characteristics and essential learning outcomes that underlie all MUIH programs. These outcomes identify and define elements that all students will know and be able to demonstrate by the end of their program. They lay the framework for the curriculum, how student learning will be assessed, and how students will demonstrate learning. They also connect the curriculum to the skills and attributes sought by employers after students' graduation. There are eleven University Learning Outcomes:

- **Business/Practice Management:** Graduates apply best principles and practices in business management to sustain their livelihood while providing in-demand quality services to patients and clients.
- **Discernment:** Graduates analyze information from a variety of perspectives to make a reasoned judgment based on evidence and reflection.
- **Ethics:** Graduates apply ethical principles and standards in alignment with the guidelines of their profession to make decisions and take actions.
- **Healing Presence:** Graduates demonstrate professional qualities, relationship skills, and professional behaviors that support the innate wholeness of individuals and their capacity to heal themselves.
- **Intercultural competency:** Graduates distinguish the impact of race/ethnicity, gender, age, sexual orientation, disability, religion, socio-economic status, veteran/military, and political ideology on individuals, groups, and communities and are proficient in establishing relationships across different cultures to impact health perspectives and outcomes.
- **Inter-professionalism:** Graduates collaborate with individuals of other professions to address health and healthcare needs and maintain a climate of mutual respect and shared values.
- **Relationship-Centeredness:** Graduates demonstrate awareness of self, individuals, and the community to develop shared goals, identify opportunities and barriers, and facilitate meaningful change.
- **Research Literacy:** Graduates access, evaluate, and apply the best available evidence to answer questions and inform decisions.
- **Resilience:** Graduates utilize personal assets, external resources, and positive coping strategies to adapt and thrive in changing environments.
- **Scientific Principles:** Graduates use knowledge of scientific concepts as part of analysis and decision-making in health and health care.
- **Skillfulness:** Graduates demonstrate proficiency in their field of study, integrating the knowledge and theories of their discipline into sound practice.

HEALING PRESENCE

Healing Presence is one of the eleven University Learning Outcomes. It is a hallmark of an MUIH education and an essential element of life at MUIH. Healing Presence is a constellation of personal qualities, relational skills, and professional behaviors that can have a transformational influence on individuals, groups, and communities. Healing Presence is an antecedent to optimal health and healthcare interventions; it transcends technical skill and supports the innate wholeness of individuals and their capacity to heal themselves. The qualities, skills, and behaviors that make up Healing Presence can be intentionally cultivated through specific practices.

Healing presence is composed of the personal qualities of compassion, mindfulness, empathy, humility, and curiosity; the relational skills of listening deeply, practicing nonjudgment, offering support, and communicating effectively; and the professional behaviors of respecting others, acting ethically, collaborating, and demonstrating cultural competence. It can be cultivated through the practices of self-awareness, self-regulation, and self-care. It manifests with individuals, groups, and communities in the form of safety, trust, empowerment, unconditional acceptance, increased self-efficacy, and increased resilience.

COURSE FORMATS

On-Campus Courses

On-campus courses are those in which all faculty-mediated instruction occurs in face-to-face class meetings on campus or in other face-to-face settings off-campus. Some on-campus courses are technology enhanced, in which students complete a variety of course activities, assignments, and assessments online.

Online Courses

Online courses are those in which all faculty-mediated instruction and all course activities, assignments, and assessments occurs online. In most cases interaction between faculty and students occurs asynchronously, but in some cases synchronous (in real-time) interaction online on a particular day and at a particular time is required.

Hybrid Courses

Hybrid courses are those in which some face-to-face instructional time is replaced with online instruction. In these courses, some faculty-mediated instruction occurs face-to-face on-campus or in other face-to-face settings off-campus, and some occurs online. As a result, hybrid courses meet face-to-face less frequently or for shorter periods of time than equivalent on-campus courses. Students in hybrid courses also complete a variety of course activities, assignments, and assessments online. In most cases online instruction and engagement between faculty and students occurs asynchronously, but in some cases synchronous (in real-time) interaction online at a particular day and time is required.

PROGRAM FORMATS

On-Campus Programs

On-campus programs are those in which the primary and overriding mode of faculty-mediated instruction and faculty-student engagement occurs face-to-face on campus. On-campus courses are the sole or primary means of faculty-mediated instruction. Some on-campus programs may include a relatively small number of required or optional hybrid or online courses.

Online Programs

Online programs are those in which the sole mode of faculty-mediated instruction and faculty-student engagement occurs online. Online courses are the sole means of faculty-mediated instruction.

Hybrid Programs

Hybrid programs are those in which faculty-mediated instruction and faculty-student engagement occurs both face-to-face and online. Hybrid programs, as compared to on-campus programs, are not designed for the primary and overriding mode of faculty-mediated instruction and faculty-student engagement to occur face-to-face on campus. Instruction in hybrid programs occurs variously through a mix of on-campus, online, and/or hybrid courses. Hybrid programs are defined as those designed by the University to be completed as such; students who enroll in hybrid programs are encouraged to consider the travel time and costs associated with the on-campus components of their program. Hybrid programs vary in their structure, based on the type of instruction appropriate for each academic discipline:

- The hybrid format of the M.S. Nutrition and Integrative Health, M.A. Health and Wellness Coaching, Post-Baccalaureate Certificate in Health and Wellness Coaching, and Post-Baccalaureate Certificate in Herbal Studies gives students the opportunity to select which courses they will take online and which they will take on campus. (Not all courses are offered in both formats or in every trimester.)
- The M.S. Clinical Herbal Medicine program requires a single 4-5 day on-campus intensive experience. Students can choose to take the rest of their coursework completely online, or to take selected classes on campus.
- The M.S. Herbal Product Design and Manufacture program requires two 4-5 day on-campus intensive experiences. Students can choose to take the rest of their coursework completely online, or to take selected classes on campus.
- The M.S. Yoga Therapy program is composed of a required set of hybrid and online courses.
- The Doctor of Clinical Nutrition program requires students to come to campus for coursework on four extended weekends, as specified by the academic department, over the entirety of their program.
- The Post-Baccalaureate Certificate in Narrative Health is offered primarily online with one intensive on-campus weekend at the start of the program and another intensive on-campus weekend at the end of the program.

MUIH ACADEMIC CALENDAR

FALL 2019

August 12 - September 5	Late confirmation period
August 21	Last day to submit Satisfactory Academic Progress (SAP) Appeal
August 31-September 2	Labor Day Holiday observed; University closed
September 1	Classes begin; schedule adjustment period begins
September 5	Schedule adjustment period ends; registration closed
September 15	Graduation and diploma application deadline for Fall 2019
October 1	2020-2021 FAFSA Available
November 4	Registration opens for Spring 2020 term
November 28 - 30, December 1	Thanksgiving Holiday observed; University closed
December 13	Last day of trimester
December 14-15	Designated Make-up Days
December 16	Final grades due
December 16-20	Satisfactory Academic Progress (SAP) Review
December 17	Fall 2019 Graduate Conferral Date
December 25 - January 1, 2020	Winter Break observed, University closed

SPRING 2020

December 16 - January 9	Late confirmation period
January 1	New Year's Holiday observed; University closed
January 2	Last day to submit Satisfactory Academic Progress (SAP) Appeal
January 5	Classes begin; schedule adjustment period begins
January 9	Schedule adjustment period ends; registration closed
January 20	Martin Luther King, Jr. Holiday observed; University closed
February 14	Graduation and diploma application deadline for Spring 2020
March 1	Deadline for Maryland residents to complete FAFSA 2020-2021 for Senatorial or Delegate Scholarships
March 2	Registration opens for Summer 2020 term

April 12	University closed
April 13	Last day of trimester
April 14-15	Designated Make-up Days
April 16	Final grades due
April 16-21	Satisfactory Academic Progress (SAP) Review
April 17	Spring 2020 Graduate Conferral Date
April 20	University restorative day; University closed

SUMMER 2020

April 6 - April 30	Late confirmation period
April 22	Last day to submit Satisfactory Academic Progress (SAP) Appeal
April 26	Classes begin; schedule adjustment period begins
April 30	Schedule adjustment period ends; registration closed
May 17	Commencement ceremony
May 23-25	Memorial Day Holiday observed; University closed
June 1	First day to apply for Graduate Plus loan for Fall 2020 trimester
June 15	Graduation and Diploma application deadline for Summer 2020
July 3-4	Independence Day observed; University closed
July 6	Registration opens for Fall 2020 term
August 3	Last day of trimester
August 4-5	Designated Make-up Days
August 6	Final grades due
August 6-12	Satisfactory Academic Progress (SAP) Review
August 7	Summer 2020 Graduate Conferral Date
August 10	University restorative day; University closed
August 19	Last day to submit Satisfactory Academic Progress (SAP) Appeal

SECTION 5: ACUPUNCTURE AND ORIENTAL MEDICINE

ACUPUNCTURE AND ORIENTAL MEDICINE DEPARTMENT

Master of Acupuncture

Master of Oriental Medicine

Doctor of Acupuncture

Doctor of Oriental Medicine

Post-Baccalaureate Certificate in Chinese Herbs

ADMINISTRATION

Alexandra York, M.S.

Interim Department Chair

Janet Padgett, M.Ac., Ph.D.

Director, Acupuncture Programs

Kerri Westhauser, M.Ac.

Director, Chinese Herb Programs

Janice Campbell, D.O.M., L.Ac., A.D.S.

Director, Clinical Education

Jennifer Schwing, M.A.

Department Manager, Acupuncture and Oriental Medicine and Chinese Herb Programs

Chelsey Barrett, M.S., CHES

Student Support Specialist and Academic Advisor

CONTACT THE ACUPUNCTURE AND ORIENTAL MEDICINE DEPARTMENT

410-888-9048 ext. 6663

acupuncture@muih.edu

CHINESE HERBS PROGRAM

410-888-9048 ext. 6663

chineseherbs@muih.edu

MASTER OF ACUPUNCTURE

PROGRAM OVERVIEW

The Master of Acupuncture is one of four Master's and Doctoral programs offered in Acupuncture and Oriental Medicine. All four programs prepare students to achieve full clinical competency in acupuncture and to become highly skilled, integrative acupuncturists. Each program has unique characteristics that prepare students for different career tracks and aspirations.

All of MUIH's acupuncture and Oriental medicine programs blend acupuncture approaches from two healing traditions, Constitutional Five Element Acupuncture (CFEA) and Traditional Chinese Medicine (TCM), with contemporary science as the basis for treating the whole person. The programs provide a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture, and introduce students to biomedicine from an integrative and holistic perspective. They emphasize self-cultivation and healership through a curriculum that is rigorous, transformative, and relationship-centered. By drawing upon ancient wisdom and the gifts of nature, students will learn to choose their words and actions intentionally in order to be a healing presence that supports their patients. These programs develop highly skillful and compassionate practitioners who offer acupuncture as a catalyst for healing and wellness, as well as for increased self-awareness and personal transformation. Additionally, the programs provide a solid foundation in career development, practice management, and the business skills necessary to build a practice or enter the workforce and participate in today's growing healthcare field.

The Master of Acupuncture (MAC) program was the first accredited master's degree program in acupuncture in the United States (1981) and continues to provide students with a comprehensive curriculum combining rigorous classroom teaching and a rich clinical experience. This program provides students with the fundamental skills and knowledge to become a licensed acupuncturist in various settings, especially private and small group practices.

The program consists of:

- A curriculum consisting of 128.25 credits that can be completed in three years (9 consecutive trimesters).
- Clinical acupuncture experience consisting of 30 observations, 125 primary treatments, 125 secondary treatments, and 23 community health initiative treatments.

LEARNING OUTCOMES

Students who complete the program will be able to:

- Apply a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture.
- Apply an understanding of biomedicine from an integrative and holistic perspective.
- Develop a healing presence and healing connection between the patient and practitioner.
- Articulate an understanding of the origin of symptoms and the direction and progression of conditions.
- Develop and provide individualized acupuncture treatment plans that address overall health and wellness and bring about effective relief for physical pain conditions, chronic illness, particular physical, mental, and emotional conditions, and spiritual issues in their patients.
- Translate western medical conditions into Chinese medicine diagnosis and treatment.
- Participate in a fully holistic system of diagnosis and treatment, addressing all levels of being.
- Apply business and practice management skills to ensure success as they enter the workforce.

CURRICULUM OVERVIEW

Students' progress through three levels of training, each with a specific focus that guides program goals and objectives. The trimesters flow and build from one to the next, and the coursework is sequenced to provide a rich and transformative educational experience.

LEVEL I

Level I begins with an intensive course on healership that introduces students to the art, practice, and science of being a healing presence. Students are introduced to MUIH's foundational principles, living within the rhythms of nature, living with mindfulness, and the skillful and purposeful use of language as tools for being a powerful healing presence and catalyst for change. This intensive is followed by coursework designed to open up the power of observation and sensory awareness. Other topics in Level I include:

- The foundational laws and theories that underpin the field of acupuncture and Oriental medicine
- Diagnostic skills development
- Rapport-building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics
- Orientation to information literacy
- Philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices (such as Tai Ji, Qi Gong, and Daoist meditation)

LEVEL II

Level II coursework delves deeper into the topics introduced in Level I, focusing on theory, diagnosis, treatment planning, and skills development. Students continue to observe clinical practice throughout Level II, and begin supervised clinical work. Near the end of this level, each student will take the Level II Comprehensive Exam. Upon passing the exam, the student may begin the expanded clinical portion of the program.

LEVEL III

Level III begins with a three-day off-campus retreat, which serves as a bridge between the academic work of Levels I and II and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 10 patients, and completes, under supervision, a minimum of 250 treatments. In addition, each student performs at least 180 treatments on patients at Community Health sites (begun in Level II). Beyond the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty to demonstrate the student's embodied knowledge and skills in the realm of Chinese medicine. Students may graduate upon completion of all coursework, clinical, and other academic requirements.

COURSE OF STUDY

LEVEL I

Number	Course Title	Credits
Trimester 1		
13.5 Required Credits		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: Healership	1.50
APP 613	Becoming a Healing Presence I	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
MUIH 500	University Wide Orientation for New Students	0.00
MUIH 550	Academic Research and Scholarship	0.00
Trimester 2		
15 Required Credits		
AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II	1.50
ISCI 548	Western Physiology for Chinese Medical Practitioners	3.00
ISCI 754	Biomedicine: Safe Practices	2.00

LEVEL II

Number	Course Title	Credits
Trimester 3		
15 Required Credits		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 690A	Introduction to Community Acupuncture and Supervised	

	Community Practice I	0.50
APP 615	Becoming a Healing Presence III	1.50
ISCI648	Western Pathophysiology for Chinese Medical Practitioners	3.00

Trimester 4

12.75 Required Credits

AOM 014	Five Element Project	0.00
AOM 095	Orientation to Clinical Practice	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690B	Supervised Community Practice II	0.25
ISCI 652	Physical Assessment	2.00

Trimester 5

13.25 Required Credits

AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice III	0.25
AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 790C5	Supervised Clinical Practice	0.50
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00

LEVEL III

Number	Course Title	Credits
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Trimester 6

14 Required Credits

AOM 096	Pre-Clinic Retreat	0.00
AOM 726	Point Location V	2.00

AOM 746	Transforming and Healing Emotions	1.00
AOM 776A*	Five Element Theory Integration Intensive I	0.50
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV	1.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
RSCH 601	Research Literacy in Integrative Health	3.00

* AOM 776A is taken in Trimester 6 for fall intakes and 5 for spring intakes.

Trimester 7

12 Required Credits

AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 776B*	Five Element Theory Integration Intensive II	0.50
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
IHM 762	Practice Management: The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I	2.00

* AOM 776B is taken in Trimester 7 for fall intakes and 6 for spring intakes.

Trimester 8

12.5 Required Credits

AOM 748	Special Clinical Techniques of Chinese Medicine	0.75
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
IHM 763	Practice Management: The Practice and Business of Oriental Medicine IV	2.00
ISCI 758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II	3.00

Trimester 9

12.25 Required Credits

AOM 758	Clinical Observations: Case Presentations	1.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
AOM 7EXI	AOM Oral Exam Level Three	0.00

APP 710	Becoming a Healing Presence V	1.50
Choose 3.0 credits from the following AOM 719A courses:		
AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Advanced Constitutional Five Element Acupuncture	3.00

ADDITIONAL COURSEWORK REQUIRED

Flex Core and Bioscience Elective courses are required, but students may elect when to complete them. All courses may not be offered each trimester. Refer to the Schedule of Courses each trimester for registration.

Number	Course Title	Credits
<i>Flex Core Coursework</i>		
5 Required Credits		
Students may complete ISCI 615 in Trimesters 3 through 9, ISCI 637 in trimesters 7 through 9, and AOM 719 in trimesters 7 through 9.		
AOM 719	Theory: NCCAOM Exam Preparation	0.00
ISCI 615	Mind Body Science	3.00
ISCI 637	Exploring Acupuncture Research	2.00
<i>Bioscience Electives</i>		
3 Required Credits		
Choose 3.00 credits from the following courses. Elective offerings vary by trimester and are subject to change.		
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.50
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 667	Science of Addiction	3.00
ISCI 671	Physical Activity and Health	3.00
NUTR 602	Nutrition: Food and Balance	3.00
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.00
NUTR 614	Human Nutrition I: Macronutrients	2.00
RSCH 610	Introduction to Scientific Writing	1.50
Total Program Credits for Master of Acupuncture		128.25
Total Program Hours		2,407.500

Program hours are based on the following formula for credit hour conversion:

- 15 hours (lecture) =1 semester credit
- 30 hours (lab) =1 semester credit
- 45 hours (independent study) =1 semester credit

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The Master of Acupuncture is delivered primarily on campus with a few online courses. It is designed to be completed in three years across nine trimesters with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary.

For programs that begin in the fall, class times are generally 8:45 a.m.–5 p.m. on Thursdays and Fridays. For programs that begin in the spring, class times are generally 8:45 a.m.–5 p.m. on Mondays and Tuesdays. There are occasional scheduling exceptions for intensives, electives, non-credit requirements, and other special courses as described below. Students must plan ahead to clear work schedules and commitments to be available to attend all courses as required.

Online courses offer flexibility for the student, and run asynchronously throughout the trimester. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muih.edu.

INTENSIVES

The program begins with a three-day intensive and has a few weekend intensives throughout the first nine trimesters. Most weekend intensives are 8:30 a.m.–5:30 p.m. on Saturday and Sunday. See www.muih.edu for more information.

ELECTIVES

Elective course offerings are typically held Mondays 6–9 p.m., Wednesdays 9 a.m.–12 p.m., and weekends (generally two weekends consisting of Friday evening and all day Saturday and Sunday), with some online availability. Offerings vary by trimester.

NON-CREDIT REQUIREMENTS

This program includes nine non-credit requirements, which will be explained in detail in the first and second trimesters:

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment
- AOM 014 Five Element Project
- AOM 095 Orientation to Clinical Practice
- AOM 096 Pre-Clinic Retreat
- AOM 6EXI AOM Comprehensive Exam Level Two
- AOM 7EXI AOM Oral Exam Level Three
- AOM 719 Theory: NCCAOM Exam Preparation
- MUIH 500 University Wide Orientation for New Students
- MUIH 550 Academic Research and Scholarship

ADDITIONAL INFORMATION

LAWS AND LICENSURE

Completion of the Master of Acupuncture program does not automatically qualify graduates to begin practicing independently. Each state, including Maryland, has specific licensure or registration procedures that must be met. There may be a waiting period between the completion of the program and the legal recognition allowing the graduate to begin practice. Until a graduate receives official notification of legal recognition to begin practice, she or he may continue to practice only under faculty supervision. Students who wish to continue to practice in Maryland after graduating, but prior to being licensed, must enroll in MUIH's Trainee Program.

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to www.nccaom.org.

Graduates wishing to practice in Maryland may be licensed by applying to the Maryland Board of Acupuncture.

MUIH is approved by the Maryland Higher Education Commission to award a Master of Acupuncture degree, and the program conforms to Maryland laws and regulations regarding the practice of acupuncture.

GENERAL

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state.

The University cannot provide assurance that completion of the program will qualify a graduate to be registered or accepted under a state law other than Maryland. However, the University's Master of Acupuncture program is designed to provide full clinical competency in traditional acupuncture.

MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

- **Maryland Board of Acupuncture**
4201 Patterson Avenue, Room 311
Baltimore, MD 21215
410-764-4766 or 800-530-2481
dhmh.state.md.us/bacc

STATE OF CALIFORNIA

Qualified MUIH alumni who have completed the following course of study required by the California Acupuncture Board are currently eligible to take the California Acupuncture Licensing Examination.

Effective January 1, 2005, the California Acupuncture Licensing Examination requires students to complete a total of 3000 hours (2050 hours of didactic instruction and 950 hours of clinical instruction) in the following areas:

Basic Sciences	350
<i>to include: Anatomy, Physiology, Chemistry, Biochemistry, Physics, Biology, Nutrition, Pathology and Pathophysiology</i>	
Oriental Medicine Principles and Treatment	1255
<i>to include 450 hours of instruction in Chinese Herbal Medical Principles and Theory</i>	
Clinical Medicine, Patient Assessment and Diagnosis	240
Case Management	90
Practice Management	45
Public Health	40
Professional Development	30
Clinical Practice	950

Students who wish to take the California Acupuncture Licensing Examination must complete the following additional requirements. Please note that these requirements are above and beyond what is required to complete MUIH's Master of Acupuncture degree program and that there may be additional fees associated with completion of these requirements:

- Chinese Herbal Certificate: 450 hours of didactic instruction and 210 hours of clinical instruction
- AOM CA701 California Supplemental Information I
- AOM CA702 California Supplemental Information II
- ISCI 752 Advanced Diagnostic Studies
- CPR: A minimum of eight (8) hours in first aid and adult/child CPR from the American Red Cross, American Heart Association or other organization with an equivalent course approved by the California Acupuncture Board
- Self-identified California tracked students must comply with California supervisory requirements by treating on specified California tracked treatment slots.
- Recommended elective coursework: ISCI 667 Science of Addiction

The Integrative Health Sciences department at MUIH provides most of the California-required science coursework within the core science courses in the Master of Acupuncture program. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

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- **California Acupuncture Board**
1747 N. Market Blvd., Suite 180
Sacramento, CA 95834
916-928-2204
www.acupuncture.ca.gov

REQUIREMENTS OF OTHER STATES

For eligibility to apply for licensure, other states may stipulate additional requirements, such as completion of a course in Chinese herbs or clinical hours beyond what is required by MUIH. For information about licensure procedures in specific states, please contact the medical or acupuncture regulating agency in each state.

RESOURCES

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- **Council of Colleges of Acupuncture and Oriental Medicine**

1501 Sulgrave Avenue, Suite 301

Baltimore, MD 21209

410-464-6040

www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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8941 Aztec Drive

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- **National Certification Commission for Acupuncture and Oriental Medicine**

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Washington DC, 20036

(202) 381-1140

info@nccaom.org

www.nccaom.org

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the profession at the state level while promoting collaboration nationally and internationally, the ASA provides its members, the public, legislators, and regulators resources for ensuring the best expression of this ancient and modern medicine.

- **American Society of Acupuncturists**

<http://www.asacu.org>

MASTER OF ORIENTAL MEDICINE PROGRAM

PROGRAM OVERVIEW

The Master of Oriental Medicine degree is one of four Master's and Doctoral programs offered in Acupuncture and Oriental Medicine. All four programs prepare students to achieve full clinical competency in acupuncture and to become highly skilled, integrative acupuncturists. Each program has unique characteristics that prepare students for different career tracks and aspirations.

All of MUIH's acupuncture and Oriental Medicine programs blend acupuncture approaches from two healing traditions, Constitutional Five Element Acupuncture (CFEA) and Traditional Chinese Medicine (TCM), with contemporary science as the basis for treating the whole person. The programs provide a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture, and introduce students to biomedicine from an integrative and holistic perspective. They emphasize self-cultivation and healership through a curriculum that is rigorous, transformative, and relationship-centered. By drawing upon ancient wisdom and the gifts of nature, students will learn to choose their words and actions intentionally in order to be a healing presence that supports their patients. These programs develop highly skillful and compassionate practitioners who offer acupuncture as a catalyst for healing and wellness, as well as for increased self-awareness and personal transformation. Additionally, the programs provide a solid foundation in career development, practice management, and the business skills necessary to build a practice or enter the workforce and participate in today's growing healthcare field.

The Master of Oriental Medicine (MOM) combines the skills and knowledge of acupuncture provided in the Master of Acupuncture degree with a deep concentration and practice in Chinese herbs. Thus, the MOM program further enhances and deepens a graduate's ability to treat the whole person with a multidisciplinary knowledge base and clinical acumen. It prepares the student to become a licensed acupuncturist who can integrate and apply the benefits of both acupuncture and Chinese herbs in cultivating health and wellness. The program consists of:

- A curriculum consisting of 168.25 credits that can be completed in four years (13 consecutive trimesters).
- Clinical acupuncture experience consisting of 30 observations, 125 primary treatments, 125 secondary treatments, and 23 community health initiative treatments.
- Clinical Chinese herb experience consisting of 40 primary treatments and 65 secondary treatments.
- The opportunity to gain practical experience in prescribing Chinese herbs, and the management of a Chinese herbal dispensary.

LEARNING OUTCOMES

Students who complete the program will be able to:

- Apply a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture.
- Apply an understanding of biomedicine from an integrative and holistic perspective.
- Develop a healing presence and healing connection between the patient and practitioner.
- Articulate an understanding of the origin of symptoms and the direction and progression of conditions.
- Develop and provide individualized acupuncture treatment plans that address overall health and wellness and bring about effective relief for physical pain conditions, chronic illness, particular physical, mental, and emotional conditions, and spiritual issues in their patients.
- Translate western medical conditions into Chinese medicine diagnosis and treatment.
- Participate in a fully holistic system of diagnosis and treatment, addressing all levels of being.
- Apply business and practice management skills to ensure success as they enter the workforce.

- Develop and provide individualized and integrated acupuncture and Chinese herbal medicine treatment plans that address overall health and wellness and bring about effective relief for physical pain conditions, chronic illness, particular physical, mental, and emotional conditions, and spiritual issues in their patients.
- Prescribe and dispense Chinese herbs as part of an integrated treatment plan.

CURRICULUM OVERVIEW

Students progress through three levels of training, each with a specific focus that guides program goals and objectives. The trimesters flow and build from one to the next, and the coursework is sequenced to provide a rich and transformative educational experience.

LEVEL I

Level I begins with an intensive course on healership that introduces students to the art, practice, and science of being a healing presence. Students are introduced to MUIH's foundational principles, living within the rhythms of nature, living with mindfulness, and the skillful and purposeful use of language as tools for being a powerful healing presence and catalyst for change. This intensive is followed by coursework designed to open up the power of observation and sensory awareness. Other topics in Level I include:

- The foundational laws and theories that underpin the field of acupuncture and Oriental Medicine
- Diagnostic skills development
- Rapport-building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics
- Orientation to information literacy
- Philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices such as Tai Ji, Qi Gong, and Daoist meditation

LEVEL II

Level II coursework delves deeper into the topics introduced in Level I, focusing on theory, diagnosis, treatment planning, and skills development. Students continue to observe clinical practice throughout Level II, and begin supervised clinical work. Each student trains at the on-campus faculty-supervised clinic and at the off-campus Community Clinic Sites. Near the end of this level, each student will take the Level II Comprehensive Exam. Upon passing the exam, the student may begin the expanded clinical portion of the program.

LEVEL III

Level III begins with a three-day off-campus retreat, which serves as a bridge between the academic work of Levels I and II and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 10 acupuncture patients, and completes, under supervision, a minimum of 250 acupuncture treatments. In addition, each student performs at least 180 treatments on acupuncture patients at Community Clinic Sites (begun in Level II). The Chinese herbs clinic consists of 210 hours, including direct diagnostic calibration, treatment planning, and extensive practical dispensary training. In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. Students may graduate upon completion of all coursework, clinical, and other academic requirements.

COURSE OF STUDY

LEVEL I

Number	Course Title	Credits
Trimester 1		
13.5 Required Credits		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: Healership	1.50
APP 613	Becoming a Healing Presence I	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
MUIH 500	University Wide Orientation for New Students	0.00
MUIH 550	Academic Research and Scholarship	0.00

Trimester 2

15 Required Credits

AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II	1.50
ISCI 548	Western Physiology for Chinese Medical Practitioners	3.00
ISCI 754	Biomedicine: Safe Practices	2.00

LEVEL II

Number	Course Title	Credits
Trimester 3		
15 Required Credits		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75

AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
APP 615	Becoming a Healing Presence III	1.50
ISCI 648	Western Pathophysiology for Chinese Medical Practitioners	3.00

Trimester 4

12.75 Required Credits

AOM 014	Five Element Project	0.00
AOM 095	Orientation to Clinical Practice	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690B	Supervised Community Practice II	0.25
ISCI 652	Physical Assessment	2.00

Trimester 5

13.25 Required Credits

AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice II	0.25
AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 790C5	Supervised Clinical Practice	0.50
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00

LEVEL III

Number	Course Title	Credits
Trimester 6		
14 Required Credits		
AOM 096	Pre-Clinic Retreat	0.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 776A*	Five Element Theory Integration Intensive I	0.50
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV	1.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
RSCH 601	Research Literacy in Integrative Health	3.00
* AOM 776A is taken in Trimester 6 for fall intakes and 5 for spring intakes.		
Trimester 7		
12 Required Credits		
AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 776B*	Five Element Theory Integration Intensive II	0.50
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
IHM 762	Practice Management: The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I	2.00
* AOM 776B is taken in Trimester 7 for fall intakes and 6 for spring intakes.		
Trimester 8		
17 Required Credits		
AOM 748	Special Clinical Techniques of Chinese Medicine	0.75
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
CHP 623A*	Chinese Herbal Medicine Theory I	4.50
IHM 763	Practice Management: The Practice and Business of Oriental Medicine IV	2.00
ISCI 758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II	3.00
*Chinese Herbs courses (CHP): fall intakes begin this series of courses in Trimester 8. Spring intakes begin this series of courses in Trimester 7.		

Trimester 9

16 Required Credits

AOM 758	Clinical Observations: Case Presentations	1.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
AOM 7EXI	AOM Oral Exam Level Three	0.00
APP 710	Becoming a Healing Presence V	1.50
CHP 623B	Five Element Theory and Herbal Integration I	3.00
CHP 731A	Clinical Thought Process	0.50
CHP 642B	Clinical Theory in Practice II	0.25

Choose 3.0 credits from the following AOM 719A courses:

AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Advanced Constitutional Five Element Acupuncture	3.00

Trimester 10

5.5 Required Credits

CHP 623C	Five Element Theory and Herbal Integration II	5.00
CHP 642C	Clinical Theory in Practice III	0.50

Trimester 11

10.75 Required Credits

CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 721A	Clinical Internship	2.00
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group I	0.50
ISCI 627	Pharmacology and Safety of Chinese Herbal Medicines	4.00

Trimester 12

7.5 Required Credits

CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 721B	Clinical Internship	2.50
CHP 770B	Pharmacy Practicum	0.25
CHP 780B	Core Group II	0.25

Trimester 13

8 Required Credits

CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721C	Clinical Internship	2.50
CHP 770C	Pharmacy Practicum	0.50
CHP 780C	Core Group III	0.25

ADDITIONAL COURSEWORK REQUIRED

Flex Core and Bioscience Elective courses are required but students may elect when to complete them. All courses may not be offered each trimester. Refer to the Schedule of Courses each trimester for registration.

Number	Course Title	Credits
<i>Flex Core Coursework</i>		
5 Required Credits		
Students may complete ISCI 615 in Trimesters 3 through 9, ISCI 637 in trimesters 7 through 9, and AOM 719 in trimesters 7 through 9.		
AOM 719	Theory: NCCAOM Exam Preparation	0.00
ISCI 615	Mind Body Science	3.00
ISCI 637	Exploring Acupuncture Research	2.00
<i>Bioscience Electives</i>		
3 Required Credits		
Choose 3.00 credits from the following courses. Elective offerings vary by trimester and are subject to change.		
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.50
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 667	Science of Addiction	3.00
ISCI 671	Physical Activity and Health	3.00
NUTR 602	Nutrition: Food and Balance	3.00
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.00
NUTR 614	Human Nutrition I: Macronutrients	2.00
RSCH 610	Introduction to Scientific Writing	1.50
Total Program Credits for Master of Oriental Medicine		168.25
Total Program Hours		3,127.50

Program hours are based on the following formula for credit hour conversion:

- 15 hours (lecture) =1 semester credit
- 30 hours (lab) =1 semester credit
- 45 hours (independent study) =1 semester credit

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The Master of Oriental Medicine is delivered primarily on campus with a few online courses. The program is designed to be completed in four years and four months (13 trimesters) if started in the fall, or four years (12 trimesters) if started in the spring. Classes are held on a 14-week schedule per trimester with an additional week designated for makeup classes, if necessary.

An accelerated format of this program is also available. Students beginning the program in the fall may complete the program in as few as 10 trimesters, and students beginning the program in the spring may complete the program in as few as nine trimesters. Students seeking this option must contact their academic advisor at the start of trimester three to apply.

For programs that begin in the fall, class times are generally 8:45 a.m.–5 p.m. on Thursdays and Fridays. For programs that begin in the spring, class times are generally 8:45 a.m.–5 p.m. on Mondays and Tuesdays.

There are occasional scheduling exceptions for intensives, electives, non-credit requirements, and other special courses as described below. Students must plan ahead to clear work schedules and commitments to be available to attend all courses as required.

Online courses offer flexibility for the student, and run asynchronously throughout each trimester. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muuh.edu.

INTENSIVES

The program begins with a three-day intensive and has a few weekend intensives throughout the 13 trimesters. Most weekend intensives are 9 a.m.–5:30 p.m. on Saturday and Sunday. See www.muuh.edu for more information.

CHINESE HERBS COURSES

The Chinese herbs portion of the Master of Oriental Medicine program consists of 37 credits delivered as two- to three-day weekends (Friday-Sunday), starting in Level III. Please refer to the Course of Study and the Post- Baccalaureate Certificate in Chinese Herbs for more information.

ELECTIVES

Elective course offerings are typically bioscience (ISCI) courses held on Mondays 6–9 p.m., Wednesdays 9 a.m.–12p.m., and weekends (generally two weekends consisting of Friday evening and all day Saturday and Sunday), with some online availability. Offerings vary by trimester.

NON-CREDIT REQUIREMENTS

This program includes nine non-credit requirements, which will be explained in greater detail in the first and second trimesters:

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment
- AOM 014 Five Element Project
- AOM 095 Orientation to Clinical Practice
- AOM 096 Pre-Clinic Retreat

- AOM 6EXI AOM Comprehensive Exam Level Two
- AOM 719 Theory: NCCAOM Exam Preparation
- AOM 7EXI AOM Oral Exam Level Three
- MUIH 500 University Wide Orientation for New Students
- MUIH 550 Academic Research and Scholarship

ADDITIONAL INFORMATION

LAWS AND LICENSURE

Completion of the Master of Oriental Medicine program does not automatically qualify graduates to begin practicing independently. Each state, including Maryland, has specific licensure or registration procedures that must be met. There may be a waiting period between the completion of the program and the legal recognition allowing the graduate to begin practice. Until a graduate receives official notification of legal recognition to begin practice, she or he may continue to practice only under faculty supervision. Students who wish to continue to practice in Maryland after graduating, but prior to being licensed, must enroll in MUIH's Trainee Program.

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to www.nccaom.org.

Graduates wishing to practice in Maryland may be licensed by applying to the Maryland Board of Acupuncture.

Maryland University of Integrative Health is approved by the Maryland Higher Education Commission to award a Master of Oriental Medicine degree, and the program conforms to Maryland laws and regulations regarding the practice of acupuncture.

GENERAL

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state. The University cannot provide assurance that completion of the program will qualify a graduate to be registered or accepted under a state law other than Maryland. However, the University's Master of Oriental Medicine program is designed to provide basic, solid competence in traditional acupuncture and Chinese herbs.

MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

- **Maryland Board of Acupuncture**
4201 Patterson Avenue, Room 311
Baltimore, MD 21215
410-764-4766 or 800-530-2481
dhmh.state.md.us/bacc

STATE OF CALIFORNIA

Qualified MUIH alumni who have completed the following course of study required by the California Acupuncture Board are currently eligible to take the California Acupuncture Licensing Examination. Effective January 1, 2005, the California Acupuncture Licensing Examination requires students to complete a total of 3000 hours (2050 hours of didactic instruction and 950 hours of clinical instruction) in the following areas:

Basic Sciences	350
<i>to include: Anatomy, Physiology, Chemistry, Biochemistry, Physics, Biology, Nutrition, Pathology and Pathophysiology</i>	
Oriental Medicine Principles and Treatment	1255

to include 450 hours of instruction in Chinese Herbal

Medical Principles and Theory

Clinical Medicine, Patient Assessment and Diagnosis	240
Case Management	90
Practice Management	45
Public Health	40
Professional Development	30
Clinical Practice	950

Students who wish to take the California Acupuncture Licensing Examination must complete the following additional requirements. Please note that these requirements are above and beyond what is required to complete MUIH's Master of Oriental Medicine degree program and that there may be some additional fees associated with completion of these requirements:

- AOM CA701 California Supplemental Information I
- AOM CA702 California Supplemental Information II
- ISCI 752 Advanced Diagnostic Studies
- CPR: A minimum of eight (8) hours in first aid and adult/child CPR from the American Red Cross, American Heart Association or other organization with an equivalent course approved by the California Acupuncture Board
- Self-identified California tracked students must comply with California supervisory requirements by treating on specified California tracked treatment slots.
- Recommended elective coursework: ISCI 667 Science of Addiction

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P.O. Box 65120

Baltimore, MD

410-464-6040

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NCCAOM

2025 M Street NW, Suite 800

Washington DC, 20036

888-381-1140 (toll-free)

202=381-1140 (direct phone number)

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DOCTOR OF ACUPUNCTURE

PROGRAM OVERVIEW

The Doctor of Acupuncture degree is one of four Master's and Doctoral programs offered in Acupuncture and Oriental Medicine. All four programs prepare students to achieve full clinical competency in acupuncture and to become highly skilled, integrative acupuncturists. Each program has unique characteristics that prepare students for different career tracks and aspirations.

All of MUIH's acupuncture and Oriental Medicine programs blend acupuncture approaches from two healing traditions, Constitutional Five Element Acupuncture (CFEA) and Traditional Chinese Medicine (TCM), with contemporary science as the basis for treating the whole person. The programs provide a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture, and introduce students to biomedicine from an integrative and holistic perspective. They emphasize self-cultivation and healership through a curriculum that is rigorous, transformative, and relationship-centered. By drawing upon ancient wisdom and the gifts of nature, students will learn to choose their words and actions intentionally in order to be a healing presence that supports their patients. These programs develop highly skillful and compassionate practitioners who offer acupuncture as a catalyst for healing and wellness, as well as for increased self-awareness and personal transformation. Additionally, the programs provide a solid foundation in career development, practice management, and the business skills necessary to build a practice or enter the workforce and participate in today's growing healthcare field.

The Doctor of Acupuncture (DAC) program is designed to educate and develop graduates to meet the growing need and opportunities for well-trained Chinese medical practitioners to serve in numerous types of integrative medicine settings across the country. It builds on the outcomes and competencies of the Master of Acupuncture toward achieving full clinical competency, with the addition of 28 doctoral-specific competencies in the domains of research literacy, advanced diagnostic studies, systems-based medicine, and professional development, along with an enhanced clinical training. The program prepares graduates to work in a multitude of clinical environments, including integrative healthcare settings alongside practitioners in allopathic and other complementary health fields. As a graduate of this program, you will be recognized as a doctor, both professionally and publicly, and will be prepared to work as a vital part of a multidisciplinary healthcare team. The program consists of:

- A curriculum consisting of 150.25 credits that can be completed in four years (13 consecutive trimesters).
- Foundational clinical acupuncture experience consisting of 30 observations, 125 primary treatments, 125 secondary treatments, and 23 community health initiative treatments.
- Advanced clinical acupuncture experience consisting of 120 hours of evidence-informed treatment, integrative clinic, or integrative case discussions.
- The opportunity to experience integrative practices in at least one of several possible conventional healthcare settings.
- The opportunity to enhance and deepen one's practice by sharpening diagnostic skills and additional specialization to confidently treat specific populations.

LEARNING OUTCOMES

Students who complete the program will be able to:

- Apply a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture.
- Apply an understanding of biomedicine from an integrative and holistic perspective.

- Develop a healing presence and healing connection between the patient and practitioner.
- Articulate an understanding of the origin of symptoms and the direction and progression of conditions.
- Develop and provide individualized acupuncture treatment plans that address overall health and wellness and bring about effective relief for physical pain conditions, chronic illness, particular physical, mental, and emotional conditions, and spiritual issues in their patients.
- Translate western medical conditions into Chinese medicine diagnosis and treatment.
- Participate in a fully holistic system of diagnosis and treatment, addressing all levels of being.
- Apply business and practice management skills to ensure success as they enter the workforce.
- Apply an understanding of various modalities and specialties and how to collaborate with those practitioners.
- Use evidence-informed practices with patients.
- Confidently interview and speak with other healthcare providers about acupuncture and Oriental medicine.
- Participate and inform innovation occurring in acupuncture practice.

CURRICULUM OVERVIEW

Students progress through three levels of training, each with a specific focus that guides program goals and objectives. The trimesters flow and build from one to the next, and the coursework is sequenced to provide a rich and transformative educational experience.

LEVEL I

Level I begins with an intensive course on healership that introduces students to the art, practice, and science of being a healing presence. Students are introduced to MUIH's foundational principles: living within the rhythms of nature, living with mindfulness, and the skillful and purposeful use of language as tools for being a powerful healing presence and catalyst for change. This intensive is followed by coursework designed to open up the power of observation and sensory awareness. Other topics in Level I include:

- The foundational laws and theories that underpin the field of acupuncture and Oriental medicine
- Diagnostic skills development
- Rapport-building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics
- Orientation to information literacy
- Philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices
- (such as Tai Ji, Qi Gong, and Daoist meditation)

LEVEL II

Level II coursework delves deeper into the topics introduced in Level I, focusing on theory, diagnosis, treatment planning, and skills development. Students continue to observe clinical practice throughout Level II, and begin supervised clinical work. Each student trains at the on-campus faculty-supervised clinic and at the off-campus Community Clinic Sites. Near the end of this level, each student will take the Level II Comprehensive Exam.

Upon passing the exam, the student may begin the expanded clinical portion of the program.

LEVEL III

Level III begins with a three-day off-campus retreat, which serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 10 patients, and completes, under supervision, a minimum of 295 treatments. A portion of the completed treatments will take place in integrative healthcare settings that may be located off-campus. Each student also performs at least 180 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. In addition, students must complete evidence-informed case reports, and a more extensive case study, on their own patients. Students may graduate upon completion of all coursework, clinical, and other academic requirements.

COURSE OF STUDY

LEVEL I

Number	Course Title	Credits
Trimester 1		
13.5 Required Credits		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: Healership	1.50
APP 613	Becoming a Healing Presence I	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
MUIH 500	University Wide Orientation for New Students	0.00
MUIH 550	Academic Research and Scholarship	0.00
Trimester 2		
15 Required Credits		
AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II	1.50
ISCI 548	Western Physiology for Chinese Medical Practitioners	3.00
ISCI 754	Biomedicine: Safe Practices	2.00

LEVEL II

Number	Course Title	Credits
Trimester 3		
15 Required Credits		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
APP 615	Becoming a Healing Presence III	1.50
ISCI 648	Western Pathophysiology for Chinese Medical Practitioners	3.00
Trimester 4		
12.75 Required Credits		
AOM 014	Five Element Project	0.00
AOM 095	Orientation to Clinical Practice	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690B	Supervised Community Practice II	0.25
ISCI 652	Physical Assessment	2.00
Trimester 5		
13.25 Required Credits		
AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 685	Self-Cultivation IV	0.50

AOM 690C	Supervised Community Practice II	0.25
AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 790C5	Supervised Clinical Practice	0.50
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00

LEVEL III

Number	Course Title	Credits
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Trimester 6

14 Required Credits

AOM 096	Pre-Clinic Retreat	0.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 776A*	Five Element Theory Integration Intensive I	0.50
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV	1.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
RSCH 601	Research Literacy in Integrative Health	3.00

* AOM 776A is taken in Trimester 6 for fall intakes and 5 for spring intakes.

Trimester 7

12 Required Credits

AOM 717A	A Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 776B*	Five Element Theory Integration Intensive II	0.50
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
IHM 762	Practice Management: The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I	2.00

* AOM 776B is taken in Trimester 7 for fall intakes and 6 for spring intakes.

Trimester 8

13 Required Credits

AOM 748	Special Clinical Techniques of Chinese Medicine	0.75
AOM 790B8	Supervised Clinical Practice: Core Group	1.00

AOM 790C8	Supervised Clinical Practice	5.75
FPD 850	Interdisciplinary Diagnosis and Treatment	0.50
IHM 763	Practice Management: The Practice and Business of Oriental Medicine IV	2.00
ISCI 758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II	3.00

Trimester 9

14.75 Required Credits

AOM 758	Clinical Observations: Case Presentations	1.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
AOM 794	Collaborative Care	2.00
AOM 7EXI	AOM Oral Exam Level Three	0.00
APP 710	Becoming a Healing Presence V	1.50
FPD 850	Interdisciplinary Diagnosis and Treatment	0.50

Choose 3.0 credits from the following AOM 719A courses:

AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Advanced Constitutional Five Element Acupuncture	3.00

Trimesters 10 and 11

19 Required Credits

FPD 779	Point Functions	2.00
FPD 781	Qi Cultivation	1.50
RSCH 811	Case Reports in Integrative Health	3.00
FPD 850	Interdisciplinary Diagnosis and Treatment	0.50
IHED 777	Health Care Systems: From Macro to Micro	3.00
IHM 768	Advanced Practice Management	2.00
ISCI 752	Advanced Diagnostic Studies	3.00

Choose 4.0 credits from the following doctoral clinic courses: 0-2 credits from FPD 790ad and FPD 790ae, 2-4 credits from FPD 790id, FPD 790x1, and FPD 790x2.

FPD 790ad	Supervised Advanced Clinical Practice 2.0	2.00
FPD 790ae	Supervised Advanced Clinical Practice 1.0	1.00
FPD 790id	Integrative Case Discussion and Treatment	1.00
FPD 790x1	External Integrative Clinical Partnership 1.0	1.00
FPD 790x2	External Integrative Clinical Partnership 2.0	2.00

ADDITIONAL REQUIRED COURSEWORK

Flex Core and Bioscience Elective courses are required but students may elect when to complete them. All courses may not be offered each trimester. Refer to the Schedule of Courses each trimester for registration.

Number	Course Title	Credits
<i>Flex Core Coursework</i>		
5 Required Credits		
Students may complete ISCI 615 in Trimesters 3 through 9, ISCI 637 in trimesters 7 through 9, and AOM 719 in trimesters 6 through 9.		
AOM 719	Theory: NCCAOM Exam Preparation	0.00
ISCI 615	Mind Body Science	3.00
ISCI 637	Exploring Acupuncture Research	2.00
<i>Bioscience Electives</i>		
3 Required Credits		
Choose 3.00 credits from the following courses. Elective offerings vary by trimester and are subject to change:		
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.50
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 667	Science of Addiction	3.00
ISCI 671	Physical Activity and Health	3.00
NUTR 602	Nutrition: Food and Balance	2.00
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.00
NUTR 614	Human Nutrition I: Macronutrients	3.00
RSCH 610	Introduction to Scientific Writing	1.50
Total Program Credits for Doctor of Acupuncture		150.25
Total Program Hours		2805.00

Program hours are based on the following formula for credit hour conversion:

- 15 hours (lecture) =1 semester credit
- 30 hours (lab) =1 semester credit
- 45 hours (independent study) =1 semester credit

ADMISSION REQUIREMENTS

To be considered for admission to all graduate programs, applicants must have a bachelor's degree from a regionally accredited institution.* Please refer to the Application Requirements section for a detailed list of required application materials. Applicants must submit an official transcript from all post-secondary institutions attended.

MUIH's Doctor of Acupuncture is a First Professional Doctorate degree. A student may enter the program with a bachelor's degree; a graduate degree is not required for admission.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The Doctor of Acupuncture Program is delivered primarily on campus courses with some online courses. The program is designed to be completed in three years and eight months across 11 trimesters with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary.

For programs that begin in the fall, class times are generally 8:45 a.m.–5 p.m. on Thursdays and Fridays. For programs that begin in the spring, class times are generally 8:45 a.m.–5 p.m. on Mondays and Tuesdays. Upper-level, doctoral-only courses occurring in trimester 8 and later are primarily weekend-based when on campus or offered online.

There are occasional scheduling exceptions for intensives, electives, non-credit requirements, and other special courses as described below. Students must plan ahead to clear work schedules and commitments to be available to attend all courses as required.

Online courses offer flexibility for the student, and run asynchronously throughout each trimester. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muih.edu.

INTENSIVES

The program begins with a three-day intensive and has a few weekend intensives throughout the 13 trimesters. Most weekend intensives are 9 a.m.–5:30 p.m. on Saturday and Sunday. See www.muih.edu for more information.

ELECTIVES

Elective course offerings are typically bioscience (ISCI) courses held Mondays 6–9 p.m., Wednesdays 9 a.m.–12 p.m., and weekends (generally two weekends consisting of Friday evening and all day Saturday and Sunday), with some online availability. Offerings vary by trimester.

NON-CREDIT REQUIREMENTS

This program includes nine non-credit requirements, which will be explained in greater detail in the first and second trimesters:

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment
- AOM 014 Five Element Project
- AOM 095 Orientation to Clinical Practice
- AOM 096 Pre-Clinic Retreat
- AOM 6EXI AOM Comprehensive Exam Level Two
- AOM 719 Theory: NCCAOM Exam Preparation
- AOM 7EXI AOM Oral Exam Level Three
- MUIH 500 University Wide Orientation for New Students
- MUIH 550 Academic Research and Scholarship

ADDITIONAL INFORMATION

LAWS AND LICENSURE

Completion of the Doctor of Acupuncture does not automatically qualify graduates to begin practicing independently. Each state, including Maryland, has specific licensure or registration procedures that must be met. There may be a waiting period between the completion of the program and the legal recognition allowing the graduate to begin practice. Until a graduate receives official notification of legal recognition to begin practice, she or he may continue to practice only under faculty supervision. Students who wish to continue to practice in Maryland after graduating, but prior to being licensed, must enroll in MUIH's Trainee Program.

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to www.nccaom.org.

Graduates wishing to practice in Maryland may be licensed by applying to the Maryland Board of Acupuncture.

MUIH is approved by the Maryland Higher Education Commission to award the Doctor of Acupuncture degree, and the program conforms to Maryland laws and regulations regarding the practice of acupuncture.

GENERAL

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state. The University cannot provide assurance that completion of the program will qualify a graduate to be registered or accepted under a state law other than Maryland. However, the University's Doctor of Acupuncture program is designed to provide basic, solid competence in traditional acupuncture.

MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

- **Maryland Board of Acupuncture**
4201 Patterson Avenue, Room 311
Baltimore, MD 21215
410-764-4766 or 800-530-2481
dhmh.state.md.us/bacc

STATE OF CALIFORNIA

Qualified MUIH alumni who have completed the following course of study required by the California Acupuncture Board are currently eligible to take the California Acupuncture Licensing Examination.

Effective January 1, 2005, the California Acupuncture Licensing Examination requires students to complete a total of 3000 hours (2050 hours of didactic instruction and 950 hours of clinical instruction) in the following areas:

Basic Sciences	350
<i>to include: Anatomy, Physiology, Chemistry, Biochemistry, Physics, Biology, Nutrition, Pathology and Pathophysiology</i>	
Oriental Medicine Principles and Treatment	1255
<i>to include 450 hours of instruction in Chinese Herbal Medical Principles and Theory</i>	
Clinical Medicine, Patient Assessment and Diagnosis	240
Case Management	90
Practice Management	45
Public Health	40
Professional Development	30
Clinical Practice	950

Students who wish to take the California Acupuncture Licensing Examination must complete the following additional requirements. Please note that these requirements are above and beyond what is required to complete MUIH's Doctorate of Acupuncture degree program and that there may be some additional fees associated with completion of these requirements:

- Chinese Herbal Certificate: 450 hours of didactic instruction and 210 hours of clinical instruction
- AOM CA701 California Supplemental Information I
- AOM CA702 California Supplemental Information II
- AOM 794 Collaborative Care
- CPR: A minimum of eight (8) hours in first aid and adult/child CPR from the American Red Cross, American Heart Association or other organization with an equivalent course approved by the California Acupuncture Board
- Self-identified California tracked students must comply with California supervisory requirements by treating on specified California tracked treatment slots.
- Recommended elective coursework: ISCI 667 Science of Addiction

The Integrative Health Sciences department at MUIH provides most of the California-required science coursework within the core science courses in the Doctor of Acupuncture program. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

If any of the above coursework is to be completed at an institution other than MUIH, the Department Chair of the Acupuncture and Oriental Medicine programs must approve the course. Appropriate documentation must also be submitted to the Office of the Registrar before such coursework may be included in the student's academic file and official transcript. Students planning to seek licensure in California must speak to the Director of Acupuncture programs to insure that their course of study meets all requirements to sit for the California Licensing Examination.

A student entering MUIH can use undergraduate bioscience coursework to fulfill California Basic Science Requirements. If the student does not have bioscience courses in their undergraduate degree program, AOM bioscience courses will cover all requirements, with the exception of psychology with counselling skills and organic chemistry including biochemistry. Any student planning to apply to sit for the California Acupuncture Licensing Exam will need to complete this coursework while matriculated at MUIH. The face-to-face courses can be taken at MUIH or another accredited college (as approved by the Department Chair).

Please contact the Director of Acupuncture programs or see the California Acupuncture Board website for additional information regarding requirements to sit for the California Acupuncture Licensing Examination.

- **California Acupuncture Board**
1747 N. Market Blvd., Suite 180
Sacramento, CA 95834
916-928-2204

www.acupuncture.ca.gov

REQUIREMENTS OF OTHER STATES

For eligibility to apply for licensure, other states may stipulate additional requirements, such as completion of a course in Chinese herbs or clinical hours beyond what is required by MUIH. For information about licensure procedures in specific states, please contact the medical or acupuncture regulating agency in each state.

RESOURCES

COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

CCAOM was established in 1982. The primary mission of the Council is to advance acupuncture and Oriental medicine by promoting educational excellence within the field. In furtherance of this mission, the Council supports the development and improvement of educational programs in acupuncture and Oriental medicine, and develops recommended curricula for degree, diploma, and other educational programs. It supports and fosters academic freedom and a diversity of educational approaches within the field. As well, it encourages scientific research, innovative teaching methodology, and faculty development, and provides a forum for discussion of issues relevant to member colleges. The Council also serves as an information resource for member colleges, other colleges and organizations, regulatory agencies, and the public. It encourages ethical business practices among member colleges and works with accreditation, certification, licensing and regulatory agencies to develop appropriate educational standards and requirements. It also promotes increased public access to high quality health care provided by well-trained practitioners of acupuncture and Oriental medicine.

- **Council of Colleges of Acupuncture and Oriental Medicine**

600 Wyndhurst Ave, Suite 112

Baltimore, MD 21210

410-464-6040

www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

The Board of the CCAOM established ACAOM in 1982. ACAOM, working under existing guidelines for similar accreditation commissions at a national level, acts as an independent body to evaluate schools and colleges of acupuncture and Oriental medicine for the purpose of establishing and maintaining high standards and ethical business practices. The Commission is recognized as a specialized accrediting agency by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

- **Accreditation Commission for Acupuncture and Oriental Medicine**

8941 Aztec Drive

Eden Prairie, MN 55347

952-212-2434

www.acaom.org

NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)

NCCAOM, the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other diplomates, or are appointed if a vacancy arises midyear. Additionally, the Board includes two public members, who serve to ensure NCCAOM's commitment to the public. Over 16,000 diplomates are currently certified through NCCAOM, which is a member of the National Organization for Competency Assurance, and which is accredited by the National Commission for Certifying Agencies (NCCA).

- **National Certification Commission for Acupuncture and Oriental Medicine**

76 S. Laura Street, Suite 1290

Jacksonville, FL 32202

904-598-1005

info@nccaom.org

www.nccaom.org

AMERICAN SOCIETY OF ACUPUNCTURISTS

The Mission of the American Society of Acupuncturists is to promote the highest standards of professional practice for Acupuncture and East Asian Medicine in the United States, thereby to benefit the public health. Through strengthening the profession at the state level while promoting collaboration nationally and internationally, the ASA provides its members, the public, legislators, and regulators resources for ensuring the best expression of this ancient and modern medicine.

- **American Society of Acupuncturists**

<http://www.asacu.org>

DOCTOR OF ORIENTAL MEDICINE

PROGRAM OVERVIEW

The Doctor of Oriental Medicine degree is one of four Master's and Doctoral programs offered in Acupuncture and Oriental Medicine. All four programs prepare students to achieve full clinical competency in acupuncture and to become highly skilled, integrative acupuncturists. Each program has unique characteristics that prepare students for different career tracks and aspirations.

All of MUIH's Acupuncture and Oriental Medicine programs blend acupuncture approaches from two healing traditions, Constitutional Five Element Acupuncture (CFEA) and Traditional Chinese Medicine (TCM), with contemporary science as the basis for treating the whole person. The programs provide a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture, and introduce students to biomedicine from an integrative and holistic perspective. They emphasize self-cultivation and healership through a curriculum that is rigorous, transformative, and relationship-centered. By drawing upon ancient wisdom and the gifts of nature, students will learn to choose their words and actions intentionally in order to be a healing presence that supports their patients. These programs develop highly skillful and compassionate practitioners who offer acupuncture as a catalyst for healing and wellness, as well as for increased self-awareness and personal transformation. Additionally, the programs provide a solid foundation in career development, practice management, and the business skills necessary to build a practice or enter the workforce and participate in today's growing healthcare field.

The Doctor of Oriental Medicine (DOM) degree integrates the Doctor of Acupuncture curriculum with a deep concentration in the study of Chinese Herbs, and prepares graduates to meet the growing need and opportunities for well-trained Chinese medical practitioners to serve in numerous types of integrative medicine settings across the country. It prepares students to be integrative practitioners who can seamlessly weave acupuncture and Chinese herbs into clinical treatment plans, and bring their research literacy, advanced diagnostic studies, systems-based medicine skills and knowledge to bear in a multitude of clinical environments, including integrative healthcare settings alongside practitioners in allopathic and other complementary health fields. As a graduate of this program, you will be recognized as a doctor, both professionally and publicly, and will be prepared to work as a vital part of a multidisciplinary healthcare team. The program consists of:

- A curriculum consisting of 198.5 credits that can be completed in four years (13 consecutive trimesters).
- Foundational clinical acupuncture experience consisting of 30 observations, 125 primary treatments, 125 secondary treatments, and 23 community health initiative treatments.
- Advanced clinical acupuncture experience consisting of 120 hours of evidence-informed treatment, integrative clinic, or integrative case discussions.
- Clinical Chinese herb experience consisting of 40 primary treatments and 65 secondary treatments.
- The opportunity to gain practical experience in prescribing Chinese herbs, and the management of a Chinese herbal dispensary.
- The opportunity to experience integrative practices in at least one of several possible conventional healthcare settings.
- The opportunity to enhance and deepen one's practice by sharpening diagnostic skills and additional specialization to confidently treat specific populations.

LEARNING OUTCOMES

Students who complete the program will be able to:

- Apply a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture.
- Apply an understanding of biomedicine from an integrative and holistic perspective.
- Develop a healing presence and healing connection between the patient and practitioner.
- Articulate an understanding of the origin of symptoms and the direction and progression of conditions.
- Develop and provide individualized acupuncture treatment plans that address overall health and wellness and bring about effective relief for physical pain conditions, chronic illness, particular physical, mental, and emotional conditions, and spiritual issues in their patients.
- Translate western medical conditions into Chinese medicine diagnosis and treatment.
- Participate in a fully holistic system of diagnosis and treatment, addressing all levels of being.
- Apply business and practice management skills to ensure success as they enter the workforce.
- Develop and provide individualized and integrated acupuncture and Chinese herbal medicine treatment plans that address overall health and wellness and bring about effective relief for physical pain conditions, chronic illness, particular physical, mental, and emotional conditions, and spiritual issues in their patients.
- Prescribe and dispense Chinese herbs as part of an integrated treatment plan.
- Apply an understanding of various modalities and specialties and how to collaborate with those practitioners.
- Use evidence-informed practices with patients.
- Confidently interview and speak with other healthcare providers about acupuncture and Oriental medicine.
- Participate and inform innovation occurring in acupuncture practice.

CURRICULUM OVERVIEW

Students progress through three levels of training, each with a specific focus that guides program goals and objectives. The trimesters flow and build from one to the next, and the coursework is sequenced to provide a rich and transformative educational experience.

LEVEL I

Level I begins with an intensive course on healership that introduces students to the art, practice, and science of being a healing presence. Students are introduced to MUIH's foundational philosophical principles, living within the rhythms of nature, living with mindfulness, and the skillful and purposeful use of language as tools for being a powerful healing presence and catalyst for change. This intensive is followed by coursework designed to open up the power of observation and sensory awareness. Other topics in Level I include:

- The foundational laws and theories that underpin the field of acupuncture and Oriental medicine
- Diagnostic skills development
- Rapport-building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics
- Orientation to information literacy

- Philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices (such as Tai Ji, Qi Gong, and Daoist meditation)

LEVEL II

Level II coursework delves deeper into the topics introduced in Level I, focusing on theory, diagnosis, treatment planning, and skills development. Students continue to observe clinical practice throughout Level II, and begin supervised clinical work. Each student trains at the on-campus faculty-supervised clinic and at the off-campus Community Clinic Sites. Near the end of this level, each student will take the Level II Comprehensive Exam. Upon passing the exam, the student may begin the expanded clinical portion of the program.

LEVEL III

Level III begins with a three-day off-campus retreat, which serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 10 patients, and completes, under supervision, a minimum of 295 treatments. A portion of the completed treatments will take place in integrative healthcare settings that may be located off-campus. The Chinese herbs clinic consists of 210 hours, including direct diagnostic calibration treatment planning, and extensive practical dispensary training. Each student also performs at least 180 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. In addition, students must complete evidence-informed case reports, and a more extensive case study, on their own patients. Students may graduate upon completion of all coursework, clinical, and other academic requirements.

COURSE OF STUDY

LEVEL I

Number	Course Title	Credits
Trimester 1		
13.5 Required Credits		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: Healership	1.50
APP 613	Becoming a Healing Presence I	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
MUIH 500	University Wide Orientation for New Students	0.00
MUIH 550	Academic Research and Scholarship	0.00

Trimester 2

15 Required Credits

AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II	1.50
ISCI 548	Western Physiology for Chinese Medical Practitioners	3.00
ISCI 754	Biomedicine: Safe Practices	2.00

LEVEL II

Number	Course Title	Credits
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Trimester 3

15 Required Credits

AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
APP 615	Becoming a Healing Presence III	1.50
ISCI 648	Western Pathophysiology for Chinese Medical Practitioners	3.00

Trimester 4

12.75 Required Credits

AOM 014	Five Element Project	0.00
AOM 095	Orientation to Clinical Practice	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690B	Supervised Community Practice II	0.25
ISCI 652	Physical Assessment	2.00

Trimester 5

13.25 Required Credits

AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice II	0.25
AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 790C5	Supervised Clinical Practice	0.50
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00

LEVEL III

Number	Course Title	Credits
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Trimester 6

14 Required Credits

AOM 096	Pre-Clinic Retreat	0.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 776A*	Five Element Theory Integration Intensive I	0.50
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV	1.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
RSCH 601	Research Literacy in Integrative Health	3.00

* AOM 776A is taken in Trimester 6 for fall intakes and 5 for spring intakes.

Trimester 7

12 Required Credits

AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 776B*	Five Element Theory Integration Intensive II	0.50
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25

IHM 762	Practice Management: The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I	2.00

* AOM 776B is taken in Trimester 7 for fall intakes and 6 for spring intakes.

Trimester 8

17.5 Required Credits

AOM 748	Special Clinical Techniques of Chinese Medicine	0.75
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
CHP 623A*	Chinese Herbal Medicine Theory I	4.50
FPD 850	Interdisciplinary Diagnosis and Treatment	0.50
IHM 763	Practice Management: The Practice and Business of Oriental Medicine IV	2.00
ISCI 758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II	3.00

*Chinese Herbs courses (CHP): fall intakes begin this series of courses in Trimester 8. Spring intakes begin this series of courses in Trimester 7.

Trimester 9

18.5 Required Credits

AOM 7EXI	AOM Oral Exam Level Three	0.00
AOM 758	Clinical Observations: Case Presentations	1.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
AOM 794	Collaborative Care	2.00
APP 710	Becoming a Healing Presence V	1.50
CHP 623B	Five Element Theory and Herbal Integration I	3.00
CHP 731A	Clinical Thought Process	0.50
CHP 642B	Clinical Theory in Practice II	0.25
FPD 850	Interdisciplinary Diagnosis and Treatment	0.50

Choose 3.0 credits from the following AOM719A courses:

AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Advanced Constitutional Five Element Acupuncture	3.00

Trimester 10

5.5 Required Credits

CHP 623C	Five Element Theory and Herbal Integration II	5.00
CHP 642C	Clinical Theory in Practice III	0.50

Trimester 11

10.75 Required Credits

CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 721A	Clinical Internship	2.00
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group I	0.50
ISCI 627	Pharmacology and Safety of Chinese Herbal Medicines	4.00

Trimester 12

7.5 Required Credits

CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 721B	Clinical Internship	2.50
CHP 770B	Pharmacy Practicum	0.25
CHP 780B	Core Group II	0.25

Trimester 13

8 Required Credits

CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721C	Clinical Internship	2.50
CHP 770C	Pharmacy Practicum	0.50
CHP 780C	Core Group III	0.25

Trimesters 10-13

19 Required Credits

FPD 779	Point Functions	2.00
FPD 781	Qi Cultivation	1.50
RSCH 811	Case Reports in Integrative Health	3.00
FPD 850	Interdisciplinary Diagnosis and Treatment	0.50
IHED 777	Health Care Systems: From Macro to Micro	3.00
IHM 768	Advanced Practice Management	2.00
ISCI 752	Advanced Diagnostic Studies	3.00

Choose 4.0 credits of the following doctoral clinic courses*

FPD 790ad	Supervised Advanced Clinical Practice 2.0	2.00
FPD 790ae	Supervised Advanced Clinical Practice 1.0	1.00
FPD 790id	Integrative Case Discussion and Treatment	1.00
FPD 790x1	External Integrative Clinical Partnership 1.0	1.00
FPD 790x2	External Integrative Clinical Partnership 2.0	2.00

*Doctoral clinic: 0-2 credits from FPD 790ad and FPD 790ae; 2-4 credits from FPD 790id, FPD 790x1, and FPD 790x2.

ADDITIONAL REQUIRED COURSEWORK

Flex Core and Bioscience Elective courses are required but students may elect when to complete them. All courses may not be offered each trimester. Refer to the Schedule of Courses each trimester for registration.

Flex Core Coursework

5 Required Credits

Students may complete ISCI 615 in Trimesters 3 through 9, ISCI 637 in trimesters 7 through 9, and AOM 719 in trimesters 6 through 9.

AOM 719	Theory: NCCAOM Exam Preparation	0.00
ISCI 615	Mind Body Science	3.00
ISCI 637	Exploring Acupuncture Research	2.00

Bioscience Electives

3 Required Credits

Choose 3.00 credits from the following courses. Elective offerings vary by trimester and are subject to change.

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.50
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 667	Science of Addiction	3.00
ISCI 671	Physical Activity and Health	3.00
NUTR 602	Nutrition: Food and Balance	2.00
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.00
NUTR 614	Human Nutrition I: Macronutrients	3.00
RSCH 610	Introduction to Scientific Writing	1.50

Total Program Credits for Doctor of Oriental Medicine **190.25**

Total Program Hours **3,525.00**

Program hours are based on the following formula for credit hour conversion:

- 15 hours (lecture) =1 semester credit
- 30 hours (lab) =1 semester credit
- 45 hours (independent study) =1 semester credit

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

MUIH's Doctor of Oriental Medicine is a First Professional Doctorate degree. A student may enter the program with a bachelor's degree; a graduate degree is not required for admission.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The Doctor of Oriental Medicine (D.O.M.) is delivered primarily on campus with some online courses. The program can be completed in four years and four months across 13 trimesters with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary. Students may complete the program in as few as 11 trimesters in an accelerated format. Students seeking this option must contact their academic advisor at the start of trimester 3 to apply.

For programs that begin in the fall, class times are generally 8:45 a.m. –5 p.m. on Thursdays and Fridays. For programs that begin in the spring, class times are generally 8:45 a.m.–5 p.m. on Mondays and Tuesdays. Upper-level, doctoral-only courses occurring in trimester 8 and later are primarily weekend-based when on campus or offered online.

There are occasional scheduling exceptions for intensives, electives, non-credit requirements, and other special courses as described below. Students must plan ahead to clear work schedules and commitments to be available to attend all courses as required. Online courses offer flexibility for the student, and run asynchronously throughout each trimester. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muih.edu.

CHINESE HERBS COURSES

The Chinese herbs portion of the D.O.M. program consists of 37 credits delivered as two- to three-day weekends (Friday-Sunday), starting in Level III. Please refer to the Course of Study and the Post-Baccalaureate Certificate in Chinese Herbs for more information.

INTENSIVES

The program begins with a two-week intensive and has a few weekend intensives throughout the nine trimesters. Most weekend intensives are 9 a.m.–5:30 p.m. on Saturday and Sunday. See www.muih.edu for more information.

ELECTIVES

Elective course offerings are typically bioscience (ISCI) courses held Mondays 6–9 p.m., Wednesdays 9 a.m.–12 p.m., and weekends (generally two weekends consisting of Friday evening and all day Saturday and Sunday), with some online availability. Offerings vary by trimester.

NON-CREDIT REQUIREMENTS

This program includes nine non-credit requirements, which will be explained in greater detail in the first and second trimesters:

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment
- AOM 014 Five Element Project
- AOM 095 Orientation to Clinical Practice
- AOM 096 Pre-Clinic Retreat
- AOM 6EXI AOM Comprehensive Exam Level Two
- AOM 719 Theory: NCCAOM Exam Preparation
- AOM 7EXI AOM Oral Exam Level Three

- MUIH 500 University Wide Orientation for New Students
- MUIH 550 Academic Research and Scholarship

ADDITIONAL INFORMATION

LAWS AND LICENSURE

Completion of the Doctor of Oriental Medicine program does not automatically qualify graduates to begin practicing independently. Each state, including Maryland, has specific licensure or registration procedures that must be met. There may be a waiting period between the completion of the program and the legal recognition allowing the graduate to begin practice. Until a graduate receives official notification of legal recognition to begin practice, she or he may continue to practice only under faculty supervision. Students who wish to continue to practice in Maryland after graduating, but prior to being licensed, must enroll in MUIH’s Trainee Program.

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to www.nccaom.org.

Graduates wishing to practice in Maryland may be licensed by applying to the Maryland Board of Acupuncture.

MUIH is approved by the Maryland Higher Education Commission to award a Doctor of Oriental Medicine degree, and the program conforms to Maryland laws and regulations regarding the practice of acupuncture.

GENERAL

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state. The University cannot provide assurance that completion of the program will qualify a graduate to be registered or accepted under a state law other than Maryland. However, the University’s Doctor of Oriental Medicine program is designed to provide basic, solid competence in traditional acupuncture.

MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

- **Maryland Board of Acupuncture**
4201 Patterson Avenue, Room 311
Baltimore, MD 21215
410-764-4766 or 800-530-2481
dhmh.state.md.us/bacc

STATE OF CALIFORNIA

Qualified MUIH alumni who have completed the following course of study required by the California Acupuncture Board are currently eligible to take the California Acupuncture Licensing Examination.

Effective January 1, 2005, the California Acupuncture Licensing Examination requires students to complete a total of 3000 hours (2050 hours of didactic instruction and 950 hours of clinical instruction) in the following areas:

Basic Sciences	350
<i>to include: Anatomy, Physiology, Chemistry, Biochemistry, Physics, Biology, Nutrition, Pathology and Pathophysiology</i>	
Oriental Medicine Principles and Treatment	1255
<i>to include 450 hours of instruction in Chinese Herbal Medical Principles and Theory</i>	
Clinical Medicine, Patient Assessment and Diagnosis	240
Case Management	90

Practice Management	45
Public Health	40
Professional Development	30
Clinical Practice	950

Students who wish to take the California Acupuncture Licensing Examination must complete the following additional requirements. Please note that these requirements are above and beyond what is required to complete MUIH's Doctor of Oriental Medicine degree program and that there may be additional fees associated with completion of these requirements:

- AOM CA701 California Supplemental Information I
- AOM CA702 California Supplemental Information II
- AOM 794 Collaborative Care
- CPR: A minimum of eight (8) hours in first aid and adult/child CPR from the American Red Cross, American Heart Association or other organization with an equivalent course approved by the California Acupuncture Board
- Self-identified California tracked students must comply with California supervisory requirements by treating on specified California tracked treatment slots.
- Recommended elective coursework: ISCI 667 Science of Addiction

The Integrative Health Sciences department at MUIH provides most of the California-required science coursework within the core science courses in the Doctor of Oriental Medicine program. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

If any of the above coursework is to be completed at an institution other than MUIH, the Department Chair of the Acupuncture and Oriental Medicine programs must approve the course. Appropriate documentation must also be submitted to the Office of the Registrar before such coursework may be included in the student's academic file and official transcript. Students planning to seek licensure in California must speak to the Director of Acupuncture programs to insure that their course of study meets all requirements to sit for the California Licensing Examination.

A student entering MUIH can use undergraduate bioscience coursework to fulfill California Basic Science Requirements. If the student does not have bioscience courses in their undergraduate degree program, AOM bioscience courses will cover all requirements, with the exception of psychology with counselling skills and organic chemistry including biochemistry. Any student planning to apply to sit for the California Acupuncture Licensing Exam will need to complete this coursework while matriculated at MUIH. The face-to-face courses can be taken at MUIH or another accredited college (as approved by the Department Chair).

Please contact the Director of Acupuncture programs or see the California Acupuncture Board website for additional information regarding requirements to sit for the California Acupuncture Licensing Examination.

- **California Acupuncture Board**
1747 N. Market Blvd., Suite 180
Sacramento, CA 95834
916-928-2204
www.acupuncture.ca.gov

REQUIREMENTS OF OTHER STATES

For eligibility to apply for licensure, other states may stipulate additional requirements, such as completion of a course in Chinese herbs or clinical hours beyond what is required by MUIH. For information about licensure procedures in specific states, please contact the medical or acupuncture regulating agency in each state.

RESOURCES

COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

CCAOM was established in 1982. The primary mission of the Council is to advance acupuncture and Oriental medicine by promoting educational excellence within the field. In furtherance of this mission, the Council supports the development and improvement of educational programs in acupuncture and Oriental medicine, and develops recommended curricula for degree, diploma, and other educational programs. It supports and fosters academic freedom and a diversity of educational approaches within the field. As well, it encourages scientific research, innovative teaching methodology, and faculty development, and provides a forum for discussion of issues relevant to member colleges. The Council also serves as an information resource for member colleges, other colleges and organizations, regulatory agencies, and the public. It encourages ethical business practices among member colleges and works with accreditation, certification, licensing and regulatory agencies to develop appropriate educational standards and requirements. It also promotes increased public access to high quality health care provided by well-trained practitioners of acupuncture and Oriental medicine.

- **Council of Colleges of Acupuncture and Oriental Medicine**

600 Wyndhurst Ave, Suite 112

Baltimore, MD 21210

410-464-6040

www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

The Board of the CCAOM established ACAOM in 1982. ACAOM, working under existing guidelines for similar accreditation commissions at a national level, acts as an independent body to evaluate schools and colleges of acupuncture and Oriental medicine for the purpose of establishing and maintaining high standards and ethical business practices. The Commission is recognized as a specialized accrediting agency by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

- **Accreditation Commission for Acupuncture and Oriental Medicine**

8941 Aztec Drive

Eden Prairie, MN 55347

952-212-2434

www.acaom.org

NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)

NCCAOM, the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other diplomates, or are appointed if a vacancy arises midyear. Additionally, the Board includes two public members, who serve to ensure NCCAOM's commitment to the public. Over 16,000 diplomates are

currently certified through NCCAOM, which is a member of the National Organization for Competency Assurance, and which is accredited by the National Commission for Certifying Agencies (NCCA).

- **National Certification Commission for Acupuncture and Oriental Medicine**

76 S. Laura Street, Suite 1290

Jacksonville, FL 32202

904-598-1005

info@nccaom.org

www.nccaom.org

AMERICAN SOCIETY OF ACUPUNCTURISTS

The Mission of the American Society of Acupuncturists is to promote the highest standards of professional practice for Acupuncture and East Asian Medicine in the United States, thereby to benefit the public health. Through strengthening the profession at the state level while promoting collaboration nationally and internationally, the ASA provides its members, the public, legislators, and regulators resources for ensuring the best expression of this ancient and modern medicine.

- **American Society of Acupuncturists**

<http://www.asacu.org>

POST-BACCALAUREATE CERTIFICATE IN CHINESE HERBS

PROGRAM OVERVIEW

MUIH's two-year Post-Baccalaureate Certificate in Chinese Herbs integrates classical Chinese medicine with a Constitutional Five Element perspective. The program is rooted in the history of ideas of Chinese herbal medicine from the classics to contemporary practice. Its flexible weekend format is designed for licensed acupuncturists and current acupuncture students. The 41-credit program provides a deep and thorough understanding of Chinese herbs and formulas in the didactic component. Clinical training, consisting of 210 hours, includes direct diagnostic calibration with experienced supervisors and practical dispensary training in MUIH's extensive herbal dispensary. Students also learn advanced specialty topics, including gynecology, dermatology, oncology, gastroenterology, and traumatology. Graduates are confident in their ability to be effective and knowledgeable practitioners of Chinese herbal medicine.

PURPOSE

The Post-Baccalaureate Certificate in Chinese Herbs at MUIH educates effective clinicians. The course of study integrates classical Chinese medicine and Constitutional Five-Element constitutional perspectives into the study of herbal medicine, yielding a uniquely deep and broad vision of the Chinese tradition. Students who have completed the program possess a well-rounded knowledge of the theory and philosophy of Chinese herbal medicine, its rich history, and contemporary applications. The students, taught by some of the brightest clinicians and prominent elders of Chinese herbal medicine in the United States, receive knowledge and wisdom that carries the Chinese herbal tradition forward into an increasingly prominent place in the current healthcare landscape. Graduates are eligible to sit for the Chinese Herbology certification exam offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) and practice confidently, safely, and with compassion.

GOALS

Students who complete the program will

- Attain a working and thorough knowledge of the Chinese herbal Materia Medica and the most commonly used Formulas
- Apply a theoretical framework to analyze medicinal substances (herbal, mineral, animal product)
- Analyze any medical condition and provide a differential diagnosis using theoretical frameworks presented in the program
- Demonstrate knowledge of various specialties of Chinese medicine, theories, and contributions
- Demonstrate broad-based knowledge of the history of Chinese medicine
- Gain an understanding of Chinese dietary therapy
- Obtain the clinical skills and training (diagnosis, formula planning, treatment delivery, and patient management) necessary to become a confident Chinese herbalist

COURSE OF STUDY

41 Required Credits

Number	Course Title	Credits
AOM 776A	Five Element Theory Integration Intensive I	0.50
AOM 776B	Five Element Theory Integration Intensive II	0.50
CHP 623A	Chinese Herbal Medicine Theory I	4.50
CHP 623B	Five Element Theory and Herbal Integration I	3.00

CHP 623C	Five Element Theory and Herbal Integration II	5.00
CHP 642B	Clinical Theory in Practice II	0.25
CHP 642C	Clinical Theory in Practice III	0.50
CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721A	Clinical Internship	2.00
CHP 721B	Clinical Internship	2.50
CHP 721C	Clinical Internship	2.50
CHP 731A	Clinical Thought Process	0.50
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 770B	Pharmacy Practicum	0.25
CHP 770C	Pharmacy Practicum	0.50
CHP 780A	Core Group I	0.50
CHP 780B	Core Group II	0.25
CHP 780C	Core Group III	0.25
ISCI 627	Pharmacology and Safety of Chinese Herbal Medicines	4.00
MUIH 550	Academic Research and Scholarship	0.00
Total Program Credits for the PBC in Chinese Herbs		41.00

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

Applicants must meet one of the following criteria:

- Graduate of MUIH Master of Acupuncture or Doctor of Acupuncture program
- Current student in MUIH Master of Acupuncture or Doctor of Acupuncture program
- Graduate or current student of an acupuncture or Oriental medicine program that is accredited by, or in candidacy with, the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)*
- Currently licensed acupuncturist in the United States who does not fit into any of the above categories
- Professional healthcare provider currently licensed in the United States to practice acupuncture within the scope of a medical practice.

*Students currently enrolled in acupuncture programs not at MUIH may be required to submit transcripts to verify completion of prerequisite coursework.

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The Post-Baccalaureate Certificate in Chinese Herbs is a 24-month program offered on campus on weekends, approximately one weekend per month; where a weekend is Friday and Saturday, with some Friday through Sundays. Class times are generally Friday 8:30-4:30 and Saturday, Sunday 8:30-5:30. In the second year, students will begin participating in clinic. Clinic times are available on weekdays and weekends. The program also includes a limited number of online courses. See www.muih.edu for more information.

ADDITIONAL INFORMATION

LAWS AND LICENSURE

Governmental laws, regulations, legal opinions, and requirements differ from country to country and state to state. Please see the Master of Oriental Medicine section of this catalog for additional information.

SECTION 6: AYURVEDA

AYURVEDA DEPARTMENT

Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

ADMINISTRATION

Diane Finlayson, M.L.A.

Department Chair

Suzanne Zolnick, M.A.S.

Department Manager

Matt Mazick

Academic Advisor, Ayurveda

CONTACT THE AYURVEDA DEPARTMENT

410-888-9048 ext. 6700

yoga@muih.edu

POST-BACCALAUREATE CERTIFICATE IN AYURVEDIC WELLNESS PRACTICES

PROGRAM OVERVIEW

Ayurveda (“science of life”) is one of the oldest systems of self-care in the world, with seminal texts dating to the height of the Vedic civilization (circa 2000 B.C.). It focuses on an individual’s relationship with their own body, mind, and spirit, and with the natural world. Its aim is to integrate and balance these aspects to help prevent illness and to promote physical health and well-being, along with the pursuit of a purposeful, meaningful life, in individualized ways. This proactive and relationship-centered approach is designed to re-establish harmony and balance by cleansing the body of substances that can cause sickness, and to integrate and balance the body, mind and spirit.

The Ayurvedic Wellness Practices Post-Baccalaureate Certificate (PBC) program at Maryland University of Integrative Health (MUIH) is well suited to individuals interested in helping themselves and others to support their health and wellness. Ayurveda blends well with modern medicine and other integrative health fields, both philosophically and practically, owing to its inclusivity of multiple perspectives. This program offers graduate-level education that prepares graduates to enhance their professional health care practices with Ayurveda wellness approaches and to apply this healing framework when considering disease prevention and management.

PURPOSE

The Ayurvedic Wellness Practices PBC provides educational and career opportunities for professionals in a variety of integrative and conventional health care and medical fields. It provides graduates with the skills, knowledge, and framework needed to specialize in the wellness therapies used in traditional Ayurveda. It also provides health care and medical professionals with the in-depth working knowledge needed to incorporate Ayurvedic approaches in their primary practice, and to combine it with other modalities such as yoga therapy, nutrition, herbal medicine, naturopathic and conventional medicine, acupuncture, massage therapy, nursing, chiropractic, midwifery, health and wellness coaching, health education, personal training, athletic training, and fitness.

The program provides a comprehensive, in-depth, and working knowledge of the major aspects of traditional Ayurvedic health and wellness therapies including:

- Foundational Ayurvedic principles
- Constitutional and metabolic typology
- Ayurvedic food science
- Yoga, breathing, and meditation skills
- Seasonal rejuvenation and health restorative measures

GOALS

The program provides students:

- Practical exposure to the full array of Ayurvedic modalities
- Present approaches that have garnered Ayurveda the title of “mother of healing”

Graduates will be able to:

- Create Ayurvedic approaches to promote, build, and maintain functional levels of health and vitality in daily life.
- Present basic Ayurvedic lifestyle and wellness education to the public.
- Apply the principles of Ayurveda to enhance their current professional practice with a unique set of assessment and health promotion skills.

COURSE OF STUDY

12 Required Credits

Number	Course Title	Credits
AYUR 630	Foundations of Ayurveda	3
AYUR 631	Ayurveda and the Mind	3
AYUR 633	Ayurvedic Nutrition and Herbs	3
AYUR 635	Ayurvedic Lifestyle Skills and Self-Care	3
MUIH 550	Academic Research and Scholarship	0
Total Program Credits for the PBC in Ayurvedic Wellness Practices		12

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

*If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

An entrance essay and professional reference are also required. For further information, contact the Department.

PROGRAM FORMAT

The PBC in Ayurvedic Wellness Practices is a fully online 12-credit program that can be completed in 7 months (two trimesters). Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar.

Individual student schedules may vary, depending on course selection and student needs and preferences. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit www.muhih.edu.

SECTION 7: HEALTH AND WELLNESS COACHING

HEALTH AND WELLNESS COACHING DEPARTMENT

Master of Arts in Health and Wellness Coaching

Post-Baccalaureate Certificate in Health and Wellness Coaching

ADMINISTRATION

Rebecca O. Pille, Ph.D.

Department Chair

Suzanne Zolnick, M.A.S.

Department Manager

Melissa Huselton

Academic Advisor

CONTACT THE HEALTH AND WELLNESS COACHING DEPARTMENT

410-888-9048 ext. 6700

coaching@muih.edu

MASTER OF ARTS IN HEALTH AND WELLNESS COACHING

PROGRAM OVERVIEW

The Master of Arts in Health and Wellness Coaching at MUIH prepares students with the advanced skills and expertise to help clients clarify and implement health and wellness goals and sustain life-changing behaviors. MUIH's program is one of the few graduate programs in health and wellness coaching in the U.S. It allows students to earn the highest academic credential in the cutting-edge field of health and wellness coaching, offering two professional credentialing pathways in all delivery formats. MUIH graduates are eligible for credentialing by the International Coach Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC). Additional ICF and NBHWC credentialing requirements can be found on their websites (see below). This 30-credit program can be completed in the online, hybrid, or on-campus weekend format in 20 months (5 trimesters).

The newly revised M.A. in Health and Wellness Coaching program begins in the fall 2019 trimester. The revised curriculum focuses the content and learning more directly on coaching skills, provides newly added advanced coaching skills, and deepens research literacy skills to support contemporary coaching practice. In addition, the program can be completed in less time than the previous version, leading to more timely entry into the workplace.

This program is designed for individuals seeking to promote health by working with individuals and small groups reached via private practice, integrative health clinics, fitness and wellness centers, and other organizations. Health and wellness coaches partner with their clients and facilitate introspection, goal setting, behavioral change, accountability, and goal achievement. Health and wellness coaching can be conducted as a stand-alone professional practice, or used to complement another health, wellness, or medical practice including nutrition, nursing, social work, health promotion, herbal medicine, acupuncture, Ayurveda, fitness training, yoga therapy, massage therapy, and naturopathic medicine, among others.

Unique to MUIH's health and wellness coaching philosophy, and an essential component of the curriculum, is teaching people to be aware of the body's innate wisdom and to regard symptoms and struggles as teachers. Other distinctive program features include a focus on research literacy for informed coaching practice, an integrative approach to wellness and healing, a focus on whole person care, and a model that emphasizes self-reflection and personal empowerment for healthy lifestyles. Students practice and hone their coaching skills through real-time coaching labs, working with mentor coaches and volunteer coaching clients. The program includes a practicum in which students work one-on-one with clients and begin to build their coaching practice. Also provided are opportunities to coach volunteer clients and engage in inter-professional experiences.

PURPOSE

The purpose of the M. A. in Health and Wellness Coaching is to provide students with the skills, knowledge and expertise needed to become skilled health and wellness coaches who help clients clarify health and wellness goals through introspection, leverage their strengths, address challenges in behavior change, implement and sustain life-changing behaviors, and manage both setbacks and progress. The program develops an understanding of behavior change theories and principles, excellence in core coaching competencies, and the skills necessary to help clients adopt individually designed attitudes and lifestyle changes most conducive to optimal health and wellness. Students build a broad view of health and wellness that incorporates not only conventional measures of health that focus on prevention of illness and disease and promotion of healthy lifestyles, but also additional measures of health found in complementary and alternative health practices from a variety of wisdom traditions.

OUTCOMES

Upon completion of this program, students will be able to:

- Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence.
- Demonstrate the range of both practice- and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.
- Apply a wide variety of theories, principles, and coaching practices that promote behavior change.
- Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.
- Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to coaching practice.
- Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coach Federation and the International Consortium for Health & Wellness Coaching.
- Develop a business plan based upon concepts, principles, and sound practices of integrated health management.

CURRICULUM OVERVIEW

The 30-credit Master of Arts in Health and Wellness Coaching program consists of:

- 15 credit hours of core coaching courses and Practical Skills Assessment that make up the Post-Baccalaureate Certificate (PBC) in Health and Wellness Coaching; and
- 15 credit hours of advanced courses that include:
 - Advanced coaching courses that address additional tools and techniques, group coaching, inter-professionalism, cultural competence, and continued coaching practice,
 - Research literacy in integrative health and evidence-informed practices,
 - Practice management coursework that teaches students the skills to build and sustain their own practice or business in coaching, and
 - A final project course that integrates learning throughout the students' academic journey.

COURSE OF STUDY

CORE CREDITS

30 Required Credits

Number	Course Title	Credits
APP 606	Becoming a Healing Presence	3.0
APP 700	Mindfulness, Meditation, and Health	3.0
COA 605	Foundations of Healthy Lifestyles	1.5
COA 610	Fundamentals of Health and Wellness Coaching	3.0
COA 616	Theories and Principles of Behavior Change	3.0
COA 620	Applied Healing Strategies	3.0
COA PSA	Practical Skills Assessment	0.0
COA 641	Seminar in Health and Wellness Coaching	1.0
COA 660	Advanced Coaching with Integrative Wellness Approaches	3.0

COA 670	Advanced Topics in Health and Wellness Coaching	3.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
IHM 650	Practice Management in Coaching	2.0
MUIH 500	University Wide Orientation for New Students	0.0
MUIH 550	Academic Research and Scholarship	0.0
RSCH601	Research Literacy in Integrative Health	3.0
Total Program Credits for the Master of Arts in Health and Wellness Coaching		30.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree. Please refer to the Application Requirements section for a detailed list of required application materials.

*If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

HEALTH REQUIREMENTS

Students may need to meet certain health requirements to participate in this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The M. A. in Health and Wellness Coaching can be completed in 20 months and is available in online, on-campus, and hybrid formats; available formats vary by the intake admissions date. All formats provide coach training programs approved by ICF and NBHWC.

Online courses run mostly on demand (asynchronously) throughout each trimester. Online courses offer great flexibility for the student. Because of the experiential nature of coaching, however, some coaching courses require live (synchronous) participation. Students must plan their schedules to attend live peer-to-peer and mentor coaching sessions. A variety of scheduling options are available to accommodate students' different needs and time zones. The syllabus for each course provides details about weekly lessons and includes expectations, due dates for assignments, and required live (synchronous) lab participation. For trimester start and end dates, refer to the Academic Calendar.

On-campus courses are delivered in a weekend format to accommodate students with weekday commitments and those who can travel to attend the program. Classes typically meet Friday evenings and all day Saturdays and Sundays. Most coursework is completed on campus in this format, with some assignments due between weekend classes. Class dates are subject to change.

Hybrid format means that coursework is completed through a combination of online and on-campus courses. Students may choose the format of each course on a case-by-case basis, subject to availability. See the descriptions above for details on online and on-campus formats.

ADDITIONAL INFORMATION

CERTIFICATION AND CREDENTIALS

INTERNATIONAL COACH FEDERATION (ICF)

ICF is the world's largest nonprofit coaching association. Membership provides access to the most current coaching research, global networking opportunities, and accreditation and credentialing programs. ICF promotes professional coaching, raising its profile with high standards and extolling the value of the coaching process in individuals, businesses and organizations for reaching their full potential.

Students who complete the 15 credits of the approved coach training hours in the on-campus format will have the required training hours to qualify for three levels of ICF credentialing—Associate Certified Coach (ACC), Professional Certified Coach (PCC) , and Master Certified Coach (MCC).

Students who complete the 15 credits of the approved coach training hours in the online or hybrid format will have the required training hours to qualify for the ACC level of ICF credentialing.

For information about credentialing with the ICF, contact:

- **International Coach Federation**

2365 Harrodsburg Rd, Suite A325

Lexington, KY 40504

888-423-3131

<https://coachfederation.org/>

NATIONAL BOARD FOR HEALTH & WELLNESS COACHING (NBHWC)

MUIH's M.A. Health and Wellness Coaching program is eligible for the NBHWC credentialing option. NBHWC is dedicated specifically to supporting health and wellness coaching. The credential offered by NBHWC is the National Board Certified Health & Wellness Coach (NBC-HWC).

Students who complete the 15 credits of the approved coach training hours in any format will have the required training hours to qualify for NBHWC's NBC-HWC.

For information about pursuing credentialing with the NBHWC, contact:

- **National Board for Health & Wellness Coaching**

PO Box 16307

San Diego, CA 92176

866-535-7929

www.nbhwc.org

POST-BACCALAUREATE CERTIFICATE IN HEALTH AND WELLNESS COACHING

PROGRAM OVERVIEW

The Post-Baccalaureate Certificate (PBC) in Health and Wellness Coaching prepares students with the foundational skills and expertise to help clients clarify and implement health and wellness goals and sustain life-changing behaviors. MUIH's program is one of the few graduate programs in health and wellness coaching in the U.S. It allows students to earn the highest academic credential in the cutting-edge field of health and wellness coaching, offering two professional credentialing pathways in all delivery formats. MUIH graduates are eligible for credentialing by the International Coach Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC). This 15-credit program can be completed in the online, hybrid, or on-campus weekend format in one year (3 trimesters). This program is designed for individuals seeking to promote health by working with individuals and small groups reached via private practice, in integrative health clinics, fitness and wellness centers, and organizations. Health and wellness coaches partner with their clients, and facilitate introspection, goal setting, behavioral change, accountability, and goal achievement. Health and wellness coaching can be conducted as a stand-alone professional practice, or be used to complement another health, wellness, or medical practice including nutrition, nursing, social work, health promotion, herbal medicine, acupuncture, Ayurveda, fitness and training, yoga therapy, massage therapy, and naturopathic medicine, among others. Additional ICF and NBWC credentialing requirements can be found on their websites (see below). The Post-Baccalaureate Certificate also provides the foundational courses for the 30-credit Master of Arts in Health and Wellness Coaching. Students who have received the certificate may go on to complete the Master of Arts by completing the remaining coursework (see Master of Arts Course of Study).

Unique to MUIH's health and wellness coaching philosophy, and an essential component of the curriculum, is teaching people to be aware of the body's innate wisdom and to regard symptoms and struggles as teachers. Other distinctive program features include a focus on research literacy for informed coaching practice, an integrative approach to wellness and healing, a focus on whole person care, and a model that emphasizes self-reflection and personal empowerment for healthy lifestyles. Students practice and hone their coaching skills through real-time coaching labs, working with mentor coaches and volunteer coaching clients.

PURPOSE

The purpose of the PBC in Health and Wellness Coaching is to provide students with the skills, knowledge and expertise needed to become skilled health and wellness coaches who help clients clarify health and wellness goals through introspection, leverage their strengths, address challenges in behavior change, implement and sustain life-changing behaviors, and manage both setbacks and progress. The program develops an understanding of behavior change theories and principles, excellence in core coaching competencies, and the skills necessary to help clients adopt individually designed attitudes and lifestyle changes most conducive to optimal health and wellness. Students build a broad view of health and wellness that incorporates not only conventional measures of health that focus on prevention of illness and disease and promotion of healthy lifestyles, but also additional measures of health found in complementary and alternative health practices from a variety of wisdom traditions.

OUTCOMES

Upon completion of this program students will be able to:

- Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence.
- Demonstrate the range of both practice- and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.

- Apply a wide variety of theories, principles, and coaching practices that promote behavior change.
- Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness.
- Demonstrate proficiency in the core competencies and an understanding of the ethical codes and Scope of Practice of the International Coach Federation and the National Board for Health & Wellness Coaching.

COURSE OF STUDY

15 Required Credits

Number	Course Title	Credits
APP 606	Becoming a Healing Presence	3.0
COA 605	Foundations of Healthy Lifestyles	1.5
COA 610	Fundamentals of Health and Wellness Coaching	3.0
COA 616	Theories and Principles of Behavior Change	3.0
COA 620	Applied Healing Strategies	3.0
COA PSA	Practical Skills Assessment	0.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
MUIH 500	University Wide Orientation for New Students	0.0
MUIH 550	Academic Research and Scholarship	0.0
Total Program Credits for the PBC in Health and Wellness Coaching		15.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree. Please refer to the Application Requirements section for a detailed list of required application materials.

*If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

HEALTH REQUIREMENTS

Students may need to meet certain health requirements to participate in this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

The PBC in Health and Wellness Coaching can be completed in 12 months and is available in online, on-campus, and hybrid formats; available formats vary by the intake admissions date. All formats provide coach-training programs approved by ICF and NBHWC.

Online courses run mostly on demand (asynchronously) throughout each trimester. Online courses offer great flexibility for the student. Because of the experiential nature of coaching, however, some coaching courses require live (synchronous) participation. Students must plan their schedules to attend live peer-to-peer and mentor coaching

sessions. A variety of scheduling options are available to accommodate students' different needs and time zones. The syllabus for each course provides details about weekly lessons and includes expectations, due dates for assignments, and required live (synchronous) lab participation. For trimester start and end dates, see the Academic Calendar.

On-campus courses are delivered in a weekend format to accommodate students with weekday commitments and those who can travel to attend the program. Classes typically meet Friday evenings and all day Saturdays and Sundays. Most coursework is completed on campus in this format, with some assignments due between weekend classes. Class dates are subject to change.

Hybrid format means that coursework is completed through a combination of online and on-campus courses. Students may choose the format of each course on a case-by-case basis, subject to availability. See the descriptions above for details on online and on-campus formats.

ADDITIONAL INFORMATION

CERTIFICATION AND CREDENTIALS

International Coach Federation (ICF)

ICF is the world's largest nonprofit coaching association. Membership provides access to the most current coaching research, global networking opportunities, and accreditation and credentialing programs. ICF promotes professional coaching, raising its profile with high standards and extolling the value of the coaching process in individuals, businesses and organizations reaching their full potential.

Students who complete the PBC in the on-campus format will have the required coach training hours to qualify for three levels of ICF credentialing—Associate Certified Coach (ACC), Professional Certified Coach (PCC), and Master Certified Coach (MCC).

Students who complete the PBC in the online or hybrid format will have the required coach training hours to qualify for the ACC level of ICF credentialing. For information about credentialing with the ICF, contact:

- **International Coach Federation**
2365 Harrodsburg Rd.
Suite A325
Lexington, KY 40504 888-423-3131
<https://coachfederation.org/>

National Board for Health & Wellness Coaching (NBHWC)

MUIH's PBC in Health and Wellness Coaching is eligible for the NBHWC credentialing option. NBHWC is dedicated specifically to supporting health and wellness coaching. The credential offered by NBHWC is National Board Certified Health & Wellness Coach (NBC-HWC). Students who complete the PBC in any format will have the required coach training hours to qualify for NBHWC's credential of NBC-HWC. For information about credentialing with the NBHWC, contact:

- **National Board for Health & Wellness Coaching**
PO Box 16307
San Diego, CA 92176
866-535-7929
www.NBHWC.org

SECTION 8: HEALTH PROMOTION

HEALTH PROMOTION DEPARTMENT

Master of Science in Health Promotion

Post-Baccalaureate Certificate in Workplace Wellness

ADMINISTRATION

Claudia Joy Wingo, M.P.H.

Department Chair

Suzanne Zolnick

Department Manager

Melissa Huselton

Academic Advisor

CONTACT THE HEALTH PROMOTION DEPARTMENT

410-888-9048 ext. 6700

healthpromotion@muih.edu

MASTER OF SCIENCE IN HEALTH PROMOTION

PROGRAM OVERVIEW

The Master of Science in Health Promotion at Maryland University of Integrative Health (MUIH) prepares students to be leaders in the rapidly emerging market for health and wellness, enabling them to play a vital role in the national transformation from disease-focused health care to a wellness-based model focused on prevention and education.

This unique and innovative program prepares students to assess, plan, implement and evaluate programs designed to promote health and wellness, prevent disease and disability, and eliminate health disparities through integrative and complementary health approaches at a population level, aimed at groups, organizations, communities, systems and policies.

MUIH's program is the only graduate degree in health promotion with an integrative health focus. It features distinctive integrative health-based coursework focused on practices such as mindfulness, movement/physical activity, meditation, healing presence, herbalism and holistic nutrition that are not found in other Master's degrees in health promotion.

The program also offers a choice between two areas of concentration: Community Health Education and Workplace Wellness. Both areas of concentration will teach students how to create sustainable behavior changes in order to powerfully influence individuals, communities or organizations to make positive lifestyle choices. Graduates meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam, a gold standard in the profession.

PURPOSE

The Master of Science in Health Promotion prepares graduates with specific competencies and skills to lead, manage, develop and implement programmatic integrative health solutions targeting current health issues facing individuals, within the wider community, which includes community settings, workplaces, schools and organizations. The nation's interest in integrative health has been increasing and there is a growing consensus that health professionals must focus on factors that actively promote health in a more global or holistic sense, in stark contrast to medicine's primary focus on treating disease.

Graduates of MUIH's Master of Science in Health Promotion will be uniquely positioned as resources in these integrative disciplines to be part of the healthcare solution in the state and nation.

GOALS

Students who complete the Master of Science in Health Promotion with the area of concentration in Community Health Education or Workplace Wellness will:

- Administer, manage, and provide leadership for community health and workplace wellness health promotion programs.
- Serve as an integrative health promotion resource person by applying a variety of modalities to community and workplace interventions, such as physical activity/movement, mindfulness, meditation, healing presence, herbalism and holistic nutrition.
- Educate communities and workplaces to initiate and maintain behavioral changes that support health and wellness.
- Design, implement and evaluate community health and workplace wellness health promotion programs based on population needs assessment.
- Create and execute health promotion communication plans targeted to specific populations in communities and workplaces.
- Advocate for health and health promotion and influence policy change.

- Have the skills to succeed professionally as a health education and promotion specialist, contribute to the overall field of health promotion and be qualified and prepared to sit for the Certified Health Education Specialist (CHES) exam.

COURSE OF STUDY

Students will complete 23 core credits in Health Promotion and an additional 12 credits depending on the chosen area of concentration.

CORE CREDITS

23 Required Credits

Number	Course Title	Credits
IHED 610	Fundamentals of Health Education and Health Behavior	3.0
IHED 615	Health Promotion Administration, Management and Resource Development	3.0
IHED 621	Communication Strategies in Health Education	3.0
IHED 623	Health Education Program Evaluation	2.0
IHED 625	Research Methods in Health Education: Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
IHED 631	Topics in Diversity for Health and Healing	3.0
ISCI 630A	Survey of Complementary Health Approaches	3.0
MUIH 550	Academic Research and Scholarship	0.0

COMMUNITY HEALTH EDUCATION CONCENTRATION

6 Required Credits and 6 Elective Credits

Number	Course Title	Credits
IHED 639	Community Health Education Program Implementation	3.0
IHED 641	Health Promotion Capstone	3.0
At least six credits chosen from the following:		
APP 606	Becoming a Healing Presence	3.0
APP 700	Mindfulness, Meditation, and Health	3.0
IHED 777	Health Care Systems: From Macro to Micro	3.0
ISCI 671	Physical Activity and Health	3.0
NUTR 602	Nutrition: Food and Balance	3.0
HRB 600	Fundamentals of Herbal Medicine	3.0

**Total Program Credits for Master of Science in Health Promotion
with Community Health Education Concentration 35.0**

WORKPLACE WELLNESS CONCENTRATION

6 Required Credits and 6 Elective Credits

Number	Course Title	Credits
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IHED 638	Workplace Wellness Program Implementation	3.0
IHED 641	Health Promotion Capstone	3.0

Electives:

Total of at least six credits chosen from the following (elective offerings vary by trimester—check the Schedule of Courses for availability):

APP 606	Becoming a Healing Presence	3.0
APP 700	Mindfulness, Meditation, and Health	3.0
IHED 777	Health Care Systems: From Macro to Micro	3.0
ISCI 671	Physical Activity and Health	3.0
NUTR 602	Nutrition: Food and Balance	3.0
HRB 600	Fundamentals of Herbal Medicine	3.0

Total Program Credits for Master of Science in Health Promotion with Workplace Wellness Concentration **35.0**

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor’s degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor’s degree and all degrees earned beyond a bachelor’s degree. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor’s degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution’s academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

PROGRAM FORMAT

The Master of Science in Health Promotion is designed to be completed in two years (six trimesters) of concentrated study in an online format, although longer plans of study are available. Online courses offer flexibility for the student; therefore, all coursework in the program can be completed online but there is an option of attending selected electives in an on-campus format. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH’s online format, visit the MUIH website. Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar.

ADDITIONAL INFORMATION

CERTIFICATION AND CREDENTIALS

Graduates of the Master of Science in Health Promotion will meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam. For more information about the CHES exam, contact:

- National Commission for Health Education Credentialing
1541 Alta Drive, Suite 303
Whitehall, PA 18052
484-223-0770
www.nchec.org

POST-BACCALAUREATE CERTIFICATE IN WORKPLACE WELLNESS

PROGRAM OVERVIEW

MUIH's Workplace Wellness Post-Baccalaureate Certificate (PBC) program offers graduate-level education that prepares individuals to develop, implement, and assess workplace wellness programs in a multitude of settings including corporations, small businesses, schools, county, state and federal workplaces, and a variety of health facilities and settings. Workplace wellness programs are comprised of employment-based activities and employer-sponsored benefits aimed at promoting health-related behaviors among employees. Employment organizations are increasing their wellness offerings and commitment to supporting the health of their employees in order to reduce healthcare costs and improve employee productivity, resilience, satisfaction, and morale.

This PBC builds on MUIH's expertise in integrative health, with courses designed to establish an understanding of workplace wellness, the practices of health behavior and self-care, and the principles of population health and health education. Students also learn the components of program needs assessment and planning, fundamentals of practice, and effective program evaluation. The program teaches students how to create sustainable behavior changes for powerful impact on individuals and organizations, supporting positive lifestyle choices and preventative practices and formulating practical applications for innovative integrative health promotion programs in the workplace setting. The program also explores the role of internet-based resources, integrative health applications and emerging wearables in well-being at the individual and organizational levels. As with all MUIH programs, particular emphasis will be placed on being a healing presence through relationship-centered interactions. The online 13-credit program can be completed in one year (three trimesters).

PURPOSE

The Post-Baccalaureate Certificate (PBC) in Workplace Wellness offers graduate-level training in the development and implementation of health and wellness programming in the employer setting to provide specialized educational and career opportunities for professionals in a variety of fields, including employee health nurses, occupational health workers, and others who need expertise in workplace wellness, such as human resource professionals, personnel directors, safety department personnel, and health care insurance professionals. Focusing specifically on the workplace setting for health promotion activities, it builds student competencies around program needs assessment, development, and evaluation to increase the depth and breadth of knowledge and skills of such professionals. This in turn can increase career advancement opportunities and marketability for organizations that wish to implement effective workplace wellness programs. As a stand-alone certificate, the three-trimester program can also provide a complementary add-on to other MUIH degrees. It also offers an opportunity to achieve advanced standing for the M.S. in Health Promotion.

GOALS

Students who complete the PBC in Workplace Wellness will have the skills to effectively educate employees to initiate and maintain behavioral changes that support health and wellness, and be able to:

- Articulate best practices in integrative workplace wellness program creation from a business and leadership perspective.
- Assess diverse population needs relevant to workplace wellness program design.
- Design and plan integrative workplace wellness programs with tools and resources that build comprehensive skill sets.
- Implement effective and sustainable workplace wellness programs from an evidence base of best practices by creating health-maintenance activities, and managing their progress and accountability.

- Evaluate workplace wellness programs and address a culture of wellness with various levels of employees and organizational leadership.
- Have an evidence-based understanding of employee health and wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices.

COURSE OF STUDY

13 Required Credits

Number	Course Title	Credits
IHED 621	Communication Strategies in Health Education	3.0
IHED 623	Health Education Program Evaluation	2.0
IHED 626	Health Education Needs Assessment & Program Planning	3.0
IHED 633	A Culture of Wellness: Introduction to Workplace Wellness	1.5
IHED 635	Workplace Wellness: Fundamentals of Practice	2.0
IHED 637	Principles & Practices of Health Behavior and Self-Care	1.5
MUIH 550	Academic Research & Scholarship	0.0
Total Credits for Post-Baccalaureate Certificate in Workplace Wellness		13.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

PROGRAM FORMAT

The Post-Baccalaureate Certificate in Workplace Wellness is designed to be completed in one year (three trimesters) of concentrated study in an online format.

All coursework is completed online in this format. Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit www.muuh.edu.

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar.

SECTION 9: HERBAL MEDICINE

NUTRITION AND HERBAL MEDICINE DEPARTMENT

Master of Science in Clinical Herbal Medicine

Master of Science in Herbal Product Design and Manufacture

Post-Baccalaureate Certificate in Herbal Studies

ADMINISTRATION

Kathleen Warner, Ph.D.

Department Chair

Bevin Clare, M.S.

Program Manager

Michael Tims, Ph.D.

Program Manager

Rachel Voss, MPA

Department Manager

Matthew Mazick

Academic Advisor

CONTACT THE HERBAL MEDICINE DEPARTMENT

410-888-9048 ext. 6789

herbalmedicine@muih.edu

MASTER OF SCIENCE IN CLINICAL HERBAL MEDICINE

PROGRAM OVERVIEW

This program prepares students to apply the principles, practices, and concepts in herbal medicine to the development and implementation of clinical strategies and real-world solutions. Students complete an advanced clinical residency in an herbal practice where they design, implement and synthesize learning in a clinical environment. Coursework allows them to deepen their competencies as practicing herbalists through discussion of their cases with peers and faculty, although discussions are not intended as supervision for client care. Class groups are personal and rely on the collective experience and wisdom of a group, coupled with history and the contemporary evidence base. Students learn how to work in groups, write therapeutic and case study reports, and learn the core concept of healing presence. Practitioners will work within their specialty while receiving peer feedback from other clinicians to deepen the incorporation of herbal therapeutics into their own practice.

PURPOSE

The Master of Science in Clinical Herbal Medicine trains clinicians and practitioners to integrate herbal medicine into their practice to both diversify and expand their modalities of care. Foundational principles, practices, and concepts in herbal medicine complement the development and implementation of clinical strategies and real-world experiences. Students incorporate scientific evidence along with tradition and practical herbal experiences for integration into the contemporary healthcare environment. Graduates are empowered with the critical thinking skills, health information literacy, and expertise in herbal medicine to become clinical herbalists in their clinical practice as well as leaders in the integration of herbal medicine.

GOALS/LEARNING OUTCOMES

Students who complete the Master of Science in Clinical Herbal Medicine will be able to:

- Summarize and synthesize traditional knowledge, pharmacological, and clinical data to make an informed decision about the application of herbal formulas.
- Evaluate and analyze traditional knowledge to bridge the information gap of evidence-based data to make rational decisions in developing safe and effective herbal products and formulas.
- Determine safety concerns of herb-herb and herb-drug interactions for herbal product users.
- Design a comprehensive wellness plan incorporating herbal, dietary, and lifestyle recommendations integrating self-awareness and lessons of nature.
- Assess clients and develop the tools to evaluate and adjust individualized plans and goals in response to the changing needs of the client.
- Determine the legal parameters of herbal practice within their field and the strategies to navigate them.

COURSE OF STUDY

36 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal	

	Products	3.0
HRB 641	Safety of Botanical Medicine	3.0
ISCI 547A	Physiology I: Healthy Function	3.0
HRB 738	Clinical Theory in Practice	3.0
HRB 705	Materia Medica II	3.0
RSCH 601	Research Literacy in Integrative Health	3.0
HRB 759	Applied Therapeutics	3.0
HRB 731	Clinical Experience I	3.0
HRB 624	Applied Herbalism in Clinical Practice	3.0
HRB 732	Clinical Experience II	3.0
MUIH 550	Academic Research and Scholarship	0.0
Total Program Credits for Master of Science in Clinical Herbal Medicine		36.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

Applicants for the Master of Science in Clinical Herbal Medicine must hold a bachelor's degree with a minimum overall 2.5 GPA in undergraduate coursework.

HEALTH REQUIREMENTS

Students in this program may have health requirements. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

Hybrid

MASTER OF SCIENCE IN HERBAL PRODUCT DESIGN AND MANUFACTURE

PROGRAM OVERVIEW

Students entering the Master of Science in Herbal Product Design and Manufacture will acquire the skill set and knowledge necessary to contribute to the growth of the herbal manufacturing field with a deep and broad understanding of product development. They will be able to engage with existing herbal companies or as entrepreneurs in multiple roles, providing quality assurance, research, product development and federal regulatory guidance. Topics include botany, medicine making, botanical safety, research, quality assurance, good manufacturing practices (GMP), analytical chemistry, phytochemistry, structure/function, and new dietary ingredient (NDI) claims.

This program prepares students with the skills and knowledge in herbal medicine and scientific practice and research needed to contribute to the growth of the herbal supplement and manufacturing field. Students develop expertise combining the abilities of medicinal plant researcher, herbalist and medicine maker.

PURPOSE

The Master of Science in Herbal Product Design and Manufacture prepares students for careers as researchers, educators, herbal product designers and manufacturers in the field of herbal supplements by integrating traditional herbal knowledge with evidence-based research. While sales of herbal supplements have doubled over the past ten years, the number of experts has not. The field needs innovators who can create quality herbal products. Graduates will acquire the unique competencies needed by herbal manufacturers.

GOALS/LEARNING OUTCOMES

Students who complete the Master of Science in Herbal Product Design and Manufacture will be able to:

- Summarize and synthesize traditional knowledge, pharmacological data, and clinical data to make an informed decision about the application of herbal formulas.
- Evaluate and analyze traditional knowledge to bridge the information gap of evidence-based data to make rational decisions in developing safe and effective herbal products and formulas.
- Determine safety concerns of herb-herb and herb-drug interactions for herbal product users.
- Investigate and develop rational extraction design of herbal products.
- Establish and integrate knowledge of raw materials, formulation, Quality Assessment (QA), and Good Manufacturing Practice (GMP) in developing herbal products.
- Develop and apply analytical techniques to evaluate the quality of and identify the botanical ingredients used in commercial products.

COURSE OF STUDY

37 Required Credits

Course Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 641	Safety of Botanical Medicine	3.0

HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
ISCI 522	Foundations in Organic Chemistry	3.0
HRB 636	Botany Intensive: Exploring Sustainable Supply Chains	3.0
HRB 656	Phytochemistry, Pharmacology and Introduction to Analytical Methods	3.0
HRB 705	Materia Medica II	3.0
HRB 690C	Internship	1.0
HRB 653	Extraction, Analytical Methods, and Formulation Strategies	3.0
HRB 642	Dispensary Practices and Quality Assessment of Herbal Medicine	3.0
HRB 781	Research in Botanical Pharmacognosy	3.0
HRB 794	Case Studies in Herbal Product Design and Manufacture	3.0
Total Program Credits for the Master of Science in Herbal Product Design and Manufacture		37.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

Applicants for the Master of Science in **Herbal Product Design and Manufacture** must hold a bachelor's degree with a minimum overall 2.5 GPA in undergraduate coursework.

HEALTH REQUIREMENTS

Students in this program may have health requirements. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

PROGRAM FORMAT

Hybrid

POST-BACCALAUREATE CERTIFICATE IN HERBAL STUDIES

PROGRAM OVERVIEW

This program provides the herbal enthusiast with a foundational knowledge of herbal sciences, as well as an understanding of wellness-based models of healthcare. The emphasis of the program is on the science and research of medicinal herbs, combined with herbal medicine traditions. Students learn about the most popular herbs and herbal supplements in the U.S. market and likely interactions with conventional pharmaceuticals. Students identify and create quality herbal products through hands-on wild plant identification.

PURPOSE

This program is designed for individuals with a background or interest in horticulture and gardening, culinary arts and nutrition, public health and education, and the environment and sustainability. The certificate can also serve as an entry point and provide advanced standing in MUIH's Master of Science programs in Clinical Herbal Medicine or in Herbal Product Design and Manufacture.

GOALS/LEARNING OUTCOMES

Students who complete the Post-Baccalaureate Certificate in Herbal Studies will be able to:

- Describe the safe and appropriate use of a limited number of herbs as dietary supplements within the framework of a wellness-based model of healthcare.
- Identify local herbs in the field for harvesting and manufacturing of herbal and food preparations.
- Determine safety concerns of herb-herb and herb-drug interactions for herbal product users.

COURSE OF STUDY

12 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy	3.0
HRB 641	Safety of Botanical Medicine	3.0
Total Program Credits for the Post-Baccalaureate Certificate in Herbal Studies		12.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

PROGRAM FORMAT

This program can be completed fully online or in the hybrid format by taking a combination of online and on-campus classes. It can be completed in two trimesters (8 months) when taken fulltime, or in four trimesters (16 months) when taken part-time.

SECTION 10: INTEGRATIVE HEALTH STUDIES

INTEGRATIVE HEALTH STUDIES DEPARTMENT

Master of Arts in Integrative Health Studies

Post-Baccalaureate Certificate in Integrative Health Studies

ADMINISTRATION

Marybeth Missenda, RPh. M.S. C.N.S.

Program Director

Rachel Voss

Department Manager

Chelsey Barrett

Academic Advisor

CONTACT THE INTEGRATIVE HEALTH STUDIES DEPARTMENT

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Integrativehealthstudies@muih.edu

MASTER OF ARTS IN INTEGRATIVE HEALTH STUDIES

PROGRAM OVERVIEW

The Master of Arts (MA) in Integrative Health Studies provides the opportunity to acquire advanced knowledge of integrative health care practices, and how complementary health approaches can be integrated with conventional health care approaches. MUIH's program is the only such program to include both the evidence-informed efficacy of complementary and integrative health (CIH) practices *and* the practical and business models for the inclusion of CIH approaches in conventional medical and health care settings. It is designed to meet the increasing and widespread interest in exploring and understanding the benefits and application of integrative health principles and practices. This non-clinical interdisciplinary program covers a broad spectrum of CIH approaches, rather than focusing on a single modality as is the case for all other MUIH programs. This 30-credit program can be completed fully online in two years.

PURPOSE

The MA in Integrative Health Studies is designed for professionals in health care and related professions who wish to integrate complementary health approaches in their practice or organization. It provides a variety of health care professionals with the opportunity to explore and understand the benefits and application of integrative health principles and practices, especially as related to their individual professional areas within the broad health care spectrum. There are two primary audiences for this program. First are healthcare practitioners seeking to expand their professional knowledge and skills and complement their current specialty with an understanding of the integrative health field. This audience includes, among others, nurses, social service and behavioral health professionals, allied healthcare professionals, and other licensed/certified healthcare and medical providers. Second are professionals who support the health care field through their work in administration, management, policy, and advocacy, as well as health and science writing and communication.

GOALS

Students who complete the MA in Integrative Health Studies will be able to:

- Explain the foundational principles, philosophies, practice, and models of integrative health care.
- Evaluate the principles, practice, and application of particular areas of the integrative health care field.
- Apply research literacy skills to critically analyze integrative health research literature.
- Select evidence-based integrative health interventions aligned with prevalent health conditions.
- Analyze the factors associated with incorporating integrative health practices in their profession and health care organization.

COURSE OF STUDY

The Master of Arts in Integrative Health Studies requires a total of 30 credits, including 18 core credits and 12 elective credits. Elective credits allow the student to personalize their degree through electives chosen from one or more of the three areas of concentration.

CORE CREDITS

18 Required Credits

Number	Course Title	Credits
APP 606	Becoming a Healing Presence	3.0
INHS 610	Complementary and Integrative Health Interventions for Common Conditions	3.0

INHS 620	Integrative Care Models	3.0
ISCI 630A	Survey of Complementary Health Approaches	3.0
INHS 710	Seminar in Integrative Health Studies	3.0
MUIH 550	Academic Research and Scholarship	0.0
RSCH 601	Research Literacy in Integrative Health	3.0

ELECTIVE CREDITS

12 Required Credits

Students may choose their own area of concentration from any of the courses listed below and are not required to declare a specific area of concentration. Elective offerings vary by trimester—check the Schedule of Courses for availability.

Number	Course Title	Credits
Nutrition and Herbal Medicine Area of Concentration		
NUTR 601	Redefining Nutrition	1.0
NUTR 602	Nutrition: Food and Balance	3.0
NUTR 672	Mindful Eating and Nourishment	2.0
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
Health Promotion, Education, and Research Area of Concentration		
IHED 610	Fundamentals of Health Education and Health Behavior	3.0
IHED 615	Health Promotion Administration	
	Management and Resource Development	3.0
IHED 621	Communication Strategies in Health Care	3.0
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
RSCH610	Introduction to Scientific Writing	1.5
Mind-Body Practices and Whole Medical Systems Area of Concentration		
APP 700	Mindfulness, Meditation, and Health	3.0
ISCI 671	Physical Activity and Health	3.0
AYUR 630	Foundations of Ayurveda	3.0
AYUR 631	Ayurveda and the Mind	3.0
*AOM 601	History of Acupuncture and Oriental Medicine	2.0
* If AOM601 is selected, the student will need to add a minimum of one credit from one of the other areas of concentrations above		
Total Program Credits for the Master of Arts in Integrative Health Studies		30.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

PROGRAM FORMAT

All coursework for the degree is completed in an online format. Although no residency is required, online students are welcome to take on-campus courses, subject to availability.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muih.edu.

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar at <http://www.muih.edu>. Individual schedules may vary depending on course selection.

POST-BACCALAUREATE CERTIFICATE IN INTEGRATIVE HEALTH STUDIES

PROGRAM OVERVIEW

The Post-Baccalaureate Certificate (PBC) in Integrative Health Studies is designed to meet the increasing and widespread interest in exploring and understanding the benefits and application of integrative health principles and practices. This non-clinical program provides the opportunity to acquire advanced knowledge that will enhance the professional careers of a wide range of individuals in the health care field. The curriculum provides foundational knowledge in the theoretical and philosophical foundations of integrative health practices, evidence-informed efficacy of such practices, and practical and business models for the inclusion of integrative practices in allopathic care settings. This PBC can serve as a stand-alone credential and/or as an entry point with advanced standing for the Master of Arts (MA) in Integrative Health Studies.

PURPOSE

The Post-Baccalaureate Certificate in Integrative Health Studies is a 12-credit certificate offered for individuals who wish to gain graduate-level knowledge about integrative health to enhance their career in health care and related professions, and to inform the application of integrative health approaches in their organization. There are two primary audiences for this program. First are healthcare practitioners seeking to expand their professional knowledge and skills and complement their current specialty with an understanding of the integrative health field. This audience includes, among others, nurses, social service and behavioral health professionals, allied healthcare professionals, and other licensed/certified healthcare providers. Second are professionals who support the health care field through their work in administration, management, policy, and advocacy, as well as health and science writing and communication.

GOALS

Students who complete the Post-Baccalaureate Certificate in Integrative Health Studies will be able to:

- Explain the foundational principles, philosophies, practice, and models of integrative health care.
- Apply research literacy skills to critically analyze integrative health research literature.
- Select evidence-based integrative health interventions aligned with prevalent health conditions.
- Analyze the factors associated with incorporating integrative health practices in their profession and health care organization.

COURSE OF STUDY

Number	Course Title	Credits
ISCI 630A	Survey of Complementary Health Approaches	3.0
INHS 610	Complementary and Integrative Health Interventions for Common Conditions	3.0
INHS 620	Integrative Care Models	3.0
MUIH 550	Academic Research and Scholarship	0.0
RSCH 601	Research Literacy in Integrative Health	3.0
Total Credits for the Post-Baccalaureate Certificate in Integrative Health Studies		12.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

PROGRAM FORMAT

This program is delivered in an online format within a cohort of peers. The program can be completed in one year. Although no residency is required, online students are welcome to take on-campus courses, subject to availability. Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muih.edu. Online courses run asynchronously throughout each trimester. For trimester start and end dates, refer to the Academic Calendar. Individual schedules may vary depending on course selection.

SECTION 11: NARRATIVE HEALTH

PROGRAM OVERVIEW

The Post-Baccalaureate Certificate (PBC) in Narrative Health prepares students with the skills and knowledge needed to understand the patient/client narrative as part of the healing process and to use writing and appreciative inquiry methodologies to achieve health and wellness. MUIH's program is one of only three such graduate programs in the U.S., and the only one to be offered primarily online and with an integrative health approach. While practitioners may need to separate the phenomena of disease process from the patient/client's story in order to treat disease, research now reveals that developing a coherent narrative is necessary for the patient to be able to develop the sense of wholeness that can lead to healing. This 12-credit program is offered primarily online with intensive on-campus weekends at the start and end of the program, and can be completed in two trimesters (7 months).

PURPOSE

The PBC in Narrative Health program prepares students with the skills and knowledge to use narrative health as a healing process, diagnostic tool, method to prevent burnout, and a form of care in itself. It does so in a highly personalized manner within the context of a holistic and integrative approach to health and wellness. The coursework emphasizes the use of narrative health to build empathy and mindfulness in communication, and to support practitioners in authentic relationship-based care and the development of healing presence. Students gain an embodied experience of narrative health by applying theoretical approaches to their own personal narrative. The opening and closing weekend intensive meetings on the MUIH campus provide students with the opportunity to build community and collaborate, as well as gain a first-hand experience in honing their facilitation skills.

PROGRAM OUTCOMES

This program provides students with the ability to:

- Identify and apply the primary themes of narrative theory.
- Apply narrative health strategies to compose a meaningful personal narrative.
- Develop narrative health strategies for individual and group work.
- Facilitate individual and small-group narrative health programs effectively.

COURSE OF STUDY

12 Required Credits

Number	Course Title	Credits
NARR 630	Narrative Theory	3.0
NARR 631	Expressive Writing and Poetic Care	3.0
NARR 632	Personal Narrative	3.0
NARR 633	Group Facilitation	3.0
MUIH 550	Academic Research and Scholarship	0.0
Total Program Credits for the Post-Baccalaureate Certificate in Narrative Health		12.0

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

An entrance essay and professional reference are also required. For further information, contact the Department.

PROGRAM FORMAT

This hybrid program is offered primarily online, with intensive on-campus weekends at the start and end of the program. It affords a number of educational benefits. The online learning portions of the program provide the combined benefits of convenience and flexibility to fit the student's schedule, and the time to reflect deeply and personally on the course content, assignments, and participation in online discussions. The limited time spent in class on-campus provides the opportunity for experiential learning, a high degree of engagement with fellow students and faculty, and personalized community building and professional networking.

SECTION 12: NUTRITION

NUTRITION AND HERBAL MEDICINE

Doctor of Clinical Nutrition

Master of Science in Nutrition and Integrative Health

Post-Baccalaureate Certificate in Sports Performance and Integrative Nutrition

Post-Master's Certificate in Nutrition and Integrative Health

Post-Master's Certificate in Nutritional Genomics in Clinical Practice

ADMINISTRATION

Kathleen Warner, Ph.D.

Department Chair

Liz Lipski, Ph.D.

Director, Academic Development

Eleonora Gafton, M.S.

Cooking Lab Manager

Elizabeth Owens, M.S.

Director, Experiential Programs

Alexandra Wick

Department Manager

Jennifer Swetz, M.S.

Nutrition Clinic Coordinator

Nissa Lazenby-Wilson, M.S.

Cooking Lab Assistant Manager

Casey Simms, M.A.

Academic Advisor

Laura Steck

Academic Advisor

CONTACT THE NUTRITION DEPARTMENT

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MASTER OF SCIENCE IN NUTRITION AND INTEGRATIVE HEALTH

PROGRAM OVERVIEW

The Master of Science in Nutrition and Integrative Health offers students a distinctive program that emphasizes the vital and interrelated physiological, environmental, sociocultural, and spiritual roles of food in our lives. Developed from the mission and vision of Maryland University of Integrative Health (MUIH) to integrate nature-based knowledge and traditional systems with transformational learning and contemporary scientific knowledge, the curriculum offers a broader evidence base for nutrition education than science, tradition, or empiricism alone. As it is one of the few integrative master's degree programs in nutrition in the country, MUIH's faculty and scholars are the leading national authorities in this field of study. The program encourages students to question assumptions in the field of nutrition and to learn through critical thinking and personal transformation.

Students apply nutrition theory through cooking labs, case studies, and clinical and biochemical assessments. In addition to building foundational skills in the sciences and introductory nutrition, students enhance their scope by selecting an area of concentration in Community Nutrition Education, Herbal Medicine, or Human Clinical Nutrition. Students in the Human Clinical Nutrition and Herbal Medicine areas of concentration will complete supervised clinical experiences. Students in the Community Nutrition Education area of concentration will choose either a supervised capstone project or a community practicum.

The comprehensive and multifaceted program ensures that graduates are prepared for a variety of careers in the diverse field of nutrition, such as practicing nutritionists, consultants, educators, researchers, and writers.

PURPOSE

The mission of the Master of Science in Nutrition and Integrative Health is to educate and develop skillful and compassionate nutrition practitioners who value the client-practitioner relationship. By exploring and developing innovative approaches to clinical nutrition, the program integrates traditional nutrition care processes with holistic and integrative perspectives in health. This serves the evolution of nutrition in the healthcare field and emphasizes the vital and interrelated physiological, psychological, environmental, sociocultural, and spiritual roles of food in our lives.

The Master of Science in Nutrition and Integrative Health is unique in integrating biochemical assessments, basic science, and applied nutrition coursework; applying nutrition theory through cooking labs; using practice coaching sessions to explain behavioral change; and employing case studies and client interviews to teach intervention strategies for a wide range of health challenges. The curriculum addresses the cognitive and physiological factors influencing the complex role of food and nutrition in human health.

GOALS/LEARNING OUTCOMES

Students who complete the Master of Science in Nutrition and Integrative Health will be able to:

- Apply biochemical, clinical (laboratory testing, anthropometric measurements, and physical exams), and nutritional knowledge to guide nutrition interventions and monitoring.
- Analyze the macro- and micronutrient content, nutrient density, and additional food components of a client's diet.
- Design culturally sensitive food plans that support changing nutritional needs during the various lifecycle stages and promote disease prevention and management.
- Formulate comprehensive clinical intervention plans that incorporate whole foods, supplements, lifestyle changes, and other integrative health approaches.

- Apply the nutrition care process to assess status, develop nutrition diagnoses and interventions, evaluate, and monitor the client’s progress using a functional nutrition approach.
- Develop personal mindful eating practices and guide groups or clients in mindfulness practices.

In addition to the educational outcomes for all master’s program graduates, each area of concentration aims to achieve the following specific objectives:

COMMUNITY NUTRITION EDUCATION

- Prepare graduates to take leadership roles in the field of nutrition education and behavior change in a variety of settings including individual, community, and policy.
- Prepare graduates to assess population needs, assets, and capacity for nutrition education.
- Provide experiential training in a community setting.

HERBAL MEDICINE

- Prepare graduates to take leadership roles as nutrition professionals with knowledge of the role of both foods and herbs in promoting human health.
- Prepare students to work as nutritionists with an herbal background through comprehensive study of herbal pharmacology, herbal pharmacy (herbal preparation), and principles of herbal therapeutics.
- Provide supervised clinical or research experience in clinical nutrition and herbalism.

HUMAN CLINICAL NUTRITION

- Prepare graduates to take leadership roles in the field of clinical nutrition.
- Provide experiential training in a clinical setting.
- Enable students to effectively position their services and offerings to clients, clinics, and other practitioners in order to earn a livelihood as a nutrition professional.

COURSE OF STUDY

Students fulfill the Master of Science in Nutrition and Integrative Health by completing core program credits and one of three areas of concentration (AOCs): Community Nutrition Education, Herbal Medicine, or Human Clinical Nutrition.

Core Credits

29 Required Credits

Number	Course Title	Credit
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
ISCI 522	Foundations in Organic Chemistry	3.0
ISCI 547A	Physiology I: Healthy Function	3.0
ISCI 626	Nutritional Biochemistry	3.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 647B	Physiology II: Movement Away from Health	3.0
RSCH 601	Research Literacy in Integrative Health	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 612	Human Nutrition II: Micronutrients	3.0
NUTR 614	Human Nutrition I: Macronutrients	2.0

NUTR 641	Life Cycle Nutrition	3.0
NUTR 6EXI	Nutrition MSNIH Comprehensive Exam	0.0
MUIH 550	Academic Research & Scholarship	0.0

Required Cooking Labs

NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5

Choose two additional cooking labs from the following for a total of 1.0 credit:

NUTR 683	Cooking with Whole Foods Lab III	0.5
NUTR 684	Cooking with Whole Foods Lab IV	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5

Community Nutrition Education Area of Concentration

20 Required Credits + 1 Elective Credit

Number	Course Title	Credits
IHED 610	Fundamentals of Health Education and Health Behavior	3.0
IHED 623	Health Education Program Evaluation	2.0
IHED 625	Research Methods in Health Education: Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
NUTR 643	Public Health Nutrition	2.0
NUTR 664	Food Systems and Policy	2.0
NUTR 672	Mindful Eating and Nourishment	2.0
Choose 3.0 credits from one of the following two sets:		3.0
NUTR 691C	Practicum (1.5 credits)	
and		
NUTR 691D	Practicum (1.5 credits)	
<i>OR</i>		
NUTR 692C	Capstone Project (1.5 credits)	
and		
NUTR 692D	Capstone Project (1.5 credits)	
Electives		1.0

Choose a total of at least one credit from the following (elective offerings vary by trimester—check the Schedule of Courses for availability):

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
IHED 615	Health Promotion Administration, Management and Resource Development*	3.0

IHED 621	Communication Strategies in Health Education*	3.0
IHED 639	Community Health Education Program Implementation*	3.0
NUTR 622	Advanced Biochemistry, Pathophysiology, and Assessment **	3.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 635	Applied Clinical Nutrition I Nutritional Assessment†	2.0
NUTR 636	Applied Clinical Nutrition II†	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
NUTR 671	Food and Culture	1.0

* These courses are a requirement for CHES certification (IHED 639 is only required if Capstone Project is completed).

**This course is a requirement for BCNS certification.

† These courses are recommended for BCNS certification.

**Total Program Credits for M.S.in Nutrition and Integrative Health
with AOC in Community Nutrition Education 50.0**

Herbal Medicine Area of Concentration

29 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy	3.0
HRB 624	Applied Herbalism in Clinical Practice	3.0
HRB 641	Safety of Botanical Medicine	3.0
NUTR 622	Advanced Biochemistry, Pathophysiology, and Assessment	3.0
NUTR 635	Applied Clinical Nutrition I Nutritional Assessment	2.0
NUTR 636	Applied Clinical Nutrition II Nutritional Assessment	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
Choose one of the following two sets for a total of 3 credits:		3.0
NUTR 655C	Nutrition/Herbal Therapeutics Clinic (1.5 credits)	
and		
NUTR 655D	Nutrition/Herbal Therapeutics Clinic (1.5 credits)	
<i>OR</i>		
NUTR 656C	Clinical Strategies in Nutrition Care (1.5 credits)	
and		
NUTR 656D	Clinical Strategies in Nutrition Care (1.5 credits)	
Total Credits for M.S. in Nutrition and Integrative Health with AOC in Herbal Medicine		58.0

Human Clinical Nutrition Area of Concentration

16 Required Credits + 5 Elective Credits

Number	Course Title	Credits
NUTR 622	Advanced Biochemistry, Pathophysiology, and Assessment	3.0
NUTR 635	Applied Clinical Nutrition I Nutritional Assessment	2.0
NUTR 636	Applied Clinical Nutrition II Nutritional Assessment	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
NUTR 672	Mindful Eating and Nourishment	2.0
Choose 3.0 credits from the following sets:		3.0
NUTR 654C	Clinic (1.5 credits)	
and		
NUTR 654D	Clinic (1.5 credits)	
<i>OR</i>		
NUTR 656C	Clinical Strategies in Nutrition Care (1.5 credits)	
and		
NUTR 656D	Clinical Strategies in Nutrition Care (1.5 credits)	

Electives

Choose a total of at least five credits from the following (elective offerings vary by trimester—check the Schedule of Courses for availability):

Number	Course Title	Credits
APP 606	Becoming a Healing Presence	3.0
APP 607	Introduction to Healing Presence	1.0
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy	3.0
HRB 633	Medicinal Plants and Cultures: A Bioregional Exploration	2.0
IHED 610	Fundamentals of Health Education and Health Behavior	3.0
IHED 615	Health Promotion Administration, Management and Resource Development	3.0
IHED 621	Communication Strategies in Health Education	3.0
IHM 620	Marketing for Health & Wellness Professionals	1.0
IHM 665	Practice Management for Nutrition Professionals	1.0
ISCI 615	Mind Body Science	3.0
ISCI 630A	Survey of Complementary Health Approaches	3.0

NUTR 625	Introduction to Nutritional Genomic Counseling	1.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 637	Nutrition and Digestive Health	1.0
NUTR 643	Public Health Nutrition	2.0
NUTR 663	Sports Nutrition	1.0
NUTR 664	Food Systems and Policy	2.0
NUTR 665	The Dynamics of Food and Healing	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyond	1.0
NUTR 671	Food and Culture	1.0
NUTR 675	Chinese Nutrition Therapy	2.0
NUTR 722	Advanced Laboratory Assessment	2.0
Total Credits for M.S. in Nutrition and Integrative Health with AOC in Human Clinical Nutrition		50.0

ADDITIONAL PROGRAM REQUIREMENTS:

- Complete MUIH 550 Academic Research and Scholarship, a non-credit online training course on information literacy, by the end of the first trimester.
- Complete the ServSafe™ Food Safety Manager Course from the National Restaurant Association. Certification must be obtained prior to graduation or before enrolling in NUTR 686 Cooking with Whole Foods Lab VI or NUTR 691C Practicum. Students are encouraged to obtain the certification sooner because the knowledge is helpful in all cooking labs. The course is offered by MUIH for local students as NUTR 001.
- Become a client of an integrative nutritionist in the student's area of residence or meet with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations before enrolling in the experiential courses.
- Earn a passing grade on a comprehensive exam (NUTR 6EXI) at the end of the academic program.

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

Applicants for the Master of Science in Nutrition and Integrative Health must hold a bachelor's degree with a minimum overall 2.5 GPA in undergraduate coursework.

HEALTH REQUIREMENTS

Students in this program may have health requirements related to on-campus or off-campus clinical or practicum phases of the program. Requirements will vary by area of concentration and clinic, practicum, or capstone project course selections. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

ADVANCED STANDING

MUIH allows advanced standing for students who have completed the following programs:

Center for Mind-Body Medicine – Food as Medicine

Graduates of the Center for Mind-Body Medicine’s Food as Medicine program may be eligible for advanced standing (three elective credits) in MUIH’s Master of Science in Nutrition and Integrative Health. Candidates for this advanced standing should indicate this in their application essay, and must submit an academic paper on a topic approved by the Academic Director.

Natural Gourmet Institute – Chef’s Training Program

Graduates of the Chef’s Training Program at the Natural Gourmet Institute may be eligible for advanced standing in MUIH’s Master of Science in Nutrition and Integrative Health. Graduates may be exempt from taking some of the Cooking with Whole Foods Labs I-VIII. Candidates for this advanced standing should indicate this in their application essay and submit their official record of graduation from the Chef’s Training Program to the Office of Graduate Admissions office so that the Department Chair can evaluate eligibility.

George Washington University

MUIH and the George Washington University (GW) School of Medicine and Health Sciences (SMHS) have signed an agreement that facilitates the admission of certain GW students to MUIH. Graduates of the GW SMHS B.S. in Health Sciences Clinical Research Administration, Clinical Management and Leadership, and Clinical Health Sciences programs with a cumulative GPA of 3.0 are guaranteed admission and may seek advanced standing consideration up to six credits in MUIH’s Master of Science in Nutrition and Integrative Health and Doctor of Clinical Nutrition programs. Graduates and current students in good academic standing in the GW M.S. Health Sciences in Integrative Medicine program who seek Certified Nutrition Specialist (CNS) credentials may take up to nine credits from MUIH.

ARTICULATION AGREEMENT

Institute for Integrative Nutrition (IIN)

Graduates of the Institute for Integrative Nutrition who hold a bachelor’s degree will be eligible for the following exemptions in MUIH’s Master of Science in Nutrition and Integrative Health, based on an Articulation Agreement with IIN and approved by the Maryland Higher Education Commission:

Human Clinical Nutrition Area of Concentration

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
NUTR 601	Redefining Nutrition	1.0
NUTR 672	Mindful Eating and Nourishment	2.0
Electives		2.0

Community Nutrition Education Area of Concentration

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
NUTR 601	Redefining Nutrition	1.0

NUTR 672	Mindful Eating and Nourishment	2.0
Electives		1.0

Herbal Medicine Area of Concentration

Number	Course Title	Credits
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
NUTR 601	Redefining Nutrition	1.0

Candidates for these exemptions must indicate graduation from the IIN program on their application for admission to MUIH.

PROGRAM FORMAT

The Master of Science in Nutrition and Integrative Health is a flexible program designed to accommodate working professionals. It can be completed in as few as two years or as many as five years, in an on-campus, online, or hybrid format.

The content of the program does not vary by format—only the delivery method of the course is different. See the latest list of Program Start Dates to determine the availability of each format, available online at www.muih.edu in the Admissions section.

ON-CAMPUS FORMAT

Coursework is completed on campus in this format. Only the area of concentration in Human Clinical Nutrition is available in on-campus format. On-campus students are also welcome to take online courses, subject to availability.

The on-campus schedule consists of 15 to 19 weekends per year. Weekend class times are 5–9 p.m. on Fridays, and 8:30 a.m.–5:30 p.m. on Saturdays and Sundays. Format may vary during the clinic and practicum phase. The time needed to complete the elective credits and clinic/practicum/capstone project is not included in this academic calendar. Visit www.muih.edu for specific course schedules or contact the Office of Graduate Admissions.

ONLINE FORMAT

Coursework is completed online in this format. Although no residency is required, online students are welcome to take on-campus courses, subject to availability.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH’s online format is available at www.muih.edu.

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar at www.muih.edu. Individual student schedules may vary, depending on course selection and student needs and preferences.

HYBRID FORMAT

Coursework is completed through a combination of online and on-campus courses in this format. Students may choose the format of each course on a case-by-case basis, subject to availability. See descriptions above for details on online and on-campus formats. Contact the Office of Graduate Admissions for more information.

ADDITIONAL INFORMATION

LICENSURE

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to www.nutritionadvocacy.org.

ACCREDITATION

MUIH's Master of Science in Nutrition and Integrative Health is accredited by the Accreditation Council on Nutrition Professional Education (ACNPE), a programmatic accrediting agency for master's degree programs in clinical nutrition. For more information, contact ACNPE:

- **ACNPE**
20 West 20th Street, Suite 204
New York, NY 10011
646-455-1149
<https://acnpe.org/accreditation/acnpe-accredited-programs>

CERTIFICATION

The Master of Science in Nutrition and Integrative Health program is tailored to meet the eligibility requirements of several national board certifications. At the present time, MUIH is in compliance with the requirements of each of the professional organizations listed below. However, boards do change their eligibility requirements. Please review licensing laws by state for the most up-to-date information and contact the appropriate board with questions.

Board certification for nutrition often requires a supervised practice experience. This program does not prepare students to sit for the Commission on Dietetics Registration dietetics exam.

CERTIFIED NUTRITION SPECIALIST (CNS)

Graduates from the Clinical Nutrition and Herbal Medicine areas of concentration in the Master of Science in Nutrition and Integrative Health meet the educational requirements to sit for the CNS exam. Students in the Community Nutrition Education area of concentration must take additional courses to meet these academic requirements. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying Exam. The board reviews each applicant individually to determine eligibility.

Coursework in the Master of Science in Nutrition and Integrative Health program includes some supervised practice experience. Total hours vary depending on the electives the student chooses. MUIH is not responsible for changes to CNS certification requirements. Requirements listed are current as of catalog publication date. For the most recent CNS requirements, contact BCNS.

- **Board for Certification of Nutrition Specialists**
4211 W. Chicago Avenue, Suite #218
Hinsdale, IL 60521
202-903-0267
www.nutritionspecialists.org

CERTIFIED CLINICAL NUTRITIONIST (CCN)

Graduates of the Master of Science in Nutrition and Integrative Health program are exempt from taking the post-graduate training offered through the Clinical Nutrition Certification Board before sitting for the exam. CNCB reviews each applicant individually and reviews all transcripts to determine eligibility.

- **Clinical Nutrition Certification Board**

15280 Addison Road, Suite 130

Addison, TX 75001

972-250-2829

www.cncb.org

CERTIFIED HEALTH EDUCATION SPECIALIST (CHES)

With the appropriate choice of courses, graduates from the Community Nutrition Education area of concentration are eligible to sit for the Certified Health Education Specialist (CHES) exam.

MUIH is not responsible for changes to CHES certification requirements. Requirements listed are current as of catalog publication date. For the most recent CHES requirements, contact the National Commission for Health Education Credentialing.

- **National Commission for Health Education Credentialing**

1541 Alta Drive, Suite 303

Whitehall, PA 18052

(484) 223-0770

www.nchec.org

BOARD CERTIFIED IN HOLISTIC NUTRITION®

Graduates of the Master of Science in Nutrition and Integrative Health program are eligible to sit for this certification exam. The requirements for this exam include at least one herbal elective course.

- **Holistic Nutrition Credentialing Board**

P.O. Box 1884

Rancho Cordova, CA 95741-1884

800-342-8037

<https://www.nanp.org/board-certification>

SOCIETY FOR NUTRITION EDUCATION AND BEHAVIOR

Graduates from the Community Nutrition Education area of concentration may become members of the Society for Nutrition Education and Behavior (SNEB).

- **Society for Nutrition Education and Behavior**

9100 Purdue Road, Suite 200

Indianapolis, IN 46268

800-235-6690

www.sneb.org

DOCTOR OF CLINICAL NUTRITION

PROGRAM OVERVIEW

Students entering the Doctor of Clinical Nutrition (DCN) program will receive advanced education in clinical nutrition to enhance their clinical skills, contribute to the current literature in the field, and take leadership roles in this emerging field. The program is geared toward practicing nutritionists, dietitians, and other healthcare professionals who are seeking to deepen their clinical nutrition skills.

Cumulative knowledge will be demonstrated by completion of a comprehensive exam, preparation of a manuscript for publication in a peer-reviewed journal, and completion of a clinical residency that includes a research project.

There are two pathways to the DCN degree: one for those who have a master's degree and a background in nutrition, and one for those who hold a bachelor's degree with a strong science focus.

PURPOSE

The program will educate clinicians, educators, and researchers in integrative and functional nutrition by using a systems biology approach. DCN students will acquire a clinical skill set and knowledge base that prepare them to work with individuals by creating respectful, personalized plans that move people towards health. Additionally, students will publish original clinical nutrition manuscripts in peer-reviewed journals. The program outcomes are supported by a curriculum that includes core courses in functional nutrition and courses in research and publication, as well as courses on clinical nutrition client assessment and care plans for a wide range of health concerns and medical issues.

GOALS/OUTCOMES

Students who complete the Doctor of Clinical Nutrition program will be able to:

- Apply principles of integrative and functional nutrition to provide advanced nutrition care in the areas of gastrointestinal, immune, cardio-metabolic, neurological, nutritional genomics, energy metabolism, and endocrine health.
- Evaluate data from the client history, diet history, nutrition-focused physical examination, lifestyle, anthropometrics, genomics, environmental impacts, and laboratory findings to provide a comprehensive client assessment.
- Synthesize didactic and clinical knowledge and skills, and translate this into personalized nutrition care plans.
- Apply principles of research methodology, bioethics, academic journal writing, and case studies in practice and research settings.
- Promote nutrition and lifestyle interventions for disease prevention and health optimization as part of a collaborative healthcare team.

COURSE OF STUDY

Master's Degree Pathway

48 Required Credits

Number	Course Title	Credits
RSCH 811	Case Reports in Integrative Health	3.0
RSCH 821	Designing Research in Clinical Practice	3.0
MUIH 550	Academic Research & Scholarship	0.0
NUTR 800	Graduate Colloquium	1.5
NUTR 801	Principles of Integrative & Functional Nutrition	3.0

NUTR 802	Nutritional Approaches to Detoxification	3.0
NUTR 810	Special Topics in Nutrition I	1.5
NUTR 811	Special Topics in Nutrition II	1.5
NUTR 821	Bioethics in Clinical Nutrition	3.0
NUTR 822	Epigenetics and Nutritional Genomics	3.0
NUTR 824	Research Literacy in Nutrition	3.0
NUTR 831	Integrative and Functional Nutrition in Gastrointestinal Health and Disease	3.0
NUTR 832	Integrative and Functional Nutrition in Immune Health	3.0
NUTR 833	Integrative and Functional Nutrition in Cardio-Metabolic Health	3.0
NUTR 834	Integrative and Functional Nutrition in Neurological Health	3.0
NUTR 835	Integrative and Functional Nutrition in Endocrine and Energy Health	3.0
NUTR 850	Nutrition Focused Physical Exam	1.5
NUTR 8EXI	Nutrition DCN Comprehensive Exam	0.0
Choose one of the following for 3.0 credits:		3.0
NUTR 900	Advanced Clinical Nutrition Residency & Research Project I (3.0 credits)	
NUTR 902	Advanced Clinical Strategies in Nutrition I* (3.0 credits)	
Choose one of the following for 3.0 credits:		3.0
NUTR 901	Advanced Clinical Nutrition Residency & Research Project II (3.0 credits)	
NUTR 903	Advanced Clinical Strategies in Nutrition II* (3.0 credits)	
* Course alternatives for students who live in states with internship restrictions		

Total Program Credits for Doctor of Clinical Nutrition -- Master's Degree Pathway 48.0

Bachelor's Degree Pathway

31 Additional Required Credits

In addition to the courses listed above in the Master's Degree Pathway, students who enter the Bachelor's Degree Pathway will complete the following coursework:

Number	Course Title	Credits
ISCI 626	Nutritional Biochemistry	3.0
ISCI 647B	Physiology II: Movement Away from Health	3.0
RSCH 601	Research Literacy in Integrative Health	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 604	Graduate Seminar	1.0
NUTR 612	Human Nutrition II: Micronutrients	3.0
NUTR 614	Human Nutrition I: Macronutrients	2.0
NUTR 635	Applied Clinical Nutrition I Nutritional Assessment	2.0
NUTR 636	Applied Clinical Nutrition II Nutritional Assessment	2.0
NUTR 641	Life Cycle Nutrition	3.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0

NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5
Choose 3.0 credits from the following sets:		3.0
NUTR 654C	Clinic (1.5 credits)	
and		
NUTR 654D	Clinic (1.5 credits)	
<i>OR</i>		
NUTR 656C	Clinical Strategies in Nutrition Care (1.5 credits)	
and		
NUTR 656D	Clinical Strategies in Nutrition Care (1.5 credits)	

Total Program Credits for Doctor of Clinical Nutrition -- Bachelor's Degree Pathway 79.0

ADMISSION REQUIREMENTS

In addition to the general admission requirements listed in the Application Requirements section of this catalog, applicants to the Doctor of Clinical Nutrition must meet the requirements for one of the following pathways:

MASTER'S DEGREE PATHWAY

- Have earned a minimum of a master's degree from a regionally accredited educational institution*
- Have a minimum overall 3.0 GPA in master's-level coursework, or if the school uses a pass/no-pass system, passing grades in all coursework
- Submit official transcripts of all coursework taken to verify degree completion
- Submit two academic or professional letters of recommendation**

They must also meet one of the following requirements:

- Hold one of the following credentials which is equivalent to the pre-admissions requirements:
 - Registered Dietitian Nutritionist (RDN) by the Commission on Dietetic Registration (CDR)
 - Certified Nutrition Specialist (CNS) by the Board of Certification of Nutrition Specialists (BCNS)
 - Certified Clinical Nutritionist (CCN) by the Clinical Nutrition Certification Board (CNCB)

or

- Demonstrate the completion of the following prerequisite requirements from a regionally accredited college or University, or complete missing coursework at MUIH under conditional acceptance to the doctoral program:
 - Nutrition (9 graduate level credits such as macronutrients, micronutrients, and life cycle nutrition)
 - Biochemistry (6 graduate level credits)
 - Physiology or Anatomy and Physiology (3 credits at graduate or bachelor's level acceptable)
 - Clinical, Life, or Physical Sciences (12 credits – graduate or bachelor's level acceptable), including three credits of graduate level statistics/research literacy. Typical courses include biology, botany, microbiology, nutrition science, pathophysiology, and organic or inorganic chemistry.

BACHELOR'S DEGREE PATHWAY

Admission to the bachelor's pathway is competitive and class size is limited.

- Have earned a minimum of a bachelor's degree in a science-related major from a regionally accredited educational institution*
- Have a minimum overall 3.2 GPA in bachelor's level coursework, or if the school uses a pass/no-pass system, passing grades in all coursework
- Submit official transcripts of all coursework taken to verify degree completion
- Submit two letters of recommendation:**
 - One from a previous faculty member
 - One from someone in the nutritional field
- Interview
- Demonstrate the completion of the following prerequisite requirements from a regionally accredited college or university:
 - Biochemistry (3 credits)
 - Physiology or Anatomy and Physiology (3 credits)
 - Organic Chemistry (3 credits)
 - Life or Physical Science (3 credits)

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

**Must use MUIH-supplied Applicant Recommendation Form

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of this catalog.

ADVANCED STANDING

Institute for Functional Medicine

Institute for Functional Medicine (IFM) Certified Practitioners may be eligible for advanced standing and up to nine credits of course exemption in MUIH's Doctor of Clinical Nutrition program. Candidates for this advanced standing should indicate IFM certification at the time of application for admission to MUIH and must provide documentation before approval for advanced standing.

PROGRAM FORMAT

The Doctor of Clinical Nutrition is a hybrid program designed to be completed in as few as three years, depending on pathway. Coursework is completed through a combination of online and on-campus courses in this format.

MASTER'S DEGREE PATHWAY

Thirty-six of the 48 credits are completed through online courses. Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available at www.muih.edu. Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual schedules may vary depending on course selection.

Students are required to complete six credits on campus, offered as four 1.5-credit courses offered on weekends. Weekend class times are typically 5:00 – 9:00 pm on Fridays, and 8:30 am–5:30 pm on Saturdays and Sundays. Visit www.muuh.edu for specific course schedules or contact the Office of Graduate Admissions.

The final six credits will require the completion of a clinical nutrition residency. The clinical residency may be completed where the student lives, or on the MUIH campus at the Natural Care Center. Students who live in states where MUIH does not have approval for distance learning internship/residency programs will complete special case study projects and presentations in lieu of residency.

BACHELOR'S DEGREE PATHWAY

Students will complete 69 or 72 credits online, depending on course selection, and will be required to complete seven credits on campus, offered as weekend courses. Six credits will require the completion of a clinical nutrition residency. The clinical residency may be completed where the student lives, or on the MUIH campus at the Natural Care Center. Students who live in states where MUIH does not have approval for distance learning internship/residency programs will complete special case study projects and presentations in lieu of residency. Three credits of clinical studies will be completed online or on campus in trimesters four and five.

ADDITIONAL INFORMATION

LICENSURE

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to www.nutritionadvocacy.org.

CERTIFICATION

CERTIFIED NUTRITION SPECIALIST (CNS)

Depending upon a student's prior clinical training, the Doctor of Clinical Nutrition may complete the educational requirements needed for graduates to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

- **Board for Certification of Nutrition Specialists**

211 W. Chicago Avenue, Suite #218

Hinsdale, IL 60521

202-903-0267

www.nutritionspecialists.org

DIPLOMATE OF THE AMERICAN CLINICAL BOARD OF NUTRITION

Graduates of the Doctor of Clinical Nutrition are eligible to apply to become a Diplomate of the American Clinical Board of Nutrition. This board requires that applicants hold a professional doctorate and have at least 300 hours of nutrition education and a minimum of two years practice experience, and write an article or paper on a nutritional topic that could be published.

- **American Clinical Board of Nutrition**

6885 Browntown Road

Front Royal, VA 22630

540-364-8844

www.acbn.org

CERTIFIED CLINICAL NUTRITIONIST (CCN)

CNCB reviews each applicant individually. They review all transcripts to determine eligibility.

- **Clinical Nutrition Certification Board**

15280 Addison Road, Suite 130

Addison, TX 75001

972-250-2829

www.cncb.org

POST-BACCALAUREATE CERTIFICATE IN SPORTS PERFORMANCE AND INTEGRATIVE NUTRITION

PROGRAM OVERVIEW

The Post-Baccalaureate Certificate (PBC) in Sports Performance and Integrative Nutrition offers students an opportunity to blend foundational knowledge in holistic nutrition with a broader perspective on the role of nutrition in sports and athletic performance. With an emphasis on whole foods, students will examine diets that maximize nutrients and will learn how to plan and prepare meals to support both physical and mental athletic performance.

PURPOSE

The 13-credit PBC in Sports Performance and Integrative Nutrition is designed for sports performance professionals who work with individuals and/or groups, including nutritionists and registered dietitians as well as personal trainers; strength and conditioning coaches; athletic and sports trainers and coaches; exercise specialists; and fitness professionals. It will equip students with the skills to plan diets and prepare meals that maximize nutrients and support athletic performance. Using an evidence-based approach, students will explore the fundamental role of nutrition in sports performance and explore how supplements, caffeine, and hydration exert their effects. In keeping with the philosophy and mission of MUIH, this program stresses the concept of self-care—that health and education should be applied to oneself before it can be applied to others—at the same time as it supports organizational structures and benefits that encourage such self-care.

GOALS/LEARNING OUTCOMES

Students who complete the Post-Baccalaureate Certificate in Sports Performance and Integrative Nutrition will be able to:

- Demonstrate knowledge of the effect of various nutrients, supplements, antioxidants, hydration and caffeine on athletic performance.
- Debunk myths and apply evidence-based knowledge into professional life within scope of practice.
- Develop meals that enhance athletic performance through a whole foods diet.

COURSE OF STUDY

13 Required Credits

Number	Course Title	Credits
ISCI 671	Physical Activity and Health	3.0
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.0
NUTR 615	Nutrient Optimization for Mental Performance in Athletes	3.0
NUTR 616	Nutrient Optimization for Physical Performance in Athletes	3.0
NUTR 689	Whole Foods Cooking to Support High Performance	1.0
Total Program Credits for the PBC in Sports Performance and Integrative Nutrition		13.0

PROGRAM FORMAT

This program is delivered in an online format with a cohort of peers. The program can be completed in one year.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, see www.muih.edu.

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual student schedules may vary, depending on course selection and student needs and preferences.

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor's degree.

*If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog may be required and course syllabi may be requested. If the bachelor's degree was completed at a college or university outside of the United States, a third-party course-by-course academic evaluation is required. Please refer to the International Students section for additional information.

POST-MASTER'S CERTIFICATE IN NUTRITION AND INTEGRATIVE HEALTH

PROGRAM OVERVIEW

The Post-Master's Certificate (PMC) in Nutrition and Integrative Health offers health professionals and those with advanced science training an opportunity to learn core competencies in the field of holistic nutrition in an online format. As the nation's only such certificate, MUIH's program provides evidence-based nutrition training specifically for health professionals and those with advanced science training, including physicians, physician assistants, registered nurses, nurse practitioners, acupuncturists, herbalists, physical therapists, occupational therapists, dentists, pharmacists, osteopaths, and chiropractors. MUIH's program will set graduates apart from their peers by broadening their expertise and client reach in this rapidly growing field.

Students will integrate a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole-person health and wellness care. Of the 15 credits required for this program, students take 11 core credits and four elective credits. Students can opt to take their elective courses in a variety of areas including sports nutrition, mindful eating, whole food preparation, diabetes education, or Eastern nutrition philosophy. Graduates may be eligible for board certification in the field of nutrition and can advance their career in health care with specialized training in holistic nutrition.

PURPOSE

The Post-Master's Certificate in Nutrition and Integrative Health will provide health professionals with skills and knowledge in the field of nutrition to address patient health concerns and educate patients with whole foods, nutrition supplementation, and other specialized tools and techniques. The program has been designed within the context of MUIH's mission and vision, giving students a contextualized understanding of nutritional science and biochemistry through exploration of traditional dietary practices and a critical evaluation of current paradigms of nutrition, food, and health.

GOALS/LEARNING OUTCOMES

Students who complete this program will be able to:

- Integrate core nutrition competencies into current clinical practice and/or professional work.
- Incorporate knowledge of human nutrition and treatment strategies into clinical practice and tailor research projects to develop the evidence base for integrative nutrition.
- Demonstrate an integrated knowledge of nutrition that incorporates biochemical, physiological, environmental, and traditional perspectives.
- Assess the relationship between nutrients and biochemical/physiological processes and the various synergistic, antagonistic effects of nutrients.

COURSE OF STUDY

11 Required Credits + 4 Elective Credits

Number	Course Title	Credits
ISCI 626	Nutritional Biochemistry	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.0
NUTR 633	Integrative Client Care: Nutrition Assessment, Applied Biochemistry, and Treatment Planning	4.0

Electives

Choose a total of 4 credits from the following (elective offerings vary by trimester—check the Schedule of Courses for availability):

NUTR 622	Advanced Biochemistry, Pathophysiology, and Assessment	3.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 641	Life Cycle Nutrition	3.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
NUTR 663	Sports Nutrition	1.0
NUTR 665	Dynamics of Food and Healing	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyond	1.0
NUTR 672	Mindful Eating and Nourishment	2.0
NUTR 675	Chinese Nutrition Therapy	2.0
NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5
NUTR 683	Cooking with Whole Foods Lab III	0.5
NUTR 684	Cooking with Whole Foods Lab IV	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5
Total Credits for the PMC in Nutrition and Integrative Health		15.0

PROGRAM FORMAT

This program is delivered in an online format within a cohort of peers. The program can be completed in one year if five credits are taken each trimester.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, see www.muuh.edu.

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual student schedules may vary, depending on course selection and student needs and preferences.

ADMISSION REQUIREMENTS

In addition to the general admissions requirements listed under the Application Requirements section of this catalog, applicants to the Post-Master's Certificate in Nutrition and Integrative Health must:

- Have earned a minimum of a master's degree from an accredited educational institution
- Submit official transcripts of all coursework taken to verify degree completion, along with copies of any licenses or certifications in the field of health care
- Demonstrate completion of the following prerequisite requirements (eligibility to test out or be exempt from the prerequisite requirements is at the discretion of the Academic Director):

- 3 semester credits of Organic/Biological Chemistry
- 4 semester credits of Physiology and/or Pathophysiology

OR

- Submit a copy of official transcripts to verify degree completion along with a copy of license to practice in one of the following fields:
 - Nutrition/Dietetics
 - Medicine
 - Chiropractic Medicine
 - Nurse Practitioner
 - Physician Assistant
 - Dentistry
 - Osteopathic Medicine
 - Nursing
 - Physical Therapy
 - Occupational Therapy
 - Acupuncture
 - Pharmacy
 - Other licensed healthcare professionals

ADDITIONAL INFORMATION

LICENSURE

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to www.nutritionadvocacy.org.

CERTIFICATION

Graduates of the Post-Master's Certificate in Nutrition and Integrative Health may meet the eligibility requirements of several national nutrition boards. Eligibility will be contingent upon prerequisite courses completed prior to entry into the Post-Master's Certificate program. Please contact the appropriate board with questions, and review licensing laws by state for the most up-to-date information.

CERTIFIED NUTRITION SPECIALIST (CNS)

Depending upon a student's prior clinical training, the Post-Master's Certificate in Nutrition and Integrative Health may complete the educational requirements needed for graduates to sit for the CNS exam.

The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

- **Board for Certification of Nutrition Specialists**
 211 W. Chicago Avenue, Suite #218
 Hinsdale, IL 60521
 202-903-0267
www.nutritionspecialists.org

CERTIFIED CLINICAL NUTRITIONIST (CCN)

CNCB reviews each applicant individually. They review all transcripts to determine eligibility.

- **Clinical Nutrition Certification Board**

15280 Addison Road, Suite 130

Addison, TX 75001

972-250-2829

www.cncb.org

BOARD CERTIFIED IN HOLISTIC NUTRITION®

Requires at least one herbal elective course.

- **Holistic Nutrition Credentialing Board**

P.O. Box 1884

Rancho Cordova, CA 95741-1884

800-342-8037

exam@hncb.org

<https://www.nanp.org/board-certification>

POST-MASTER'S CERTIFICATE IN NUTRITIONAL GENOMICS IN CLINICAL PRACTICE

PROGRAM OVERVIEW

The Post-Master's Certificate (PMC) in Nutritional Genomics in Clinical Practice explores the emerging field of Nutritional Genomics research and its application in clinical practice. The culmination of the sequencing of the human genome in 2002 shifted the scope of scientific inquiry from a single gene and its DNA sequence to the study of all of the genetic material, called the genome, which includes those sequences expressed as proteins and the non-expressed sequences that may have a regulatory function. Studies at the molecular level have led to the emergence of new fields such as proteomics, metabolomics, and glycomics. Nutrigenomics is at the intersection of nutrition and genetic expression, specifically how nutrients influence the genome and their relationship to health and wellness.

The emergence of this field parallels the emergence of the broader field of precision health care, in which approaches are tailored to individuals based on their unique genetic makeup. The audience for this certificate includes individuals with a master's degree in Clinical Nutrition, those with other clinical master's degrees, and those with advanced clinical degrees such as Medical Doctor, Chiropractic Medicine, Nurse Practitioner, Physician Assistant, Dentist, Osteopathic Physician, Naturopathic Physician, and Doctor of Pharmacology.

PURPOSE

The Post-Master's Certificate provides clinicians with the knowledge to address the relation between nutrition and gene expression in the context of health and wellness and overall clinical care. Nutritional genomics focuses on the interactions between nutrients and an individual's genome. Students will learn how targeted nutritional interventions as part of the therapeutic plan can positively impact client outcomes. The use of genomic testing in clinical practice, the integration of nutritional genomics into clinical practice, and the influence of epigenetics and lifestyle on the genome will be explored.

GOALS/LEARNING OUTCOMES

Students who complete the Post-Master's Certificate in Nutritional Genomics in Clinical Practice will be able to:

- Evaluate the contributions of an individual's genetic and genomic profile to nutrient/genomic interactions and apply to client care.
- Assess the utilization of nutritional genomics and genomic testing in clinical practice for clients with specific health conditions.
- Analyze the contributions of an individual's genomic profile, lifestyle, and diet to their overall health.

COURSE OF STUDY

12 Required Credits

Number	Course Title	Credits
ISCI 672	Introduction to Genetics, Genomics, and the Omics	3.0
NUTR 617	Nutritional Genomics	3.0
NUTR 638	Genomic Testing in Clinical Practice	3.0
NUTR 639	Integrating Nutritional Genomics into Clinical Care	3.0
Total Program Credits for the PMC in Nutritional Genomics in Clinical Practice		12.0

PROGRAM FORMAT

This program is delivered in an online format with a cohort of peers. The program can be completed in one year.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, see www.muih.edu.

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual student schedules may vary, depending on course selection and student needs and preferences.

ADMISSION REQUIREMENTS

In addition to the general admissions requirements listed under the Application Requirements section of this catalog, applicants to the Post-Master's Certificate in Nutritional Genomics in Clinical Practice must:

- Have earned a minimum of a master's degree in an advanced clinical field from an accredited educational institution*
- Submit official transcripts of all coursework taken to verify degree completion
- Demonstrate completion of the following prerequisite requirements (eligibility to test out or be exempt from the prerequisite requirements is at the discretion of the Academic Director):
 - 3 semester credits of Organic/Biological Chemistry
 - 3 semester credits of graduate-level Nutrition
 - 4 semester credits of Physiology and/or Pathophysiology

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

SECTION 13: YOGA THERAPY

YOGA THERAPY DEPARTMENT

Master of Science in Yoga Therapy

ADMINISTRATION

Diane Finlayson, M.L.A.

Department Chair

Suzanne Zolnick, M.A.S.

Department Manager, Yoga Therapy

Matt Mazick

Academic Advisor, Yoga Therapy

CONTACT THE YOGA THERAPY DEPARTMENT

410-888-9048 ext. 6700

yoga@muih.edu

MASTER OF SCIENCE IN YOGA THERAPY

PROGRAM OVERVIEW

Maryland University of Integrative Health's (MUIH's) Master of Science in Yoga Therapy is the country's only clinical master's degree in yoga therapy. In this 39.5-credit program, students gain a comprehensive foundation in the theory and practice of traditional yogic teachings, as well as modern research perspectives. The curriculum is anchored in a relationship-centered philosophy, honoring a wide range of yoga traditions and acknowledging the complex interrelationship of body, mind, and spirit. Students gain the practical skills of building a yoga therapy practice through a faculty-supervised practicum and graduate with the knowledge and skills to design singular, evidence-informed plans of care for individuals and groups.

PURPOSE

The Master of Science in Yoga Therapy is designed to graduate future leaders in the field of yoga therapy. The curriculum incorporates extensive training in both traditional yogic practices and current yoga research, to honor the roots of the field while advancing its integration into modern health care. Ultimately, the program advocates for yoga therapy as a dynamic and vital approach to whole person care.

GOALS

Students who complete the Master of Science in Yoga Therapy program will have the:

- Knowledge of classical and theoretical foundations of the field of yoga therapy.
- Knowledge of biomedical systems from an integrative and holistic perspective, as needed for the practice of yoga therapy.
- Ability to apply knowledge learned in this curriculum and in previous yoga teacher trainings to assess the needs of clients, to design and implement effective programs, and to assess the effectiveness of these programs.
- Ability to effectively use yoga as a therapeutic modality through the integration of diverse approaches to this field.
- Knowledge and ability to use professional conduct during the practice of yoga therapy.
- Ability to use relationship-based approaches to catalyze positive change or transformation with clients.
- Critical thinking skills and science-based literacy to advance the evolution of yoga therapy as an integrative health practice.

COURSE OF STUDY

39.5 Required Credits

Number	Course Title	Credits
IHM 662	Professional Practices for Yoga Therapy Practitioners I	1.0
IHM 663	Professional Practices for Yoga Therapy Practitioners II	1.0
ISCI 613	Mental Health and Mind Body Science	3.0
ISCI 643	Anatomy and Kinesiology	2.5
ISCI 644	Physiology and Pathology: The Internal Organs	3.0
ISCI 651	Structural Pathology in Integrative Health	3.0
MUIH 550	Academic Research and Scholarship	0.0
YOGA 611	Theoretical Foundations for Yoga Therapy	2.0
YOGA 612	Health and Disease: Yogic Perspectives and Practices	3.0

YOGA 614	Theoretical Foundations and Practical Applications of Yoga Therapy for Mind and Spirit	2.5
YOGA 615	Breath and Health	1.0
YOGA 634	Therapeutic Relationship and Client Education I	1.5
YOGA 635	Therapeutic Relationship and Client Education II	3.0
YOGA 640	Yoga Therapy: Principles and Practices	2.0
YOGA 642	Yoga Therapy: Principles and Practice II	2.0
YOGA 643	Yoga Therapy: Principles and Practice III	2.0
YOGA 644	Mentored Yoga Therapy Student Clinic I	1.5
YOGA 645	Mentored Yoga Therapy Student Clinic II	1.5
YOGA 646	Mentored Yoga Therapy Student Clinic III	2.0
YOGA 649	Clinical Case Reporting in Yoga Therapy	2.0
YOGA 6EX1	Comprehensive First Year Examination	0.0
Total Program Credits for the Master of Science in Yoga Therapy		39.5

ADMISSION REQUIREMENTS

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.* Applicants must submit an official transcript from all post-secondary institutions attended. Please refer to the Application Requirements section for a detailed list of required application materials.

* If the bachelor's degree was not completed at a college or university accredited by a regional accrediting body, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

ADDITIONAL REQUIREMENTS

Applicants must have earned a minimum of 200 hours of teacher training, such as a Yoga Alliance 200-hour registered school program or its equivalent, as well as one year of documented personal practice and one year of documented teaching experience after the completion date of the 200-hour teacher training.

HEALTH REQUIREMENTS

Students must meet certain health requirements to participate in the clinical phase of this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of this catalog.

PROGRAM FORMAT

The Master of Science in Yoga Therapy is a hybrid program with significant on-campus learning, and is designed to be completed on campus in two years of concentrated study. The schedule is designed to accommodate working professionals and includes 9 weekends per year. First year weekends run Friday noon to nine pm and 9am to 6pm Saturdays and Sundays. Second year weekends (which include supervised clinical practicum) run Thursday noon to 9pm and Friday, Saturday and Sunday from 9am to 6pm.

ADDITIONAL INFORMATION

CERTIFICATION AND LICENSURE

INTERNATIONAL ASSOCIATION OF YOGA THERAPISTS

MUIH's Master of Science in Yoga Therapy is accredited by the International Association of Yoga Therapists (IAYT). Upon completion of the Master of Science in Yoga Therapy program, graduates will be eligible to apply for the International Association of Yoga Therapists (C-IAYT) credential.

IAYT supports research and education in yoga and serves as a professional organization for yoga teachers and yoga therapists worldwide. The mission of IAYT is to establish yoga as a recognized and respected therapy. In July 2012, IAYT adopted Educational Standards for the Training of Yoga Therapists. These standards and accreditation processes for schools were updated in 2019.

- **International Association of Yoga Therapists**

PO Box 251563

Little Rock, AR 72225

928-541-0004

www.iayt.org

SECTION 14: APPLIED INTEGRATIVE HEALTH & HEALTH MANAGEMENT

ADMINISTRATION

Elizabeth Owens
Program Director

Rachel Voss, M.P.A.
Department Manager

CONTACT THE RESEARCH DEPARTMENT

410-888-9048 ext. 6672

ihm@muih.edu

DEPARTMENT OVERVIEW

The Applied Integrative Health and Health Management Department offers courses in practice building, practice management, and integrative health management for many of MUIH's degree programs. The courses also include the study of integrative health practice models and ethics.

PURPOSE

As a service unit to the other programs, the mission of the Applied Integrative Health and Health Management courses is to provide practice building, practice management, and integrative health management courses that align with the mission and help achieve the goals of the University's academic programs.

GOALS

Students in Applied Integrative Health Management courses develop:

- The skills in practice planning and building necessary to plan, manage, promote, protect, and maintain successful holistic and integrative healthcare practices.
- An awareness of the ethical, legal, and regulatory environment in which they practice and how to make decisions.
- The skills necessary to establish successful and safe clinical and integrative practices.
- The skills necessary to collaborate in integrative delivery models.
- The skills necessary to design and participate in clinical trials that advance integrative health care.

COURSE OF STUDY

The IHM department serves the following programs:

DOCTORAL DEGREES

- Doctor of Acupuncture
- Doctor of Oriental Medicine

MASTER'S DEGREES

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Oriental Medicine
- Master of Science in Nutrition
- Master of Science in Yoga Therapy

SECTION 15: APPLIED PHILOSOPHY AND PRACTICE

OVERVIEW

Applied Philosophy and Practices (APP) courses provide foundational philosophy and practices for select MUIH programs. For program-specific requirements, please refer to each program section in the Academic Catalog.

PURPOSE

The mission of APP is to provide forward-thinking, transformative coursework that enhances students' personal growth and well-being and prepares them to serve as healers, leaders, and change catalysts in their chosen fields.

GOALS

Drawing on contemporary research and ancient contemplative practices, students in APP courses will develop the knowledge, skills, and habits of mind to:

- Apply MUIH's Foundational Principles in their lives.
- Practice mindfulness, self-reflection, and intentionality.
- Foster self-care and positive relationships with others.
- Challenge assumptions that may inhibit personal well-being and the ability to build rapport with others.

COURSE OF STUDY

The APP department serves the following programs:

DOCTORAL DEGREES

- Doctor of Acupuncture
- Doctor of Oriental Medicine

MASTER'S DEGREES

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Oriental Medicine
- Master of Science in Health Promotion
- Master of Science in Nutrition

ACADEMIC CERTIFICATES

- Post-Baccalaureate Certificate in Health and Wellness Coaching

SECTION 16: INTEGRATIVE HEALTH SCIENCES

OVERVIEW

Integrative Health Sciences (ISCI) courses provide foundational and specialized science content for most of MUIH's programs. For program-specific requirements, please refer to each program's section in the Academic Catalog.

PURPOSE

ISCI coursework enables students to use knowledge of scientific concepts and processes as part of analysis and decision making in healthcare.

GOALS

Students in ISCI courses will develop the knowledge, skills, and habits of mind to:

- Describe health and disease from the perspective of the biomedical sciences.
- Explain health and disease from an integrative and biopsychosocial perspective.
- Assess the biological basis for complementary and integrative health approaches.
- Analyze the scientific evidence for benefits and harms from complementary and integrative health approaches.

COURSE OF STUDY

ISCI courses are part of the curriculum in the following programs:

DOCTORAL DEGREES

- Doctor of Acupuncture
- Doctor of Clinical Nutrition
- Doctor of Oriental Medicine

MASTER'S DEGREES

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Arts in Integrative Health Studies
- Master of Oriental Medicine
- Master of Science in Clinical Herbalism
- Master of Science in Health Promotion
- Master of Science in Herbal Product Design and Manufacture
- Master of Science in Nutrition and Integrative Health
- Master of Science in Therapeutic Herbalism
- Master of Science in Yoga Therapy

ACADEMIC CERTIFICATES

- Post-Baccalaureate Certificate in Health and Wellness Coaching
- Post-Baccalaureate Certificate in Integrative Health Studies
- Post-Baccalaureate Certificate in Sports Performance and Integrative Health
- Post-Master's Certificate in Nutrition and Integrative Health
- Post-Master's Certificate in Nutritional Genomics in Clinical Practice

SECTION 17: RESEARCH DEPARTMENT

ADMINISTRATION

Steffany Moonaz, Ph.D.

Department Chair

Rachel Voss

Department Administrator

CONTACT THE RESEARCH DEPARTMENT

410-888-9048 ext. 6789

research@muih.edu

DEPARTMENT OVERVIEW

The Research Department (RSCH) provides foundational and specialized research courses for most of Maryland University of Integrative Health's (MUIH's) programs. For program-specific requirements, please refer to each program's section in the Academic Catalog.

PURPOSE

The mission of the Research Department is to provide innovative coursework that enables students to access, evaluate, and apply the best available evidence for answering questions and informing decisions. RSCH coursework facilitates evidence-informed care within the context of integrative health disciplines.

GOALS

Students in RSCH courses will develop the knowledge, skills, and habits of mind to:

- Explain the importance of research literacy and evidence-informed practice to integrative health.
- Describe the strengths and limitations of common study designs in integrative health research.
- Assess the relevance of a specific research article to integrative health care.
- Analyze the collective evidence for a specific practice-based question related to integrative health care.
- Communicate with other health professionals about the current research evidence in integrative health.
- Apply the current research literature to a practice-based question in integrative health care.
- Generate contributions to the existing integrative health literature.

COURSE OF STUDY

The Research Department serves the following programs:

DOCTORAL DEGREES

- Doctor of Acupuncture
- Doctor of Clinical Nutrition
- Doctor of Oriental Medicine

MASTER'S DEGREES

- Master of Acupuncture
- Master of Oriental Medicine
- Master of Science in Nutrition and Integrative Health
- Master of Science in Therapeutic Herbalism
- Master of Science in Health and Wellness Coaching

SECTION 18: COURSES FOR ADVANCED SPECIAL STANDING

The Courses for Advanced Special Standing (CASS) are designed for individuals who would like to take a few courses and are not ready to enroll in an academic degree program.

An individual may complete a maximum of nine credits of Courses for Advanced Special Standing. Upon completion of nine credits, the individual must either be admitted as a degree-seeking student at MUIH, or submit a letter of request to the Graduate Admissions Office to continue enrolling in individual courses along with the reasons for continuing in this status.

The Courses for Advanced Special Standing application and accompanying documents must be submitted and approved by the Graduate Admissions Office by the desired trimester's application deadline. Registering as part of the Courses for Advanced Special Standing is subject to enrollment limits in the desired courses. Priority in the registration process will be given to MUIH degree-seeking students.

CASS COURSES

Course Code	Name	Credit
AOM 601	History of Acupuncture and Oriental Medicine	2
AOM 611	Foundations of Oriental Medicine I	2
AOM 612A	Foundations of Oriental Medicine II	2
AOM 612B	Constitutional Five Element Acupuncture I	2
AOM 631	Diagnostic Skills I	1.5
AOM 681	Self-Cultivation I	0.5
AOM 719	Theory: NCCAOM Exam Preparation	0
APP 606	Becoming a Healing Presence	3
AYUR 630	Foundations of Ayurveda	3
HRB 600	Fundamentals of Herbal Medicine	3
HRB 605	Materia Medica I	3
HRB 622	Herbal Pharmacy	3
IHED 610	Fundamentals of Health Education and Health Behavior	3
IHED 625	Research Methods	3
IHED 631	Topics in Diversity for Health and Healing	3
IHED 637	Principles and Practices of Health Behavior and Self-Care	1.5
IHM 611	Practice Management: Ethics for the Wellness Profession	1.5
ISCI 522	Foundations in Organic Chemistry	3
ISCI 547A	Physiology I: Healthy Function	3
ISCI 615	Mind Body Science	3
ISCI 626	Nutritional Biochemistry	3
ISCI 630A	Survey of Complementary Health Approaches	3

ISCI 631	Introduction to CIH	1.5
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3
NUTR 601	Redefining Nutrition	1
NUTR 602	NUTRITION: Food and Balance	3
NUTR 614	Human Nutrition I: Macronutrients	2
NUTR 665	The Dynamics of Food and Healing	1
NUTR 671	Food and Culture	1
NUTR 672	Mindful Eating and Nourishment	2
NUTR 675	Chinese Nutrition Therapy	2
NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5
NUTR 683	Cooking with Whole Foods Lab III	0.5
NUTR 684	Cooking with Whole Foods Lab IV	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5
RSCH 601	Research Literacy in Integrative Health	3

SECTION 19: COURSE DESCRIPTIONS

AOM014

Five Element Project

In this course, students create independent study projects that demonstrate their embodiment of the Five Elements. Projects are presented to the class.

Credits: 0

Prerequisites: AOM613b

AOM095

Orientation to Clinical Practice

In preparation for Clinical Practice Observations, students gain a basic understanding of the learning objectives, outcomes, and requirements of the student teaching clinic at the Natural Care Center, an introduction to the systems and policies in use and governing the operations of the Natural Care Center, and a refresher on the legal and regulatory issues governing their work in the Natural Care Center, patient confidentiality, emergency procedures, and boundaries.

Credits: 0

Prerequisites: IHM611

AOM096

Pre-Clinic Retreat

At an off-site retreat with faculty members, students celebrate the rite of passage that is the transition into their clinical phase. Students have the opportunity to develop a sense of community among their classmates, to apply their education, and to replenish their personal resources in preparation for their transition to clinical and professional practice.

Credits: 0

Prerequisites: AOM645; and AOM655

AOM601

History of Acupuncture and Oriental Medicine

In this course, students learn the history and development of acupuncture and oriental medicine, its philosophical underpinnings and cultural influences. The study of classical texts and Chinese characters will serve as a guide for this journey through the historical and cultural influences of this medicine.

Credits: 2

Prerequisites: none

AOM611

Foundations of Oriental Medicine I

Grounded in classical literature, this course provides students with an overview of the foundational laws and theories that underpin the field of acupuncture and oriental medicine. This course introduces concepts such as the Dao, Yin and Yang, Qi, the Vital Substances, the Five Elements/Phases and their correspondences, the Zang and Fu, and the channels and points.

Credits: 2

Prerequisites: none

AOM612a**Foundations of Oriental Medicine II**

Building on the concepts in Foundations of Oriental Medicine I, this course deepens students' understanding of acupuncture and oriental medicine and provides students with an introduction to Chinese energetic anatomy and physiology. This course will focus on the meridians and channel systems, the vessels, and the basic functions of the organs (Zang and Fu). Students will also be introduced to the internal and external causes of disease.

Credits: 2

Prerequisites: AOM611

AOM612b**Constitutional Five Element Acupuncture I**

This course deepens students' study of Constitutional Five Element Acupuncture and teaches the Principles of Healing, the Laws of Nature, the Medicine of the Wu Xing (Five Phases), the function of the Twelve Officials and correspondences, and the role of the Constitutional Factor in health and healing.

Credits: 2

Prerequisites: AOM611

AOM613a**Foundations of Oriental Medicine III**

Building on the concepts in Foundations of Oriental Medicine II, this course continues to develop students' understanding of acupuncture and oriental medicine and deepens their study of Chinese energetic anatomy and physiology, including an increased focus on classical point functions and applications.

Credits: 1.5

Prerequisites: AOM612a

AOM613b**Constitutional Five Element Acupuncture II**

This course is an in-depth study of the treatment principles that form the foundation of Constitutional Five Element Acupuncture. This course continues the study of the Twelve Officials, their expression (in health and disharmony) on a body, mind, and spirit level, as well as the techniques that govern the movement, healing, and transformation of Qi within this tradition. An emphasis will be placed on applied five element theory and treatment planning.

Credits: 2.5

Prerequisites: AOM612b

AOM614**Patterns of Disharmony I**

Building on Foundations of Oriental Medicine I and II, students study the Eight Principles in Chinese Medicine and deepen their understanding of Zang Fu theory and Patterns of Disharmony.

Credits: 2

Prerequisites: AOM613a

AOM614b**Visiting Scholar Intensive I**

In this course students have the opportunity to learn from renowned experts in Chinese medicine.

Credits: 1

Prerequisites: AOM601; and AOM613a

AOM615a**Patterns of Disharmony II**

Students deepen their study of Eight Principles in Chinese Medicine and deepen their exploration of Zang Fu theory and Patterns of Disharmony. An emphasis is placed on the clinical application of these theories.

Credits: 2

Prerequisites: AOM614

AOM615b**Treatment Planning and Design**

This course builds on the theory courses in earlier trimesters and explores methods of treatment planning through discussion of cases as presented in Clinical Theater and case presentation with senior faculty.

Credits: 2

Prerequisites: AOM613b; and AOM614; and AOM634a

AOM615c**Point Functions and Applications**

Building upon the knowledge of the channels, vessels, and point categories introduced in Foundations of Oriental Medicine this course is an in depth exploration of empirical point functions, clinical application of the points, and the spirit of the points.

Credits: 3

Prerequisites: AOM613b; and AOM614

AOM622**Point Location I**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3

Prerequisites: ISCI640

AOM623**Point Location II**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3

Prerequisites: AOM622

AOM624**Point Location III**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3

Prerequisites: AOM623

AOM625**Point Location IV**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 2

Prerequisites: AOM624

AOM631**Diagnostic Skills I**

In this course students are introduced to the foundational diagnostic tools of acupuncture and oriental medicine. Students develop the skills needed to engage their senses and are introduced to the Four Inspections (to see, to hear, to ask, to feel).

Credits: 1.5

Prerequisites: none

AOM632**Diagnostic Skills II**

In this experiential course, students will learn the diagnostic skills and assessment techniques critical to the practice of Constitutional Five Element Acupuncture (CFEA). This class introduces the diagnostic tools of color, sound, odor and emotions and pulse skills relevant to CFEA acupuncture. As part of this course, students will complete 10 hours (5 treatments) in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 1

Prerequisites: AOM631

AOM633**Diagnostic Interaction**

In this course students experience and develop an embodied definition of rapport and its use in therapeutic relationships. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude.

Credits: 1.25

Prerequisites: AOM632

AOM634a**Patient Intake and Assessment**

This course teaches students the fundamental tools used in assessment and diagnoses. Students learn how to conduct an initial intake, conduct a clinical interview and patient history, perform a Chinese medical physical exam, organize their findings, and accurately record information using SOAP notes, and construct a treatment plan from this information. This course is constructed as a clinical theater. Students will interview each other in front of the class, will receive feedback, and refinement of their assessment and treatment plan from their classmates and the instructor.

Credits: 2.5

Prerequisites: AOM633; and AOM643

AOM634b**Diagnostic Skills Lab I**

Directly following Patterns of Disharmony I, this course, through both observation and hands on practice, will give students the opportunity to practice the diagnostic tools and skills that they have learned. Emphasis will be on pulse and tongue diagnosis through this lens.

Credits: 0.75

Prerequisites: AOM613a; and AOM633; and AOM643

AOM635**Diagnostic Skills Lab II**

Directly following Patterns of Disharmony II, this course, through both observation and hands on practice, will give students the opportunity to practice the diagnostic tools and skills that they have learned. Emphasis will be on pulse and tongue diagnosis through this lens.

Credits: 0.5

Prerequisites: AOM634b

AOM643**Treatment Skills I**

Students practice the clinical skills taught in Constitutional Five Element I and II, using each other as models. Students are taught and given the opportunity to practice needle techniques and the use of moxibustion.

Credits: 1

Prerequisites: ISci754

AOM645**Clinical Theater Lab**

Immediately following Clinical Theater, students will have the opportunity to practice and enhance their treatment skills, with emphasis on the treatment techniques performed during the clinical theater course.

Credits: 0.5

Prerequisites: AOM634a; and AOM634b

AOM653**Clinical Observation I**

This course provides students with the ability to observe the application of the theoretical concepts introduced in Constitutional Five Element Acupuncture I. This course is taught through observation of a senior practitioner, case presentation, discussion of treatment strategies and collaborative treatment planning. Students will also complete 10 hours (5 treatments) of observation in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 0.75

Prerequisites: AOM612b; and AOM632

AOM654**Clinical Observation II**

This course provides students with the ability to observe the application of the theoretical concepts introduced in Constitutional Five Element Acupuncture I and II, and Patterns of Disharmony I. This course is taught through observation of a senior practitioner, case presentation, discussion of treatment strategies and treatment planning. This course provides students with the opportunity to observe phenomena and to learn how phenomena lead to assessments. Students will also complete 10 hours (5 treatments) of observation in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 0.75

Prerequisites: AOM653

AOM655**Clinical Theater**

In this hands-on course, students conduct a faculty-supervised intake and assessment, rotate as primary and secondary practitioners, create a diagnosis, and design a treatment strategy and treatment plan. They carry out the treatment plan by treating the patient in rotation over the course of the trimester. Students receive individual feedback and assessment in each role.

Credits: 1

Prerequisites: AOM634a; and AOM634b

AOM681**Self-Cultivation I**

This experiential course introduces students to the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.5

Prerequisites: none

AOM682**Self-Cultivation II**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.5

Prerequisites: AOM681

AOM683**Self-Cultivation III**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.5

Prerequisites: AOM682

AOM685**Self-Cultivation IV**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.5

Prerequisites: AOM683

AOM690a**Introduction to Community Acupuncture and Supervised Community Practice I**

Following an introduction to community based treatment models, such as the treatment of addiction and recovery using the NADA protocol and treatment during stress and crisis, students will begin treatment in community sites. Students spend a minimum of 10 at community health sites where they gain experience using acupuncture and life-skills treatment models for community health.

Credits: 0.5

Prerequisites: ISci754

AOM690b**Supervised Community Practice II**

Students continue their supervised clinical practice in the community health setting. Students may continue to treat in addiction and recovery using the NADA protocol and broaden their work in community settings, to include the use of the NADA or AWB protocol for patients suffering from trauma and stress. Students spend a minimum of 16 hours treating in a community health setting.

Credits: 0.25

Prerequisites: AOM690a

AOM690c**Supervised Community Practice III**

Students continue to experience community-based treatment models with an emphasis in behavioral health, addictions and trauma recovery. Experiences in hospital, corporate and educational wellness programs are also woven into the Community Health Initiative (CHI) curriculum. This is the third in a series of clinical classes where students learn the NADA 5-needle ear acupuncture protocol and provide the treatment at different community sites. Each student completes a minimum of 16 hours of treatment that are provided in the community outside of classroom time. Upon completion of AOM690c students meet all the criteria needed for NADA certification.

Credits: 0.25

Prerequisites: AOM690b

AOM6EXI**AOM Comprehensive Exam Level Two**

This comprehensive exam tests level two students on the body of knowledge they have learned in the first five trimesters of schooling.

Credits: 0

Prerequisites: AOM613b; and AOM614; and AOM634a

AOM717a**Visiting Scholar Intensive II**

In this course students have the opportunity to learn from renowned experts in Chinese medicine.

Credits: 1

Prerequisites: AOM614b

AOM717b**Advanced Treatment Planning**

Building on the foundational treatment planning course in an earlier trimester, this course will explore methods of integration of acupuncture theories and treatment planning through case presentation with senior faculty.

Credits: 2

Prerequisites: AOM615a; and AOM615b; and AOM790c6

AOM719**Theory: NCCAOM Exam Preparation**

This course is designed to prepare students to sit for the NCCAOM national certification exam modules in the foundations of Oriental medicine, acupuncture, and biomedicine. The course provides a structured study experience for students.

Credits: 0

Prerequisites: AOM790c6

AOM719a1**Pain Management in Oriental Medicine**

This course deepens students' understanding of the nature and causes of pain and the treatment and management of patients with acute and chronic pain. Students will demonstrate how to clinically approach pain from multiple perspectives, including five element, the channels, and patterns of disharmony. The focus of this course will be on the clinical application of treatment strategies and will include students presenting and being mentored in the treatment of their own patients in the Natural Care Center student clinic.

Credits: 3

Prerequisites: ISCI758b

AOM719a2**Women's Health in Oriental Medicine**

This course deepens students' understanding of women's health and wellness from an allopathic and Chinese medical perspective. Topics may include the menstrual cycle, sexuality, reproduction, menopause and disorders of the reproductive system. The focus of this course will be on the clinical application of treatment strategies, and will include students presenting and being mentored in the treatment of their own patients in the Natural Care Center student clinic.

Credits: 3

Prerequisites: ISCI758b

AOM719a3**Advanced Constitutional Five Element Acupuncture**

This course is designed to cultivate a student's proficiency in the practice of Constitutional Five Element Acupuncture (CFEA). Taught by practitioners who emphasize the clinical significance and application of CFEA theory, assessment, diagnosis and treatment, students will be mentored and guided in the treatment of their own patients.

Credits: 3

Prerequisites: ISCI758b

AOM726**Point Location V**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 2

Prerequisites: AOM625

AOM746**Transforming and Healing the Emotions**

Students view the process of healing and transformation in the emotional body to more effectively assess, treat and support their patients. This course provides students with experiential and didactic skills for engaging patients on the emotional level and with the ability to integrate those skills with other diagnostic and treatment skills previously learned in the program.

Credits: 1

Prerequisites: AOM633; and AOM655; and APP 615

AOM747**Advanced Treatment Skills**

Students learn and practice advanced treatment skills, including cupping, gua sha, bleeding by lancet, and advanced needling and moxibustion.

Credits: 0.75

Prerequisites: AOM643; and AOM790b6

AOM748**Special Clinical Techniques of Chinese Medicine**

Through hands-on learning, demonstration, and lecture this class introduces students to additional theories, techniques and clinical treatment in Chinese medicine.

Credits: 0.75

Prerequisites: AOM747

AOM758**Clinical Observations: Case Presentations**

This course supports the emerging practitioner in becoming a transformational healer. Clinical students present patients in class for observation and discussion. Students discuss the many issues that are involved in the treatment of a patient.

Credits: 1

Prerequisites: AOM654; and AOM790c8

AOM776a**Five Element Theory Integration Intensive I**

This series of classes, in intensive format with the Chinese herbal medicine students, is an opportunity to explore the roots of constitutional five element acupuncture in key classical texts. This material will also deepen students' understanding of essential Chinese medical physiology and the integration of five element theory and pattern differentiation.

Credits: 0.5

Prerequisites: AOM613b; and AOM614

AOM776b**Five Element Theory Integration Intensive II**

This series of classes, in intensive format with the Chinese herbal medicine students, will further explore the roots of constitutional five element acupuncture in key classical texts. This material will also deepen students' understanding of essential Chinese medical physiology and the integration of five element theory and pattern differentiation.

Credits: 0.5

Prerequisites: AOM613b; and AOM614

AOM790b6**Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment planning concerns that may arise as students develop as practitioners while working with patients under supervision in the faculty supervised clinic.

Credits: 1

Prerequisites: AOM095; and AOM790c5

AOM790b7**Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment planning concerns that may arise as students develop as practitioners while working with patients under supervision in the faculty supervised clinic.

Credits: 1

Prerequisites: AOM790b6

AOM790b8**Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment planning concerns that may arise as students develop as practitioners while working with patients under supervision in the faculty supervised clinic.

Credits: 1

Prerequisites: AOM790b7

AOM790b9**Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment planning concerns that may arise as students develop as practitioners while working with patients under supervision in the faculty supervised clinic.

Credits: 1

Prerequisites: AOM790b8

AOM790c5**Supervised Clinical Practice**

Students begin their clinical practices, acting as a secondary practitioner. This includes assisting with the assessment, treatment planning, and treatment of the client of a more senior student practitioner while under close supervision by clinical faculty and learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 0.5

Prerequisites: AOM095; and AOM613a; and AOM613b; and AOM634a

AOM790c6**Supervised Clinical Practice**

As primary practitioners, students perform treatments on their own patients or assist other student practitioners as secondary practitioners under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 1.5

Prerequisites: AOM6EXI; and AOM790c5

AOM790c7**Supervised Clinical Practice**

As primary practitioners, students perform treatments on their own patients or assist other student practitioners as secondary practitioners under supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 3.25

Prerequisites:AOM790c6

AOM790c8**Supervised Clinical Practice**

As primary practitioners, students perform treatments on their own patients or assist other student practitioners as secondary practitioners under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture. The focus of clinical practice in this trimester will be the integration of Constitutional Five Element Acupuncture with Eight Principle treatment strategies.

Credits: 5.75

Prerequisites:AOM790c7

AOM790c9**Supervised Clinical Practice**

As primary practitioners, students perform treatments on their own patients or assist other student practitioners as secondary practitioners under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture. The focus of clinical practice in this trimester will be the integration of Constitutional Five Element Acupuncture with Eight Principle treatment strategies and the application of material learned in students' senior selection coursework.

Credits: 5.75

Prerequisites:AOM790c8

AOM794**Collaborative Care**

This course explores the structure and responsibilities of an integrative healthcare team, familiarizing students with the dynamics of a hospital or multi-modality clinical setting. This includes working collaboratively with medical doctors, other allied health practitioners, and patients.

Credits: 2

Prerequisites:AOM790c6; and 1 of the following: ISci701, or RSCH601

AOM7EXI**AOM Oral Exam Level Three**

As a student nears completion of the academic and clinical requirements, they sit with a panel of senior faculty members and are quizzed orally about the foundation, theory, clinical practices, science and structural aspects of acupuncture as well as ethical and legal aspects of the practice of acupuncture.

Credits: 0

Prerequisites:AOM790c8

AOM CA701**California Supplemental Information I**

This course reviews practical knowledge and skills related to the California Acupuncture Licensing Exam, such as procedures for ordering diagnostic imaging and tests; treatment with cold, heat, ultrasounds, and acupoint stimulation devices; and various modalities and specialties.

Credits: 1

AOM CA702**California Supplemental Information II**

This course reviews topics in case and practice management related to the California Acupuncture Licensing Exam, such as primary, secondary, and specialty care responsibilities; workers compensation; and regulatory compliance.

Credits: 1

APP 606**Becoming a Healing Presence**

This experiential course introduces students to the process of developing a healing presence, a key component of MUIH's academic programs. Students are introduced to MUIH's foundational philosophical principles, as well as living in accordance with the rhythms of nature, observing symptoms of illness as our teachers, and the skillful use of language as a tool for being a catalyst for change. To deepen their capacity to be a healing presence, students learn and regularly practice mindfulness techniques such as breathing, meditation and movement.

Credits: 3

Prerequisites: none

APP 607**Introduction to Healing Presence**

This experiential course introduces key frameworks and qualities of developing a healing presence. Students gain an understanding of the role healing presence plays in building positive relationships and are taught practices that lead to developing the healing presence qualities of mindfulness, compassion, empathy and the skillful use of language.

Credits: 1

Prerequisites: none

APP 612**Becoming a Healing Presence: Healership**

This course identifies the foundational principles of developing the qualities of healing presence and guides students through the practical applications of these principles such as living with mindfulness and the rhythms of nature, the skillful use of language, and the recognition of the interconnection of all life.

Credits: 1.5

Prerequisites: none

APP 613**Becoming a Healing Presence I**

A strong foundation to all healing professions is self-awareness, self-regulation and self-care. The classical Daoist philosophy, Buddhist philosophy, the neuroscience of mindfulness and somatic awareness are used as a foundation for personal transformation. Students are also introduced to tools for supporting their own healing, health and personal transformation.

Credits: 1.5

Prerequisites: APP 612

APP 614**Becoming a Healing Presence II**

To develop a healing presence, one must develop an embodied cognition as well as coherence between thoughts, words and actions. This course focuses on the impact that language has on human thought, perception, behavior and healing outcomes. Students construct a life-affirming narrative as a tool for their own healing and transformation and they provide insight and feedback to one another concerning character strengths and behaviors related to the development of healing presence.

Credits: 1.5

Prerequisites: APP 613

APP 615**Becoming a Healing Presence III**

Students learn the principles of building rapport and facilitating positive change in a clinical setting. Students gain an understanding of the barriers to making positive change. Through peer interactions, students apply the use of transformational language, active listening, and respectful inquiry as a foundation to building rapport. Students continue to develop a mindfulness practice and share their self-observations (2 day intensive followed by weekly classes)

Credits: 1.5

Prerequisites: APP 614

APP 616**Becoming a Healing Presence IV**

Fundamental to being a Healing Presence is the ability to offer compassion and support to individuals experiencing death, dying and grief. Students examine a variety of cultural paradigms, reflect on their own beliefs and experiences with death, dying and grief to cultivate the ability to skillfully attend to others. In addition, students will deepen their healing presence skills through modeling the qualities and capacities of the five elements in interpersonal simulations.

Credits: 1.5

Prerequisites: APP 615

APP 700**Mindfulness, Meditation, and Health**

Mindfulness and meditation practices are tools that can help support balance and wellness in people's lives. This highly experiential course is designed to teach core mindfulness and meditation skills and the specific applications to supporting health and well-being. Students will gain an understanding of the neuroscience behind these practices and how to practically apply scientifically-based techniques with clients.

Credits: 3

Prerequisites: none

APP 710**Becoming a Healing Presence V**

This final course in the Healing Presence series, provides students a retrospective opportunity to reflect, synthesize and demonstrate the knowledge gained from the series of Healing Presence courses. This retrospection allows students to review and integrate the qualities of healing presence and the practices that engender them. Students will create a professional portfolio of artifacts such as blog posts, short videos, lesson plans and a toolkit of practices that can be shared with others as well as support their own ongoing development in healing presence.

Credits: 1.5

Prerequisites: AOM790c8; and APP 616

AYUR 630**Foundations Of Ayurveda**

This course provides the history and philosophies that serve as the foundation for Ayurveda. Students will understand the basics of Ayurvedic theory, including the five elements and the doshas, and learn how these theories and principles support the practices of Ayurveda. Basic Ayurvedic anatomy and physiology, concepts of mind body layers, tissues, systems, and channels will be introduced, as well as relevant terms in Sanskrit.

Credits: 3

Prerequisites: none

AYUR 631**Ayurveda and the Mind**

This course introduces Ayurvedic perspectives on the structure and function of the mind, including states of balance and imbalance and the role the mind plays in creating health and wellness. Students learn how awareness of Ayurvedic concepts of the mind can support a shift in one's approach to life's challenges. The importance of Ayurvedic wellness techniques, including daily movement and breathing practices, mantras and meditation, are introduced.

Credits: 3

Prerequisites: AYUR 630

AYUR 633

Ayurvedic Nutrition And Herbs

Students learn and practice Ayurvedic approaches to food selection and preparation, understand how personalized food choices can support an individual's health and wellness, and how food energetics are tailored to support the doshas. Students will be introduced to healing properties of culinary herbs, three primary non-culinary Ayurvedic herbs/compounds and the primary media used to deliver herbs for healing. Students will learn to safely and effectively teach others about Ayurvedic approaches to herb selection and food preparation.

Credits: 3

Prerequisites: AYUR 630

AYUR 635

Ayurvedic Lifestyle Skills And Self-Care

Students will learn how to design individual plans of care based on the flow of the day and the flow of the seasons using Ayurvedic wellness practices. Limitations of the practices described here will be addressed, and the students will learn how to apply their studies to their own lives, and in wellness plans with others.

Credits: 3

Prerequisites: AYUR 630; and AYUR 631; and AYUR 633

CHP 623a

Chinese Herbal Medicine Theory I

This course traces the history of Chinese Herbal Medicine from pre-Han shamanic practices through 2000 years of development to contemporary practice. Focus will be on seminal figures, foundational theories and major currents that continue to shape modern practice. The traditional classification of herbs and formulas will be taught. The basic organization of materia medica and formularies will be presented. Comparison between older classification systems and contemporary systems are discussed.

Credits: 4.5

Prerequisites: none

CHP 623b

Five Element Theory & Integration I

This series of classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth in both theory and practical applications of herbal strategies. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Earth and Wood are covered in this section. There is a Pulse & tongue practicum teaching a pulse system that evaluates both static and dynamic qualities. Diagnosis of the zang-fu and the substances (qi, xue and jin-ye) are made clear and students will begin to integrate pulse finding into herbal treatment strategies. An overview of tongue diagnosis and its integration into herbal medicine will be presented. Students will have an opportunity to observe multiple tongue conditions in light of their corresponding diagnosis.

Credits: 3

Prerequisites: CHP 623a

CHP 623c**Five Element Theory & Integration II**

This series of classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth with practical exercises to ground zang-fu dynamic theory in the body. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Metal, Fire, and Water are covered in this series. In addition, this class contains the students' orientation to the faculty-supervised clinic. Students will become familiar with policies and procedures and the flow of the clinical day.

Credits: 5

Prerequisites: CHP 623b

CHP 642b**Clinical Theory in Practice II**

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to-herbal formula.

Credits: 0.25

Prerequisites: none

CHP 642c**Clinical Theory in Practice III**

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to-herbal formula.

Credits: 0.5

Prerequisites: CHP 642b

CHP 711A**Chinese Herbal Medicine Theory II**

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology, and Bi-obstruction syndrome.

Credits: 3.5

Prerequisites: CHP 623c

CHP 711B**Chinese Herbal Medicine Theory II**

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology.

Credits: 4.5

Prerequisites: CHP 711A

CHP 711C**Chinese Herbal Medicine Theory II**

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology, nutrition, and Chinese diet therapy.

Credits: 4.75

Prerequisites: CHP 711B

CHP 721A**Clinical Internship**

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

Credits: 2

Prerequisites: CHP 623c

CHP 721B**Clinical Internship**

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

Credits: 2.5

Prerequisites: none

CHP 721C**Clinical Internship**

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

Credits: 2.5

Prerequisites: none

CHP 731A**Clinical Thought Process**

Li Fang Fa Yao - This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students through an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

Credits: 0.5

Prerequisites: CHP 623a

CHP 731B**Clinical Thought Process**

Li Fang Fa Yao - This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students through an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

Credits: 0.5

Prerequisites: CHP 731A

CHP 770A**Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.25

Prerequisites: CHP 623c

CHP 770B**Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.25

Prerequisites: none

CHP 770C**Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.5

Prerequisites: none

CHP 780a**CORE GROUP I**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.5

Prerequisites: none

CHP 780b**CORE GROUP II**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.25

Prerequisites: none

CHP 780c**CORE GROUP III**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.25

Prerequisites: none

COA 610**Fundamentals of Health and Wellness Coaching**

Students are introduced to the International Coach Federation (ICF) core competencies, the International Consortium for Health & Wellness Coaching (ICHWC) skills, knowledge, and tasks, and other coaching tools as they begin to build a repertoire of coaching abilities. This experiential course, which centers on practicing coaching skills with class peers and mentors, develops observation skills, active listening, the art of evocative questioning, and the ability to guide clients through the process of goal setting and action planning. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, ensuring client accountability, and cultivating the attitudes of mind and heart necessary to become effective coaches.

Credits: 3

Prerequisites: APP 606

COA 616**Theories and Principles of Behavior Change**

This course provides students with a theoretical framework for guiding coaching clients through the process of behavior change. Topics include the latest developments in the field of positive psychology and the stages of behavior change. Students are introduced to and begin to practice Motivational Interviewing, a widely recognized, evidence-based approach to behavioral change used in the health care field. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, and ensuring client accountability

Credits: 3

Prerequisites: APP 606

COA 620**Applied Healing Strategies**

Students participate in an experiential practicum that allows them to apply and develop their coaching skills in a one-on-one setting with clients. The focus of the practicum is further development and practice of the tasks, knowledge and skills identified in the International Consortium for Health and Wellness Coaching (ICHWC) Job Task Analysis, the core competencies identified by the International Coach Federation (ICF), along with the theories, principles, tools and techniques learned in COA610 and COA616. Throughout the practicum, students receive mentoring, coaching and feedback from instructors and peers as they develop the skills of mind and heart necessary to become effective coaches. Students learn about more career options in the field of health and wellness coaching and have opportunities to meet with experienced coaches to discuss how to establish and operate a successful coaching business.

Credits: 3

Prerequisites: COA 610; and COA 616

COA 641

Seminar in Health and Wellness Coaching

This course is taken toward the end of the Masters of Arts in Health and Wellness Coaching and provides students with the opportunity to demonstrate the integration of their coaching skills with the content of their area(s) of concentration. Students will complete two culminating assignments designed to further professional development including a capstone paper and action plan to advance his or her coaching skills.

Credits: 1

Prerequisites: COA 620; and 3 of the following: APP 700, or COA 660, or HRB 600, or HRB 605, or HRB 622, or ISCI615, or ISCI671, or NUTR601, or NUTR602, or NUTR614, or NUTR672

COA 660

Advanced Coaching with Integrative Wellness Approaches

Being adept in the field of Health and Wellness Coaching comes with constant practice, feedback, and skill development. This course builds upon the core courses in Health and Wellness Coaching such that it provides a deeper understanding of how to apply integrative health practices in one's coaching practice. There will be coaching demonstrations and presentations infused into this course, with specific emphasis on coaching with mindfulness, meditation, movement, and nutrition-based modalities.

Credits: 3

Prerequisites: COA 620

COA605

Foundations of Healthy Lifestyles

This course focuses on key topics of importance in Health and Wellness Coaching including concepts of wellness; key healthy lifestyle practices in nutrition; physical activity and mindfulness; health risk factors; managing chronic illness; inter-professional communication; and when to refer a client to another practitioner.

Credits: 1.5

Prerequisites: none

COA670

Advanced Topics in Health and Wellness Coaching

This course introduces students to a range of advanced coaching knowledge, theoretical frameworks and models, and skills, including the Immunity to Change model, Nonviolent (compassionate) Communication, Appreciative Inquiry, body-centered coaching and the use of visual media as a coaching tool. Evidence-based coaching is emphasized. Students work directly with clients, practice new skills in synchronous labs with each other and receive group mentoring.

Credits: 3

Prerequisites: none

COAPSA

Practical Skills Assessment

Students submit a recording of a coaching session with a client for this practical skills assessment. Mentor coaches review the recordings in relation to a listing of required coaching skills and competencies. This course helps meet Health and Wellness Coaching credentialing requirements.

Credits: 0

Prerequisites: COA 610

FPD779**Point Functions**

This course explores the depth and range of point functions on all levels of body, mind, and spirit, with an emphasis on application to the resolution of pathology and the enhancement of personal development.

Credits: 2

Prerequisites: AOM790c8

FPD781**Qi Cultivation**

Students will delve within to become more aware of their own Jing, Qi, and Shen. They will deepen their understanding and practice of Qi Gong, while incorporating other highly effective strategies into their self-cultivation practices, which will allow the basic and safe clinical use of these practices with patients.

Credits: 1.5

Prerequisites: 1 of the following: ACP683A, or AOM685

FPD790ad**Supervised Advanced Clinical Practice 2.0**

This course provides a supervised clinical experience for students treating their own patients in the Natural Care Center or, in special circumstances, for students attending external partnership clinics.

Credits: 2

Prerequisites: AOM790c9

FPD790a**Supervised Advanced Clinical Practice 1.0**

This course provides a supervised clinical experience for students treating their own patients in the Natural Care Center or, in special circumstances, for students attending external partnership clinics.

Credits: 1

Prerequisites: AOM790c9

FPD790id**Integrative Case Discussion and Treatment**

Students present patients from their clinical practice to an integrative faculty panel. Students have the opportunity to implement suggestions from the panel and classmates in their practice.

Credits: 1

Prerequisites: AOM790c9

FPD790x1**External Integrative Clinical Partnership 1.0**

This course provides a supervised integrative experience in partnership with an external clinical site.

Credits: 1

Prerequisites: AOM790c9

FPD790x2**External Integrative Clinical Partnership 2.0**

This course provides a supervised integrative experience in partnership with an external clinical site.

Credits: 2

Prerequisites: AOM790c9

FPD850**Interdisciplinary Diagnosis and Treatment**

This course allows for observation and participation in integrative medicine. Guest practitioners explain their modality and specialty, including education, licensing, diagnostics, and interventions. Patient cases and interviews are the basis of collaborative treatment planning discussions. Students learn fundamental skills necessary for working in collaborative, integrative settings.

Credits: 0.5

Prerequisites: AOM790c7

HRB 600**Fundamentals of Herbal Medicine**

This course provides a foundation for the continued study of plant medicine. Combining scholarship with a hands-on component, we explore a variety of elements shaping the modern practice of herbal medicine in the United States today. This course reviews traditional rationale for herbal use as well as the foundational modern sciences that support a contemporary evidence-informed perspective. Coursework acquaints students with topics such as the herbal lexicon, materia medica, plant ecology, historical & cultural perspectives, political influences, phytochemistry, modern research, safety, posology (the study of dosage) and herbal preparations.

Credits: 3

Prerequisites: none

HRB 605**Materia Medica I**

This course investigates approximately 30 of the most commonly used herbal medicines and related supplements in the United States. Each herb will be discussed from the ethnobotanical perspective as well as the modern phytotherapeutic perspective, with a focus on pharmacological understanding and relevant clinical trials. Special emphasis will be placed on topics relevant to the contemporary clinician, including quality control, interactions, and other safety parameters of each herb covered. This course provides the student with the necessary skills to effectively research herbs not covered in the class.

Credits: 3

Prerequisites: none

HRB 622**Herbal Pharmacy**

This is primarily a hands-on course providing techniques for harvesting and drying herbs and incorporating them into herbal products and medicinal foods. It provides the basic theory and skills required to manufacture high-quality medicinal herb products for oral and topical application. Students learn the foundational principles of extraction, the properties of common solvents (e.g. water, alcohol and oils) and the solubility of various herbal constituents. Students apply their learning by creating herbal foods and extracts for display at a community herbal products show. In addition to making their own "kitchen pharmacy" preparations, students learn how to evaluate the quality of the wide range of herbal products manufactured by the natural products industry.

Credits: 3

Prerequisites: none

HRB 633**Medicinal Plants and Cultures: A Bioregional Exploration**

This course will expose students to plant healing systems and cultures locally and globally through an independent study project. Through the exploration of a few select cultures and systems of herbal medicine, students will develop the skills and techniques to compare and contrast aspects of health and disease philosophy from other cultures to one's own.

Credits: 2

Prerequisites: none

HRB 641**Safety of Botanical Medicine**

Students will apply skills, principles, and knowledge to critically examine the safety of herbal products, including basic toxicology, pharmacokinetics and pharmacology necessary to analyze the potential acute, chronic, or idiosyncratic toxicities, as well herb/herb and drug/herb interactions. In addition there are numerous activities where students will interact with the materials. Each week, students will determine the myth or reality of a safety scenario through peer discussion. Students will examine a case study through peer-assessment activity where they will determine their plan of action through the application of materials and concepts both provided and discovered. Students will also be using materials and concepts to create, then assess, multiple choice questions in their area of focus.

Credits: 3

Prerequisites: none

HRB 642**Dispensary Practices and Quality Assessment of Herbal Medicine**

This course develops the ability of the student to identify and evaluate the authenticity and quality of raw herbal material using organoleptic analysis, microscopic and macroscopic identification, and interpretation of assay and spec sheets. Additionally, chromatographic analysis dispensary practices are introduced. Opportunities to extend dispensary training are available within the Internship course. This course combines analytical rigor of quality control with the whole-system aspects of quality assurance in an industry context.

Credits: 3

Prerequisites: HRB 605

HRB 690c

Internship

Students complete three 0.5 credit supervised internships. The internships can take place in a variety of ways. You may link each trimester's internship with a singular focus in developing a specific expertise or use it to explore multiple areas in the field of herbal medicine. For students with access to campus you have options in the MUIH dispensary, gardens, local companies or practitioners, or working on faculty research projects. Any external organization a student wishes to intern with must be pre-approved by the academic director. For students interested in a long term project, this course can be used to introduce them to the practical and research application of herbal medicine; herbal product manufacturing elements, including growing/wildcrafting, QC and QA; or herbal education projects. Prerequisite: HRB 650 Professional Career Trajectory

Credits: 1.5

Prerequisites: HRB 650

HRB 705

Materia Medica II

The purpose of this course is to help students further develop their relationship with individual herbal remedies. In the course we will evaluate the differences between herbs used in similar therapeutic scenarios and in the herbal industry. In addition, learning will center around the development of a narrative to tell a story of the medicinal use of the plant, with an emphasis on botanical classification, parts used, modern and traditional uses, pharmacological properties, dosage and safety issues for a core group of herbal remedies.

Credits: 3

Prerequisites: HRB 605

HRB624

Applied Herbalism in Clinical Practice

This course prepares students to integrate herbal medicine into their respective clinical care discipline. In this course, students explore aspects of herbal medicine associated with clinical practice, such as clinical care consulting, product development consulting, service opportunities, and the creation and management of a simple apothecary. Students evaluate herbal products found in the market and apply traditional knowledge to bridge data holes found in modern research evidence. They investigate the real world of herbal and dietary supplements to discern cost, quality, and safety and use the data to make informed decisions for client care.

Credits: 3

Prerequisites: none

HRB636

Botany Intensive: Exploring Sustainable Supply Chains

The purpose of this course is for students to gain advanced skills in the identification of wild and cultivated medicinal plants; gain an understanding of the importance of wilderness areas; and to introduce students to the role of ethical and sustainable supply chains in the herbal supplement industry. This course will immerse students in the relationship between herbal medicine and the natural environment with its inherent biological diversity. Combining basic botany and field work with both Appalachian plants and the flora local to the students' homes, students will perform fieldwork, observing and ethically collecting medicinal plants from a wild habitat. They will create voucher specimens and begin the field processing of medicinal plant material.

Credits: 3

Prerequisites: none

HRB653**Extraction, Analytical Methods, and Formulation Strategies**

In this experiential course, students develop optimal strategies for extraction of herbal products based on the effects of pH on solubility, matrix effects, heat and sonication. The influence of thickeners, stabilizers and carriers is also discussed. Students will learn to identify `fit for purpose` analytical methods, to write analytical specification ranges, to communicate with analytical labs, and to analyze lab reports. Woven throughout the course are formulation processes incorporating extraction and analytical methods, which faculty and peers will review.

Credits: 3

Prerequisites: none

HRB656**Phytochemistry, Pharmacology, and Introduction to Analytical Methods**

In this course, students learn a unique version of pharmacology that emphasizes traditional classifications based on energetics complemented with modern pharmacological principles and knowledge of the chemical structure of the active constituents in herbal medicines as identified by analytical methods. Reviewing the analytic methods used to detect plant compounds, as well as characterizing the chemical structure that contributes to both the biological activity and potential toxicity, students will enhance their understanding of the unique structural features of these phytochemicals. Knowledge of plant chemistry provides the underpinning of the student's therapeutic approach by linking the beneficial clinical applications of herbs to classes of chemical compounds responsible for the effects. It also provides a rationale for choice of methods in the preparation of herbal medicines. In addition to standard principles, less conventional aspects of pharmacology including the concepts of synergy and hormesis, along with emerging sciences such as pharmacogenomics and systems biology will be covered.

Credits: 3

Prerequisites: none

HRB731**Clinical Experience I**

This course begins with an in-person three-day retreat where students explore the framework for their clinical experiences as well as develop the peer cohort which will be central to the clinical work in upcoming trimesters. Students connect with peers to examine and discuss clinical herbalism cases and herbal medicine concepts as preparation for case presentations from each student's clinical practice. This provides a supportive environment to facilitate acquiring skills needed to design a comprehensive wellness plan incorporating herbal and lifestyle recommendations integrating self-awareness and lesson of nature. Students develop the clinical herbalism skills necessary for them to practice safely, effectively and competently in their own independent practice.

Credits: 3

Prerequisites: none

HRB732**Clinical Experience II**

In this course, students see clients one-on-one in their clinical practices. Students assess their clients and develop the tools to evaluate and develop individualized plans and goals using herbal medicine in response to the changing needs of the client. The plans are subject to peer review as a supportive and refining influence. Students participate in group facilitation sessions and receive peer feedback about their group experiences. Additionally, students gain experiential hours through writing, presenting, and defending a CARE format case study from their own clinical practice while participating in the inquiry and analysis of fellow students' case studies.

Credits: 3

Prerequisites: none

HRB738**Clinical Theory in Practice**

This course educates students in the theory and practice of gathering and interpreting health-related information from the perspective of an herbalist. Students in this course learn to conduct a comprehensive health and wellness interview utilizing a bio-psycho-social model of assessment and develop a clinical strategy and formulations utilizing tools and techniques appropriate to the modern herbal practitioner. Through exercises in formulation and continued exploration of clinical herbalism literature in the field, students will hone their skills in developing strategies for specific clients, including the selection of herbs and the integration of dietary, herbal and behavioral recommendations. The course will expand their recognition of and enhance the importance of client rapport and relationship building in herbal medicine.

Credits: 3

Prerequisites: none

HRB759**Applied Therapeutics**

In this course, students summarize and synthesize traditional knowledge, pharmacological, and clinical data to make an informed decision about the application of herbal formulas for their specific clinical settings. This course uses case studies to guide students in building the practical skills and applied knowledge necessary for clinical herbalism practice. Each week, you will investigate a faculty-generated clinical case study through peer to peer interaction. A variety of faculty will support you throughout this course to provide ample opportunities for diverse viewpoints. Emphasis is placed on developing a clearly articulated client assessment and clinical strategy with a well-supported rationale, the corresponding clinical formulation and plan. This course helps students utilize both modern physiological and traditional energetic models in the interpretation of patterns of imbalance and restoration of health.

Credits: 3

Prerequisites: none

HRB781**Research in Botanical Pharmacognosy**

In this course, students experience herbal product development research in collaboration with the garden and the dispensary. The training in Botanical Pharmacognosy takes place in phases through mentored learning. The first phase starts with a literature review of production attributes such as the chemical ecology of medicinal plants, process, identification of active and necessary fractions, matrix effects, solubility, extract concentration, organoleptic and analytical measurement of active components. The second phase consists of review of the strength of evidence for identified phytochemical fraction, the dosing, and the clinical mode of action. This culminates in the third phase, which is the final write-up of the results for the justification of the development of the botanical product and/or for publication in peer-reviewed journal.

Credits: 3

Prerequisites: none

HRB794**Case Studies in Herb Product Design**

The capstone course challenges student problem solving skills in collaboration with a small group of peers. Students will work on real world herbal product design problems that originate from industry archives or representing real, current problems faced by a company in the field of herbal manufacturing. It will provide students an opportunity to interact and network with industry experts in strategizing their best solutions. Students are required to present the results of the study to the MUIH herbal community.

Credits: 3

Prerequisites: HRB 620b; and HRB 654b; and HRB 690; and HRB 790

IHED 621**Communication Strategies in Health Education**

This course examines theories, models, and best practices in health communication, including the use of technology, media, and imagery in health communication campaigns. Students will create and tailor messages, select appropriate communication channels, and pilot test messages. This overview introduces students to the many ways that health education specialists may reach and communicate with communities, going beyond teaching groups and mass media campaigns to new forms of communication such as social media, `edutainment` and `gameification` of health education messages.

Credits: 3

Prerequisites: none

IHED 623**Health Education Program Evaluation**

Students become familiar with evaluation strategies and theories for health education programs and policies. The course reviews logic models, and impact, outcome, and process evaluations. Using a series of exercises, students design a conceptual framework for a health education program and develop an evaluation plan to measure participant choices in that program. In addition, students gain skills needed to understand and critique published evaluation literature.

Credits: 2

Prerequisites: 1 of the following: IHED 620, or IHED610

IHED 631

Topics in Diversity for Health and Healing

This course examines the intersection of health and culture, by looking at the impact of diversity and socio-cultural factors on health and healing. It includes a focus on the causation of morbidity and mortality in the US via the social determinants of health, health equity and cultural adaptation and acculturation. Students in this course will learn about the impact of social and cultural changes on the health care system through both an integrative and biomedical lens.

Credits: 3

Prerequisites: none

IHED610

Fundamentals of Health Education and Health Behavior

This course introduces students to the fundamental elements of health education and health behavior with a focus on integrative health and healing presence. Encouraging the adoption and maintenance of healthy lifestyles is a key aim of integrative health education. By using behavior-change theories and models as `building blocks`, this course demonstrates how to develop relevant goals and objectives based on those theories and examines approaches to behavior change used in integrative systems of healthcare. In addition, it provides an overview of health education curriculum building, program planning and content development and explores the many roles played by health education specialists with an eye to the future of this field.

Credits: 3

Prerequisites: none

IHED615

Health Promotion Administration, Management and Resource Development

Sound administration and leadership skills, resource development, and organizational management are important for success in the field of health promotion. This course will explore considerations in managing health and wellness programs in the community (in a variety of agencies), and in the workplace. In addition to assessing leadership styles for managing and working with others, topics will include key leadership and management theories, planning and organizing at the different levels of an organization, obtaining and retaining employees, improving performance, budgeting, frameworks for writing a grant proposal, managing change, and leading into the future.

Credits: 3

Prerequisites: none

IHED625

Research Methods in Health Education: Quantitative and Qualitative

This course provides a brief introduction to various forms of research methods, both quantitative and qualitative. An overview is presented of quantitative and qualitative research methods and designs applicable to research of health educational programming and interventions. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research. The course will encourage students to focus on research that has been used in the health promotion field. This course will help in preparing students for their health education program evaluation course and will facilitate understanding of research in later work as a practitioner in the field.

Credits: 3

Prerequisites: none

IHED626**Health Education Needs Assessment and Program Planning**

In this course, students learn approaches to epidemiological and health education needs assessments, utilize theory-based strategies on assessment, evaluate applicable policy, identify barriers and assets, and apply skills in planning a health education program. This course also provides students with an opportunity to use qualitative and quantitative data to support health education program design. This course provides students with tools to work with specific health topics and populations, including frameworks for targeting various cultures and age groups.

Credits: 3

Prerequisites: 1 of the following: IHED 620, or IHED610

IHED633**A Culture of Wellness: Introduction to Workplace Wellness**

This course introduces students to the knowledge and skills they need to create a culture of wellness in the workplace. With a focus on integrative and complementary health practices, students will learn about topics important to successful workplace health promotion activities, such as partnering with management, communication strategies, needs assessment, program planning, implementation, and program evaluation. Students will become familiar with the principles and practices of health behavior change, the nuances of demonstrating the value of workplace wellness programs, the role of technology, and the importance of healing presence in creating a culture of wellness.

Credits: 1.5

Prerequisites: none

IHED635**Workplace Wellness: Fundamentals of Practice**

This course educates students about the fundamental practices in workplace wellness. Examples from successful workplace wellness programs are highlighted as students develop strategies for a results-oriented wellness program as their final project. Coursework focuses on business practices in the field including the impact of wellness on productivity enhancement, the calculation of value on investment for healthy employees, budget administration, the integration of technological resources for population health, techniques for convening wellness committees within the workplace and creating incentives for wellness program participation.

Credits: 2

Prerequisites: IHED633

IHED637**Principles and Practices of Health Behavior and Self-Care**

This course introduces the principles and practices of health behavior change and self-care by identifying and exploring personal, social, and environmental factors that influence behavior. Students will research evidence-based approaches and engage in self-care practices to deepen their understanding of health behavior change and its impact on the individual and the community.

Credits: 1.5

Prerequisites: none

IHED638**Workplace Wellness Program Implementation**

Workplace wellness program implementation educates students about best practices in workplace wellness and highlights the creation of a culture of wellness in the workplace with a focus on integrative health. Using the resources from the previous courses; health communication, management and resource development practices, needs assessment, program planning and evaluation content, this course requires students to plan the implementation of an integrative health education program, specifically for the workplace. The course will explore barriers and facilitators to implementation, as well as strategies based on evidence and best practice for successful implementation of workplace wellness health education programs.

Credits: 3

Prerequisites: IHED 621; and IHED 623; and IHED 631; and IHED615; and IHED625; and IHED626; and ISCI630A

IHED639**Community Health Education Program Implementation**

Community health education program implementation is focused on prevention or management of health issues for the community at large and can occur in a variety of settings, from public health department programs to senior centers, schools, community centers and outreach programs. Using the resources from previous courses; health communication, management and resource development practices, needs assessment, program planning and evaluation content, this course requires students to plan the implementation of a health education program, specifically in the community setting, with a focus on integrative health. The course will explore barriers and facilitators to implementation, as well as integrative health strategies based on evidence and best practice for successful community health education programs.

Credits: 3

Prerequisites: IHED 621; and IHED 623; and IHED 631; and IHED615; and IHED625; and IHED626; and ISCI630A

IHED641**Health Promotion Capstone**

This course focuses on the professional development of students, culminating with a final project presentation and the completion of a professional portfolio, describing the student's experience relevant to the many roles played by health promotion professionals as well as their personal transformation throughout the program. A short practicum is also required with students spending time working with agencies, companies, or programs in their communities assisting with program planning, policy development, implementation and/or evaluation. The goal of this course is for students to demonstrate their mastery of the competencies addressed in the program.

Credits: 3

Prerequisites: 1 of the following: IHED638, or IHED639

IHED777**Health Care Systems: From Macro to Micro**

This course provides an introduction to the structures, functions and processes of contemporary health care systems, as well as explores the current delivery of clinical care for a patient. This course will serve as a lens for analysis of the social, political, and economic contexts that influence both the macro and micro levels of a health care system.

Credits: 3

Prerequisites: none

IHM 650

Practice Management in Coaching

This course is designed to prepare students to be successful wellness professionals upon graduation. Special emphasis will be given to practice management, including developing an entrepreneurial mindset, business planning, how to effectively market using social media, communicating with stakeholders, and the ethical, legal, and regulatory issues related to operating as a professional. Prerequisite COA 620

Credits: 2

Prerequisites: COA 620

IHM611

Practice Management: Ethics for the Wellness Professional

This course addresses professional ethics in acupuncture and oriental medicine in addition to addressing best professional practices. This course introduces students to the relevant ethical and regulatory issues germane to professional clinical practice, including concepts of professionalism, scope of practice, boundaries, and confidentiality.

Credits: 1.5

Prerequisites: none

IHM620

Marketing for Health & Wellness Professionals

This course equips students with the marketing skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1

Prerequisites: none

IHM660

Practice Management: The Practice and Business of Oriental Medicine I

In this intensive kickoff to a series of classes on the practice and business of Chinese medicine, students will begin to learn the skills and resources necessary to act as wellness professionals. The focus of this course will be on finding the vision for your practice and learning how to translate your passion into words in order to begin to attract clients to your practice.

Credits: 1

Prerequisites: AOM634a; and IHM611

IHM661

Practice Management. The Practice and Business of Oriental Medicine II

In part one of this two trimester series of classes, students will deepen their study of the skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice or profession. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.5

Prerequisites: IHM660

IHM662**Professional Practices for Yoga Therapy Practitioners I**

This course addresses professional ethics for the practice of Yoga Therapy in addition to addressing best professional practices. Legal, regulatory and business issues will be addressed, as well as relationships to peers, mentors, organizations and the general yoga community. Personal and professional development will also be discussed.

Credits: 1

Prerequisites: none

IHM663**Professional Practices for Yoga Therapy Practitioners II**

This course is a continuation of IHM662 Professional Practices I and is designed to prepare students to create a successful practice upon graduation. Special emphasis will be given to practice management, including developing an entrepreneurial mindset, business planning, how to effectively market using social media, communicating with stakeholders and the legal and regulatory issues related to operating as a professional.

Credits: 1

Prerequisites: none

IHM665**Practice Management for Nutrition Professionals**

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters.

Credits: 1

Prerequisites: none

IHM762**Practice Management. The Practice and Business of Oriental Medicine III**

In part two of this two trimester series of classes, students will continue their study of the skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice or profession. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.5

Prerequisites: IHM661

IHM763**Practice Management: The Practice and Business of Oriental Medicine IV**

This final course in the practice management series will introduce students to the fundamental skills necessary to become wellness practitioners, with an emphasis on the tools of business planning. Students will learn the essential components of a business plan, create their own business plans, learn the fundamentals of practice systems, risk management, insurance, and the ethical and regulatory issues critical to starting a practice or operating as professional practitioners.

Credits: 2

Prerequisites: IHM762

IHM768**Advanced Practice Management**

Students learn the ethical, legal, and business skills necessary to collaborate with other practitioners and to work in an integrative setting. Topics include professional development, scope of practice, case management, risk management, and practice systems including record keeping, billing methods, and use of technology.

Credits: 2

Prerequisites: 1 of the following: IHM761, or IHM763

INHS610**Complementary and Integrative Health Interventions for Common Conditions**

This course provides an evidence-informed overview of the use of complementary and integrative health practices in addressing contemporary health trends and concerns. Conditions that are chronic, preventable, and carry large personal and societal burdens are emphasized.

Credits: 3

Prerequisites: ISCI630A

INHS620**Integrative Care Models**

This course explores models for the successful combination of integrative health practices and conventional health care practices and settings. Topic will include collaborative partnership models; process, communication, and decision making strategies; and business and insurance considerations.

Credits: 3

Prerequisites: none

INHS710**Seminar in Integrative Health Studies**

This capstone course focuses on the application of integrative health principles, practices, and research to real world scenarios in the health care field. Students will work individually and in groups to apply integrative health approaches to develop solutions and initiatives designed to address practical problems in health care.

Credits: 3

Prerequisites: INHS610; and INHS620

ISCI 613**Mental Health & Mind Body Science**

This course reviews Western scientific perspectives on the mind and the brain. Topics include neuroanatomy, neurophysiology and neuro-cognitive changes across the lifecycle. Pathological conditions of the central nervous system and psyche are discussed along with a detailed review of the neuroendocrine orchestration of the stress response. The interactions of the mind and body are explored in detail including discussion of practices that support health and wellness across the mind body continuum. Drugs that alter the mind and mood are reviewed.

Credits: 3

Prerequisites: ISCI 644

ISCI 643**Anatomy and Kinesiology**

This course addresses musculoskeletal anatomy and physiology, investigating kinesiology and biomechanics. Students will look at normal and dysfunctional movement, common imbalances in the body, how to analyze and assess these common imbalances that contribute to structural misalignment and potential injury and pain. Students will become practiced in postural analysis, structural assessment, and gait analysis. Students will become familiar with alignment and muscle function, as well as how to design and apply practices, such as yoga asana, to promote healthy structure and function.

Credits: 2.5

Prerequisites: none

ISCI 644**Physiology and Pathology: The Internal Organs**

This course provides a basic understanding of the physiology and pathophysiology of the major organ systems of the human body, their control and regulation, and how these systems communicate with one another. Students will also explore key pathophysiological processes that contribute to illness and disease. The musculoskeletal system is covered extensively in other courses in the curriculum and will not be covered here. The course focuses on foundational processes and functions that are relevant for the practice of integrative yoga therapy. Students also learn introductory skills related to finding and discussing physiology-based research.

Credits: 3

Prerequisites: none

ISCI 651**Structural Pathology in Integrative Health**

This course reviews Western scientific perspectives on musculoskeletal pathology. Major topics include the pathophysiologic basis of pain, inflammation, and structural remodeling. The course will also review the changes in body structure that occur as we progress through life. `Red flag` conditions (ie conditions requiring referral to Western medicine) and physical challenges that may be contraindications will be explored in detail. The course will review current research evidence and tools used in biomedicine to address these issues, including surgery and drugs, and discuss how these are used to alleviate suffering.

Credits: 3

Prerequisites: ISCI 644

ISCI522**Foundations in Organic Chemistry**

This course reviews topics in organic chemistry that are relevant to nutrition and health. It is designed to prepare students for future courses in nutritional biochemistry and intermediary metabolism. Topics in the course include atomic structure, chemical bonding, organic functional groups, oxidation/reduction, acid/base chemistry and an introduction to the macronutrients, micronutrients, and nucleic acids.

Credits: 3

Prerequisites: none

ISCI547a**Physiology I: Healthy Function**

This course provides a basic understanding of the functioning of the major organ systems of the human body, their control and regulation, and how these systems communicate with one another. The course focuses on foundational physiological processes and functions that are relevant for the practice of integrative care. Students also learn introductory skills related to finding and interpreting physiology-based research.

Credits: 3

Prerequisites: none

ISCI548**Western Physiology for Chinese Medical Practitioners**

This course covers normal function of the body from the conventional biomedical perspective. Principles, processes, and systems most relevant to the practice of acupuncture and Chinese herbal medicine are emphasized.

Credits: 3

Prerequisites: none

ISCI615**Mind Body Science**

The purpose of this course is to introduce students to the mechanisms of mind-body interconnections. The course focuses on the structure and function of the nervous, endocrine and immune systems, and how they connect to each other. Emphasis is placed on applying tools and techniques that capitalize on these pathways to positively affect health and well-being.

Credits: 3

Prerequisites: 1 of the following: ISCI547a, or ISCI548

ISCI626**Nutritional Biochemistry**

This course provides advanced study of nutrition and biochemistry as they relate to macro- and micronutrients in human intracellular metabolism. The course explores intermediary metabolism with a special emphasis on the interrelationship of nutrients, metabolic pathways, health, and disease. Students are introduced to interpretation of biochemical laboratory markers.

Credits: 3

Prerequisites: ISCI522

ISCI627**Pharmacology and Safety of Chinese Herbal Medicines**

This course provides an overview of the active compounds in commonly used Chinese herbs and natural products, the environmental factors that can influence their use and potency, and potential mechanisms of these compounds in the human body, along with routes of absorption, distribution, metabolism, and elimination. The interactions of Chinese herbal medicines, over-the-counter and prescription pharmaceuticals, nutritional supplements, and recreational substances are explored within the context of available evidence. Emphasis is placed on enhancing clinical safety through proper product handling, preparation, and dosing; use of research evidence to inform practice; and understanding adverse event reporting mechanisms.

Credits: 4

Prerequisites: CHP 623c; and ISCI548

ISCI630A**Survey of Complementary Health Approaches**

This course explores complementary health approaches (e.g., herbal medicine, massage, acupuncture, yoga) in terms of basic theory, tools, techniques, evidence of effectiveness and potential harm. Focusing on current research, students learn to develop balanced evidence-based complementary health summaries as an educational resource.

Credits: 3

Prerequisites: none

ISCI631**Introduction to Complementary and Integrative Health**

This course provides a foundational understanding of complementary and integrative health (CIH). Terminology is defined and core concepts in CIH are explained. The course introduces commonly used CIH approaches and discusses them within the larger framework of determinants of health. Current U.S. healthcare reform efforts are outlined with an emphasis on emerging integrative care models.

Credits: 1.5

Prerequisites: none

ISCI637**Exploring Acupuncture Research**

This course introduces an integrative bioscience perspective of acupuncture and expands the framework for communication with patients and medical practitioners. Students will develop a basic mechanistic understanding of acupuncture's effects on physiological and pathophysiological processes. In addition, students will build skills in finding, appraising, and interpreting clinical acupuncture research.

Credits: 2

Prerequisites: AOM6EXI; and RSCH601

ISCI640**Clinical Anatomy: Regional and Surface Anatomy**

This course addresses surface anatomy and regional anatomy to specifically introduce the student to surface landmarks and to prepare students for the study of acupuncture points. The anatomical layers of the body parts and anatomical considerations for safe needling are also addressed.

Credits: 3

Prerequisites: none

ISCI647b**Physiology II: Movement Away from Health**

This course explores key physiological processes involved in movement away from organ system and whole body health. Students will explore common pathological processes and select diseases relevant to the major organ systems. The role of behavioral and environmental inputs such as xenobiotics, microorganisms, movement, sleep patterns, and allostatic load will also be covered.

Credits: 3

Prerequisites: ISCI547a

ISCI648**Western Pathophysiology for Chinese Medical Practitioners**

This course covers abnormal function of body systems from the conventional biomedical perspective. Principles, processes, and medical conditions most relevant to the practice of acupuncture and Chinese herbal medicine are emphasized.

Credits: 3

Prerequisites: ISCI548

ISCI652**Physical Assessment**

This course reviews techniques used to assess health from a biomedical perspective. Understanding reports from conventional medical physicians can deepen the traditional practitioner's understanding of their patient. Students will learn the techniques used in physical exam by practitioners of conventional medicine.

Credits: 2

Prerequisites: ISCI548

ISCI667**Science of Addiction**

This course provides a foundational understanding of addiction from an integrated science perspective. The biological effects of drugs, neurobiological changes in addiction, and challenges in achieving and maintaining drug abstinence are discussed. The evidence for conventional and CAM approaches to treatment are reviewed and students learn clinical strategies for working with addiction.

Credits: 3

Prerequisites: 1 of the following: ISCI547a, or ISCI548

ISCI671**Physical Activity and Health**

This course addresses the relationship between physical activity and health in domains of the mind, body, and spirit. Pathways through which physical activity enhances health are discussed along with the current evidence-base for positive health outcomes and harms. The course incorporates practice-based components that encourage students to explore physical activity in their own lives while developing tools to facilitate behavior change in others.

Credits: 3

Prerequisites: none

ISCI672**Introduction to Genetics, Genomics, and the Omics**

An overview of genetics and genomics including topics such as gene transcription, translation, post-translation modifications, and the omics: proteomics, metabolomics, lipomics, and glycomics.

Credits: 3

Prerequisites: none

ISCI752**Advanced Diagnostic Studies**

This course discusses the purpose, methods, risks, and benefits of common diagnostic procedures in conventional medicine. Students develop a basic knowledge of written diagnostic reports as relevant to patient care in acupuncture and Oriental medicine. Emphasis is placed on applying an understanding of diagnostic studies in communication with patients and healthcare providers.

Credits: 3

Prerequisites: ISCI758b

ISCI754**Biomedicine: Safe Practices**

This course teaches students the signs and symptoms of medical and mental health emergencies or situations, within the scope of practice of an acupuncture practitioner. The emphasis is on recognizing situations that necessitate referral of a patient to a Western Medicine practitioner, emergency department or urgent care facility. Training in blood borne pathogens, clean needle technique and relevant safety practices are included. This course also addresses safety issues with special populations and provides a beginning framework for understanding pharmacological and nutritional supplement safety issues.

Credits: 2

Prerequisites: 1 of the following: ISCI547a, or ISCI548

ISCI758a**Biomedicine: Integration with Acupuncture and Oriental Medicine I**

This course reviews and builds on the etiology and pathophysiology covered in previous coursework to discuss diagnosis and treatment from biomedical and Chinese medical perspectives. The biomedical differential diagnosis of a patient presenting with a certain set of signs and symptoms is compared with the diagnosis derived from theories within Chinese medicine. Biomedical and Chinese medical treatment strategies are also compared and contrasted.

Credits: 2

Prerequisites: AOM665; and 1 of the following: ISCI647b, or ISCI648

ISCI758b**Biomedicine: Integration with Acupuncture and Oriental Medicine II**

This course deepens students understanding of the integration of acupuncture and Oriental medicine with allopathic medicine as introduced in prior course work. Students will be introduced to common diseases and treatment strategies, learn how to assess and treat common diseases from a Chinese medical perspective and learn when and how to collaborate and refer to allied wellness practitioners as well as allopathic providers. The focus of this semester will be the clinical application of treatment strategies. This course lays the foundation for later specialty electives. Students may use the Natural Care Center student clinic as a lab to apply the material taught in this course.

Credits: 3

Prerequisites: ISCI758a

MUIH 500

University-Wide Orientation for New Students

University-Wide New Student Orientation is a comprehensive course to introduce incoming MUIH students to campus services, resources, and student life. Utilizing the institution's Learning Management System (LMS) Canvas, it is a self-paced course designed around you the new student, assisting you in learning the answers to questions you may have, and providing you with a chance to meet and connect with other new students as well. All new students are strongly encouraged to register and participate in University-Wide Orientation.

Credits: 0

Prerequisites: none

MUIH 550

Academic Research and Scholarship

This fully online, self-paced course is designed to prepare students to engage in graduate-level research and scholarship with a focus on the utilization of resources available at or through MUIH's Sherman Cohn Library. Modules cover the Association of College and Research Libraries information literacy threshold concepts in higher education. These concepts are: Scholarship as Conversation, Research as Inquiry, Authority is Constructed and Contextual, Information Creation as a Process, Searching as Strategic Exploration, and Information Has Value.

Credits: 0

Prerequisites: none

NARR630

Narrative Health

Narrative Health applies narrative theory in the context of client care. The course employs close reading, reflective writing, and witnessing to develop our ability to attend to, interpret, assimilate and be moved by the stories of those being served. These tools aid in the development of resilience and act as a deterrent in the loss of empathy for those attending to others.

Credits: 3

Prerequisites: none

NARR631

Expressive Writing and Poetic Care

Students learn cross genre writing applications to aid the health and well-being of their constituents. Supported by faculty, individuals develop meaning from writing through life transitions and stressors. Students discuss evidence that supports writing's ability to reduce anxiety and increase resilience.

Credits: 3

Prerequisites: none

NARR632**Personal Narrative**

Working in small groups, students engage with one another's written work, searching together for what a work wants to be. Students employ Appreciative Inquiry to fully understand the narrative. The writer entertains questions and possibilities, drawing on what is already on the page rather than venturing into remote hypotheticals. This course allows the students to more fully develop their personal narrative and to discern that the material presented is telling the story its creator intends.

Credits: 3

Prerequisites: NARR630; and NARR631

NARR633**Group Facilitation**

Drawing on the experience of developing their own narrative through Appreciative Inquiry and empathetic peer review, students tailor individual and group narrative health facilitation plans for specific individuals and populations. Using the individual plans, students work with current clients to facilitate the creation of client health narratives. During the final weekend, students utilize the group plans with peers.

Credits: 3

Prerequisites: NARR630; and NARR631; and NARR632

NUTR 722**Advanced Laboratory Assessment**

This course is an opportunity for the nutrition student to delve deeper into laboratory and biochemical assessments that assist the multi-dimensional and integrative nutrition practice. Through the exploration of blood, tissue and genomic testing, students will deepen their understanding of mitochondrial dysfunction, detoxification and biotransformation, hormone and neurotransmitter imbalances, digestive and immune dysfunction, and nutritional genomics. Students will be challenged to critically interpret and analyze clinical findings.

Credits: 2

Prerequisites: 1 of the following: NUTR633, or NUTR635

NUTR001**SERVSAFE**

This course is designed to prepare students for the ServSafe Food Protection Manager certification exam. The course covers the following concepts: the importance of food safety, good personal hygiene, time and temperature control, preventing cross contamination, cleaning and sanitizing, safe food preparation, receiving and storing food, methods of thawing, cooking, cooling and reheating food, HACCP (hazard analysis and critical control points) and food safety regulations. Upon completion of this course and passing the associated exam, students will be ServSafe Food Protection Manager certified. This certification satisfies the ServSafe non-academic requirement for the MSNIH program. Proctored exam must be taken on campus.

Credits: 0

Prerequisites: none

NUTR601**Redefining Nutrition**

This course re-defines the assumptions of nutrition by exploring controversies, conflicting opinions, and by addressing reductionism and holism in nutrition. It encourages critical thinking and healing presence as a framework for understanding whether or not current issues or personal biases in the field of nutrition are valid. Students explore new interpretations of food, eating, and nourishment. Students investigate the impact of food choices on the health of the planet, the community, and the mind-body-spirit of an individual.

Credits: 1

Prerequisites: none

NUTR602**NUTRITION: Food and Balance**

Nutrition is a foundation to support balance and wellness. Students learn the role that food plays in healing and how the environment impacts our health. Current approaches to nutritional therapy are reviewed for their role in creating wellness. This course allows students to integrate nutrition into their personal life and/or future careers.

Credits: 3

Prerequisites: none

NUTR604**Graduate Seminar**

This course introduces students to the multiple roles of food in health and wellness and to the philosophy and mission of the program and the university. Key topics in integrative nutrition and the importance of healing presence to the nutritionist's practice will be explored.

Credits: 1

Prerequisites: none

NUTR612**Human Nutrition II: Micronutrients**

This course covers structure, function, and food sources of the micronutrients (vitamins, minerals, trace minerals, and various phytochemicals). The complex function of each nutrient is reviewed, along with interactions, excesses, deficiencies, supplementation, and nutrient synergy. The effects of food processing, fortification and agricultural practices on micronutrient density of foods will be explored. The course will also cover lab assessment of nutritional status. Students use a variety of methods to compare the micronutrient content of diets and will review safety and toxicology of dietary supplements, drug-nutrient, and nutrient-nutrient interactions.

Credits: 3

Prerequisites: ISCI547a; and 2 of the following: ISCI626, or NUTR614

NUTR613

Human Nutrition: Macronutrients and Micronutrients

This course covers macronutrients (carbohydrates, lipids, and proteins) and micronutrients (vitamins, minerals, trace elements, and various phytochemicals and accessory nutrients). Macronutrients are addressed in terms of digestion, absorption, transportation, metabolism, and storage. The health effects of various macronutrients and their building blocks are considered. The complex function of micronutrients is reviewed, along with interactions, excesses, deficiencies, and supplementation. Students will examine nutrients within the context of a whole foods diet. Students will become proficient in analyzing case study data comparing nutrient intake in a variety of diets.

Credits: 3

Prerequisites: none

NUTR614

Human Nutrition I: Macronutrients

This course covers the macronutrients — carbohydrates including fiber, lipids, proteins, along with water and hydration. Macronutrients are studied from digestion, absorption, and transport to metabolism and storage. Energy metabolism and dietary reference intakes are reviewed. Students will examine macronutrients within the context of a whole foods diet, analyze case study data, and conduct comparative analyses of macronutrients in a variety of diets. Students will discuss current issues in food processing and the environmental impact of food choice. Students become proficient in a variety of diet analysis methods, including food frequency and diet history questionnaires.

Credits: 2

Prerequisites: none

NUTR615

Nutrient Optimization for Mental Performance in Athletes

This course will explore how phytonutrients, vitamins, minerals, amino acids, fatty acids, and macronutrients are involved in direct and indirect ways in mental clarity and performance for athletes.

Credits: 3

Prerequisites: ISci671; and NUTR613

NUTR616

Nutrient Optimization for Physical Performance in Athletes

This course will be an in-depth study of whole food diets that support athletic performance. Macronutrients, supplements, the effect of hydration, timing of meals, and the role of the immune system will be explored. Scope of practice will be discussed.

Credits: 3

Prerequisites: NUTR615

NUTR617

Nutritional Genomics

The focus of this course will be on nutritional genomics and how individual genomic variation influences nutrient metabolism. Discussion will include single nucleotide polymorphisms, the effect of nutrients on hormone responses, biotransformation, and interactions with the microbiome.

Credits: 3

Prerequisites: none

NUTR622

Advanced Biochemistry, Pathophysiology, and Assessment

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course builds on the foundation of nutritional biochemistry and pathophysiology, exploring more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 3

Prerequisites: 1 of the following: NUTR633, or NUTR635

NUTR625

Introduction to Nutritional Genomic Counseling

This course introduces the field of nutritional genomics, the influence of nutrition on the genome and its relation to health and wellness. The concepts of epigenetics, genome testing and analysis, single nucleotide polymorphisms, biomarker status in relation to genome expression and cutting edge research will be investigated. There will be explorations into the role of diet and supplementation in nutritional genomic counseling.

Credits: 1

Prerequisites: ISCI626

NUTR633

Integrative Client Care: Nutrition Assessment, Applied Biochemistry and Treatment Planning

Students will become familiar with the skills relevant to nutritional assessment including analysis of dietary records; observational methods; and the selection and interpretation of clinical laboratory tests. Integrating a foundation in nutritional biochemistry with nutritional assessment, students will learn to generate a rational, practical treatment plan that incorporates whole foods and nutritional supplementation within the broader context of health inputs. Common health concerns including heart disease, diabetes, chronic inflammation, obesity, eating disorders and gastrointestinal disorders will be discussed from a biopsychosocial perspective. Drug-nutrient reactions will be addressed.

Credits: 4

Prerequisites: ISCI626; and NUTR613

NUTR634

Diabetes Education: An Integrative Approach

This course reviews pathophysiology and epidemiology of type 2 diabetes, including techniques for assessment, treatment and prevention. Practitioners will learn to identify risk factors of pre-diabetes and initiate preventative counseling in nutrition, as well as provide community education. Meal planning, health behavior change, monitoring, and other management tools will be explored.

Credits: 1

Prerequisites: ISCI547a; and 1 of the following: NUTR613, or NUTR614

NUTR635**Applied Clinical Nutrition I Nutritional Assessment**

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course explores more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 2

Prerequisites: 1 of the following: NUTR612, or NUTR613

NUTR636**Applied Clinical Nutrition II Nutritional Assessment**

This course provides the second half of Applied Clinical Nutrition. Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course explores more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 2

Prerequisites: NUTR635

NUTR637**Nutrition and Digestive Health**

This course will explore the relationship between food, digestion and health. The course will cover the role of food and lifestyle in maintenance of health, and delve into assessment and the rationale for specific therapeutic dietary approaches for restoring digestive integrity. Topics will include: digestion and absorption, intestinal permeability, the role of the gut microbiome, inflammation and the gut immune system, and the gut-brain system connection. Digestive issues including gluten sensitivity, celiac disease, food sensitivities, irritable bowel syndrome, and the use of restorative foods in a variety of gastrointestinal conditions will also be explored.

Credits: 1

Prerequisites: ISCI626; and ISCI647b

NUTR638**Genomic Testing in Clinical Practice**

Emphasis will be on current genomic tests and the technologies utilized in testing. Topics will include ribosomal sequencing and the field of bioinformatics. The ethics, the costs, and the benefits of genomic testing for client/patient populations will be explored.

Credits: 3

Prerequisites: none

NUTR639**Integrating Nutritional Genomics into Clinical Care**

This course will examine the role of genomics in the context of overall clinical care, including the therapeutic order, and will discuss how nutritional genomics and nutritional interventions can be integrated into client care for specific health conditions such as inflammation, immune dysregulation, detoxification, bone health, and gastrointestinal conditions.

Credits: 3

Prerequisites: none

NUTR641**Life Cycle Nutrition**

This course explores the changes in human nutrition through the life cycle stages from pre-conception through the elder years. Students will examine biopsychosocial health inputs at each stage of development, along with the impact of diet on each phase. Students will become knowledgeable about federal, state, and local programs that provide support for food or nutrition education at various life cycle stages. Students will learn to design diets to meet needs during various life cycle stages. Case studies, menu planning, and diet assessment will be incorporated.

Credits: 3

Prerequisites: 1 of the following: NUTR612, or NUTR613

NUTR643**Public Health Nutrition**

This course studies nutrition from the perspective of the community rather than the individual. The course covers the epidemiological and scientific basis for government-based policies on nutritional requirements and recommendations, the role of nutrition in health promotion and disease prevention, and strategies for improving the nutrition and health of communities. The course also includes an overview of health disparities, health equity and the impact of nutrition policy on population-wide eating habits.

Credits: 2

Prerequisites: NUTR641

NUTR651A**Clinical Skills I**

The purpose of this course is for the student to apply the clinical nutrition practice model from an integrative perspective. The student will learn the application of the universal nutrition care process (NCP) of assessment, nutrition diagnosis, intervention, evaluation and monitoring. The student will develop basic nutrition assessment skills as well as client relationship building, interviewing, intake and health history taking skills. Through practice experience, the student will learn to utilize the NCP for determining nutritional status, diagnosis, pattern recognition and core imbalances. Students will be given the starting tools for an effective clinical nutrition practice.

Credits: 2

Prerequisites: ISCI647b; and NUTR612

NUTR651B

Clinical Skills II

In this course students will continue to hone interpersonal and observational skills and apply knowledge to real-life clinical situations and practice sessions. Students will delve deeper into clinical strategies, learning the application of specific food plans and the role of dietary supplements in clinical nutrition practice. Students will hone their motivational interviewing skills, develop strategies to address various core-imbalances and clinical scenarios, develop their personal counseling style, and build skills to work with clients who are resistant to change.

Credits: 2

Prerequisites: NUTR651A

NUTR654C

Clinic

In this course, students apply all of their learning to become a healing presence in the client-practitioner relationship. Students receive hands-on practice in the university student clinic in the nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation in supervised clinical practice. This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.5

Prerequisites: NUTR635; and NUTR651A; and Additional Requirement: Become a client of an integrative nutritionist in student's area of residence or with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations

NUTR654D

Clinic

This course provides the second half of the supervised clinical practice experience. Students receive hands-on practice in the university student clinic in the nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation. This course will continue to provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.5

Prerequisites: NUTR651B; and NUTR654C

NUTR655C

Nutrition/Herbal Therapeutics Clinic

In this course, students apply all of their learning to become a healing presence in the client-practitioner relationship. Students receive hands-on practice in the university student clinic in the herbal and nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation in supervised clinical practice. This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition, herbal counseling and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.5

Prerequisites: NUTR635; and NUTR651A; and Additional Requirement: Become a client of an integrative nutritionist in student's area of residence or with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations.

NUTR655D**Nutrition/Herbal Therapeutics Clinic**

This course provides the second half of the supervised clinical practice experience. Students receive hands-on practice in the university student clinic in the nutrition and herbal care process, including assessment, diagnosis, intervention, monitoring and evaluation. This course will continue to provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition, herbal counseling and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.5

Prerequisites: NUTR651B; and NUTR655C

NUTR656C**Clinical Strategies in Nutrition Care**

This course is designed to give students practice in nutritional assessment and counseling. Students apply all of their learning to become a healing presence in the client-practitioner relationship. Mock counseling sessions held during clinic shifts will provide students with the opportunity to hone their clinical skills with a supportive environment that builds their confidence and proficiency in order to practice nutrition and integrative health effectively and competently. Instructor case reviews will provide students with feedback from supervisors, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.5

Prerequisites: NUTR635; and NUTR651A; and Additional Requirement: Become a client of an integrative nutritionist in student's area of residence or with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations

NUTR656D**Clinical Strategies in Nutrition Care**

This course provides the second half of the clinical strategies experience. Students apply all of their learning to become a healing presence in the client-practitioner relationship. Mock counseling sessions held during clinic shifts will provide students with the opportunity to hone their clinical skills with a supportive environment that builds their confidence and proficiency in order to practice nutrition and integrative health effectively and competently. Instructor case reviews will provide students with feedback from supervisors, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.5

Prerequisites: NUTR651B; and NUTR656C

NUTR663**Sports Nutrition**

This course examines diets that support effective athletic performance. Macronutrient mix, hydration, timing of meals, and support of the immune system for athletes will be considered. Gender-specific nutritional conditions and risks related to athletic endeavors will be reviewed.

Credits: 1

Prerequisites: ISCI547a; and 1 of the following: NUTR613, or NUTR614

NUTR664**Food Systems and Policy**

This course addresses current topics in food, nutrition, public health and environmental sustainability including: access to food, food systems, influence of food/nutrition policies on the individual and planet, cost of foods, influences on food selection, food safety, nutrition-related health challenges. These issues will be explored from local, national and global perspectives.

Credits: 2

Prerequisites: none

NUTR665**The Dynamics of Food and Healing**

In this course students will explore how food relates to healing. Students will compare various theoretical frameworks, such as energetic and whole systems theories. They will examine the effectiveness of different nutritional approaches for bringing balance to the body, and learn practical applications of using food for healing.

Credits: 1

Prerequisites: none

NUTR668**Culinary Herbs in the Kitchen and Beyond**

The purpose of this course is to help students develop a working relationship with the individual culinary herbs used as flavor enhancers in culinary practice and as remedies in herbal practice. The course will help students to evaluate their own knowledge and to think critically and analytically about the role of culinary herbs in diet. This course supports students who seek to integrate culinary herbs in different dishes based on nutritional science to enhance their personal life and it will empower them to use this knowledge in their future careers as health professionals. Students will start their own culinary herb garden.

Credits: 1

Prerequisites: none

NUTR671**Food and Culture**

This course explores the cultural influences on food and diet globally as well as in the United States. With a focus on the dynamic influences which shape diet and eating practices, students will discover new ways to assess the food and diet of an individual within the context of their culture. The focus of this course will be on the myriad of cultural influences which created the diets seen across the United States today.

Credits: 1

Prerequisites: none

NUTR672**Mindful Eating and Nourishment**

This course is designed for the student to explore his/her relationship to food from a psycho-spiritual perspective, to explore many of the cultural and familial messages that one carries, and to identify personal patterns around eating. Students will explore the concept of mindful eating and learn tools and techniques for guiding clients and groups in mindfulness practices.

Credits: 2

Prerequisites: none

NUTR675**Chinese Nutrition Therapy**

This course explores the theory and practice of Chinese nutritional therapy. We will examine basic concepts of Chinese medical theory and diagnosis, and the energetic nature of food from a traditional Chinese medical perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2

Prerequisites: none

NUTR676**Chinese and Western Nutrition Therapy**

This course for non-nutrition students explores the theory and practice of Chinese nutritional therapy, using the lens of Western and Chinese medicine. Students will gain a basic knowledge of evidence-based Western nutrition. Students will also examine the energetic nature of food from a traditional Chinese medical perspective, and understand how to explain these concepts from a Western perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods, as well as basic information on macro and micro nutrients and their link to Chinese nutrition. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2

Prerequisites: AOM613a; and 1 of the following: ISCI547a, or ISCI548

NUTR681**Cooking with Whole Foods Lab I**

Cooking with Whole Foods Lab I is the foundation lab from which all other labs are built upon. This lab will cover basic kitchen sanitation, safety, quality of ingredients selection, stocking a pantry and equipment essentials. Lab I also includes knife skills practice, along with basic cooking techniques of grains, beans and greens. Students will prepare recipes for group tasting and discussion.

Credits: 0.5

Prerequisites: none

NUTR682**Cooking with Whole Foods Lab II**

Cooking with Whole Foods Lab II builds on the foundational skills learned in Lab I. The focus will teach the developing nutritionist how to balance the flavors (salt, sweet, sour, bitter, pungent and astringent) by incorporating them into delicious meals with health supportive properties. Students will discover their own innate taste buds and create dishes with natural salts, salt substitutes, and natural sugars, and they learn how to minimize the use of processed ingredients. Students learn to optimize flavor/taste for various health concerns. To fit these criteria, the class will discuss how to adjust favorite recipes and create educational handouts on healthy sweets and salts.

Credits: 0.5

Prerequisites: NUTR681

NUTR683**Cooking with Whole Foods Lab III**

Cooking with Whole Foods Lab III prepares the developing nutritionist with the skills to educate others about healthy food, food preparation, and whole foods cooking. Through engaging in the kitchen, students are able to link theory with real food and real life applications. In addition to building essential culinary skills, this lab will teach the developing nutritionist the traditional cooking techniques of lacto-fermentation, create enzyme rich sauces, making nutrient-dense bone and meat stocks, and working with organ meats.

Credits: 0.5

Prerequisites: NUTR682

NUTR684**Cooking with Whole Foods Lab IV**

Cooking with Whole Foods Lab IV covers feeding the individual with food allergies and/or sensitivities. Best techniques for replacing allergens are explored and special focus is given to gluten-free and dairy-free shopping, cooking, and food preparation. Students practice and explore best cooking techniques that support the life style of the diverse population who suffers with food allergies and learn skills to create nutrient dense meals in 30 minutes or less.

Credits: 0.5

Prerequisites: NUTR682

NUTR686**Cooking with Whole Foods Lab VI**

Cooking with Whole Foods Lab VI facilitates the transition from student to nutritionist and health educator. Students become familiar with designing meal plans; strategies and resources for teaching clients about eating, preparing, and cooking whole foods; and eating on a budget. Each student demonstrates his/her cooking skills by designing and implementing a whole foods cooking demonstration for a group supported by powerful educational materials to support their topic.

Credits: 0.5

Prerequisites: NUTR001; and NUTR682

NUTR687**Cooking with Whole Foods Lab VII**

Cooking with Whole Foods Lab VII continues to expand and elevate the student's repertoire of ingredients and culinary skills in order to help them engage clients in making healthy lifestyle choices with food and cooking as the foundation. This lab focuses on food as medicine, develops the skills of the practitioner to help the client transition with ease from Standard American Diet. Students are engaged in market basket cooking for specific imbalances by creating one pot meals in harmony with the season, healthy snacks and other easy to make meals by improvising and adapting to a variety of client populations at all socioeconomic levels.

Credits: 0.5

Prerequisites: NUTR682

NUTR688**Cooking with Whole Foods Lab VIII**

Cooking with Whole Foods Lab VIII explores raw food preparation as well as medicinal and healing food preparations. This lab also expands the student's food pharmacy. Students will learn the application of raw foods, how to balance raw food flavors and experience the benefits of a dehydrator, sprouting, and juicing to create nutrient dense meals. Students build confidence improvising and adapting raw foods cooking for a variety of client populations at all socioeconomic levels.

Credits: 0.5

Prerequisites: NUTR682

NUTR689**Whole Foods Cooking to Support High Performance**

This course combines foundational cooking skills with an emphasis on planning and preparing whole foods to enhance athletic performance.

Credits: 1

Prerequisites: none

NUTR691C**Practicum**

The purpose of a practicum is to give students practical field experience in an off-campus organization, agency, or community setting. It is designed primarily to focus on the delivery of nutrition-related services to support health promotion, education, and other nutritional services to a group. Students apply all of their learning to become a healing presence in the community. In this first half of practicum, students identify an appropriate site, assess the needs of the target population, and develop nutrition education materials and lesson plans. Students will build their confidence and proficiency in order to practice nutrition and integrative health effectively and competently in the community.

Credits: 1.5

Prerequisites: IHED 620; and IHED626; and ISCI647b; and NUTR001; and NUTR641; and Additional Requirement: Become a client of an integrative nutritionist in student's area of residence or with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations

NUTR691D**Practicum**

This course is the second half of practicum experience. Students continue to work at an off-campus site delivering nutrition-related services to support health promotion, education, and other nutritional services to a group. Students apply all of their learning to become a healing presence in the community. Students evaluate their program and participant outcomes and detail their findings in a comprehensive report and reflection paper. Students will build their confidence and proficiency in order to practice nutrition and integrative health effectively and competently in the community.

Credits: 1.5

Prerequisites: IHED 623; and IHED625; and NUTR691C

NUTR692C

Capstone Project

The Capstone project is an opportunity for students to complete an applied research project on a nutrition topic in the areas of health promotion, education or other nutritional services as it relates to a community health problem or public policy issue. Through the Capstone Project, students will integrate and apply all of their learning to successfully complete the Capstone Project which requires both a written research paper and a webinar presentation. Students will identify and focus on a narrow topic, prepare an outline, and conduct a literature review of the relevant research in the selected field.

Credits: 1.5

Prerequisites: ISCI647b; and 1 of the following: ISci701, or RSCH601; and NUTR641; and Additional Requirement: Become a client of an integrative nutritionist in student's area of residence or with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations

NUTR692D

Capstone Project

This course is the second half of the research experience that culminates in the delivery of a written research paper and a webinar presentation. The student continues to work on their applied research project on a nutrition topic in the areas of health promotion, education or other nutritional services as it relates to a community health problem or public policy issue. Through the Capstone Project, students will integrate and apply all of their learning to successfully complete the Capstone Project.

Credits: 1.5

Prerequisites: NUTR692C

NUTR6EXI

Nutrition MSNIH Comprehensive Exam

Nutrition MSNIH Comprehensive Exam

Credits: 0

Prerequisites: none

NUTR800

Graduate Colloquium

This course comprises the initial residential component of the DCN program. The objective of this colloquium is to introduce the cohort to each other and to faculty; to provide leadership and explain the doctoral process; and to introduce students to core principles and values of the university. During this course, students will begin to delineate areas of practice and research interest and explore what it means to cook with whole foods by participating in a hands-on experience.

Credits: 1.5

Prerequisites: none

NUTR801

Principles of Integrative & Functional Nutrition

This course lays the groundwork the philosophy and practice of Integrative and Functional Nutrition. Evidenced based principles are blended with traditional healing systems to create a person centered, relationship-based foundation for clinical practice. Content will explore the relationships between lifestyle, health outcomes, and the role of a systems-based approach for assessment and therapeutics. Assessment tools will include the Integrative & Functional Medical Nutrition Therapy Radial, tools from the Institute for Functional Medicine, and others.

Credits: 3

Prerequisites: none

NUTR802

Nutritional Approaches to Detoxification

Daily we are exposed to environmental chemicals, metals, and electromagnetic fields that can disrupt health. This course looks at the underlying physiology of detoxification and biotransformation; it explores how to recognize environmental issues and best practices for assessing their contribution to illness, and the role of food, nutrients, nutraceuticals, and the role of lifestyle in the detoxification process. Discussion will also focus on scope of practice and the role the nutritionist plays in addressing environmental toxicity.

Credits:

Prerequisites: NUTR800; and NUTR801

NUTR810

Special Topics in Nutrition I

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty.

Credits: 1.5

Prerequisites: NUTR800; and NUTR801

NUTR811

Special Topics in Nutrition II

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty.

Credits: 1.5

Prerequisites: 1 of the following: NUTR900, or NUTR902

NUTR821

Bioethics in Clinical Nutrition

This course explores the principles of bioethics in Clinical Nutrition. Topics include legal and medical terminology, scope of practice, protecting client confidentiality, Health Insurance Portability and Accountability (HIPAA), sales of nutraceuticals and health products. Other ethical areas of concern in nutrition covered include food production, labeling, health claims, and funding of research.

Credits: 3

Prerequisites: none

NUTR822**Epigenetics & Nutritional Genomics**

Evidenced based research is growing in the relatively new fields of epigenetics and nutritional genomics and their role in gene expression. This course provides an introduction to these fields including proteomics, DNA and protein methylation, acetylation, and current research and application of nutritional genomic principles. Exploration will examine the interaction between environmental factors and the epigenome. Specifics will include the validity and application of genomic testing, and the role of diet, herbs, spices, and lifestyle in epigenetic and nutritional genomics.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR824**Research Literacy in Nutrition**

In this course, students interpret and critically evaluate research study designs and determine their efficacy in answering different types of nutrition questions. Landmark studies in nutrition are analyzed for their strengths and limitations and their impact on the field. Students apply the results of research studies to client assessments and develop benchmarks for the application of the research to clinical cases.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR831**Integrative & Functional Nutrition in Gastrointestinal Health & Disease**

This course examines the gastrointestinal system in health and disease, linking those concepts to applied clinical nutrition. Topics include the metabolism of digestion, absorption, assimilation and excretion of macro and micronutrients; and their role in systemic health and disease. The pathophysiology of common digestive conditions will be explored through an integrative and functional lens. Celiac disease and gluten sensitivity, irritable bowel syndrome, food sensitivities, increased intestinal permeability, inflammatory bowel disease, and gastrointestinal reflux disease will be discussed. Current research on the microbiome, probiotics, and prebiotics will be discussed. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate the science with clinical application.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR832

Integrative & Functional Nutrition in Immune Health

This course examines the immune system and the role of inflammation in health and disease, and links those concepts to applied clinical nutrition. Immune and auto-immune conditions are on the rise. This course will discuss the innate and acquired immune system, the importance between oxidation and antioxidants, inflammatory and anti-inflammatory responses, how the immune system protects us, and what occurs when these systems are overwhelmed. Relationships between food, stress, environmental factors, digestive imbalances and inflammation and immune function will be explored. Topics will include cell signaling molecules, antioxidant nutrients, polyphenols, and fatty acids in immunity and inflammation. Common conditions will be explored through an integrative and functional lens, including auto-immune conditions, allergy, fibromyalgia, and infectious disease. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate science with clinical application.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR833

Integrative & Functional Nutrition in Cardio-Metabolic Health

This course examines cardio-metabolic health and disease, and links those concepts to applied clinical nutrition. Obesity, metabolic syndrome, diabetes, heart disease, stroke, and Type 2 diabetes have common biochemical pathways of inflammation, and insulin resistance. This course will explore the biochemistry, metabolism, pathophysiology, and epidemiology of cardio-metabolic disease. Focus will be on recognition of metabolic syndrome and using an integrative approach to prevent disease and help restore balance. The course will explore research on a wide variety of dietary approaches to cardio-metabolic disease, and discuss the research and controversy about cholesterol management. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate science with clinical application.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR834

Integrative & Functional Nutrition in Neurological Health

This course examines the biochemistry of the neurological system in health and disease, linking those concepts to applied clinical nutrition. Topics include basic neural function, neuroplasticity, and neurodegeneration. Content will focus on what occurs at a cellular level including neurotransmitters, the role of fatty acids, vitamins, minerals, herbs, and foods in neurological health. The epidemiology and pathophysiology of common neurological conditions will be explored through an integrative and functional lens including: neural developmental delays in children, mental acuity, insomnia, anxiety and depression, memory and cognitive decline, multiple sclerosis, and Parkinson's disease. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate the science with clinical application.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR835**Integrative & Functional Nutrition in Endocrine and Energy Health**

This course examines the endocrine system and energy metabolism in health and disease, linking those concepts to applied clinical nutrition. Stress, diet, imbalanced lifestyle, and environmental hormone disruptors can affect hormone and energy metabolism. The epidemiology and pathophysiology of common hormone imbalances and energy impairments will be explored through an integrative and functional lens. Topics will include mitochondrial health, thyroid, adrenal, hypothalamus, pituitary, and reproductive health. Controversial topics such as the role of iodine in thyroid and breast health will be explored. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate the science with clinical application.

Credits: 3

Prerequisites: NUTR800; and NUTR801

NUTR850**Nutrition Focused Physical Exam**

This is a residential course that provides hands-on experience in doing a nutritionally focused physical exam. Assessment is critical to good care. Use of a nutrition based physical provides yet another assessment tool for the astute clinician, providing objective methods to assess nutrient insufficiencies and excesses of macronutrients, micronutrients, and fluid status. Students will practice taking vital signs and anthropometrics and will examine eyes, skin, nails, hair, and demeanor to look for signs of nutritional status and hydration.

Credits: 1.5

Prerequisites: NUTR800; and NUTR801

NUTR8EXI**Nutrition DCN Comprehensive Exam**

Nutrition DCN Comprehensive Exam

Credits: 0

Prerequisites: NUTR835

NUTR900**Advanced Clinical Nutrition Residency & Research Project I**

This course is a Clinical Residency to apply and synthesize learning in a clinical setting. Residents work in a nutrition practice, design and implement a clinical research project, and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists. In these webinar sessions, the instructor and students may discuss students' case studies regarding students' patients. These webinar discussions are not intended to offer supervision of or advice concerning the students' patients'/clients' care and are offered for educational/second opinion purposes only.

Credits: 3

Prerequisites: NUTR8EXI

NUTR901**Advanced Clinical Nutrition Residency & Research Project II**

This course provides the second half of the Clinical Residency. Residents work in a nutrition practice, complete a clinical research project and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists. In these webinar sessions, the instructor and students may discuss students' case studies regarding students' patients. These webinar discussions are not intended to offer supervision of or advice concerning the students' patients'/clients' care and are offered for educational/second opinion purposes only.

Credits: 3**Prerequisites:** NUTR900**NUTR902****Advanced Clinical Strategies in Nutrition I**

This course is a Clinical Residency to apply and synthesize learning in a clinical setting. Residents work in a nutrition practice or in a mock clinical setting, design and implement a clinical research project, and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists. In these webinar sessions, the instructor and students may discuss students' case studies regarding students' patients. These webinar discussions are not intended to offer supervision of or advice concerning the students' patients'/clients' care and are offered for educational/second opinion purposes only.

Credits: 3**Prerequisites:** NUTR8EXI**NUTR903****Advanced Clinical Strategies in Nutrition II**

This course provides the second half of the Clinical Residency. Residents complete a nutrition practice or mock counseling sessions, complete a clinical research project and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists. In these webinar sessions, the instructor and students may discuss students' case studies regarding students' patients. These webinar discussions are not intended to offer supervision of or advice concerning the students' patients'/clients' care and are offered for educational/second opinion purposes only.

Credits: 3**Prerequisites:** NUTR902**RSCH601****Research Literacy in Integrative Health**

This course supports critical analysis of a wide range of integrative health studies. It provides future integrative medicine professionals with the foundational knowledge and skills to identify and evaluate research design and basic statistics. Students develop skills in searching databases as well as critical appraisal of clinical and epidemiological research. Students will find and evaluate published information on health topics then summarize and share their findings.

Credits: 3**Prerequisites:** none

RSCH610

Introduction to Scientific Writing

Formal scientific writing provides a method to communicate ideas and to persuade readers about the validity of scientific argument and/or discovery. The written body of work within an academic discipline provides an important method for defining the boundaries of that field. The focus will be on using evidence based information and data pertaining to integrative health. Students will be exposed to primary research papers, review papers, and lay articles about science. The experience will improve their ability to make complex scientific research understandable.

Credits: 1.5

Prerequisites: 1 of the following: ISci701, or RSCH601

RSCH811

Case Reports in Integrative Health

This course examines the value and usefulness of case reporting as a summary of disparate symptoms and as a way to evaluate clinical findings. Students will evaluate published case reports and learn how to synthesize client information into a case report format using CARE guidelines. Students will prepare a publishable case report including a timeline, narrative, and the appropriate sections for publication in a peer-reviewed integrative health journal.

Credits: 3

Prerequisites: 1 of the following: AOM790c8, or NUTR801

RSCH821

Designing Research in Clinical Practice

This course discusses tools and techniques for conducting research as part of clinical practice. Both qualitative and quantitative research are addressed with an emphasis on practical approaches for the busy integrative health (IH) clinician. The course teaches practitioners how to design research projects of value to themselves, their patients, and the broader clinical community.

Credits: 3

Prerequisites: 1 of the following: AOM790c8, or NUTR801

YOGA 611

Theoretical Foundations for Yoga Therapy

This course provides the history and philosophies of yoga traditions that serve as the foundation for Yoga Therapy. Specific traditions will be discussed in parallel with classic texts in this field. Yogic cosmology will be investigated, examining Vedic theories about creation and the major forces that govern life and change. Students will explore the basics of Ayurvedic theory including the five elements, the doshas, and the Ayurvedic clock. Basic yogic anatomy and physiology, including concepts of mind body layers and energetics (including koshas, chakras, nadis and marmas) will be introduced. Students will learn how these theories and principles support the practices of Ayurveda, as well as relevant terms in Sanskrit. While these concepts are derived from Hindu beliefs, they will be explored in relationship to their influence on the field of yoga.

Credits: 2

Prerequisites: none

YOGA 612

Health and Disease: Yogic Perspectives and Practices

Concepts of health and disease pathogenesis from a yogic perspective will be discussed. Concepts important to understanding the causes of behavior that lead to suffering will be explored through the principle teachings of yoga. The relationship between asana, pranayama, meditation, diet, and lifestyle will be addressed in the context of health promotion, disease prevention and disease management. The class will include both classic training and contemporary understanding of the principles that constitute a yoga lifestyle. Fundamental principles of Ayurveda will be incorporated to provide a complementary perspective.

Credits: 3

Prerequisites: YOGA 611

YOGA 615

Breath and Health

Yoga practices can have a profound effect on health by leading to changes in vitality associated with shifts in the flow of prana. This course will specifically explore the concept of prana in conjunction with pranayama or traditional practices of breath work. Included in this course will be in-depth consideration of common breath pattern disorders, their effect upon health (with specific consideration of prevalent health issues and symptoms of over-breathing), and the appropriate practices of pranayama that can be taught to address these breathing patterns. Both the physical and subtle anatomy of the breath will be covered. Students will also develop their skills in leading breathing practices.

Credits: 1

Prerequisites: YOGA 611

YOGA 634

Therapeutic Relationship and Client Education I

This course introduces teaching and therapy skills commonly used by Yoga Therapy practitioners. Students will learn the skills to assess educational needs, then design, implement, and evaluate educational programs for both individuals and groups. Critical aspects of the relationship between the practitioner and the client will be addressed. Discussions will include scope of practice and boundaries, including boundaries used in discussions of sexuality, religion and other issues relevant to the practice of Yoga Therapy. This 1.5 credit course includes 15 didactic hours and 22.5 hours of independent study overseen by course faculty.

Credits: 1.5

Prerequisites: YOGA6EX1

YOGA 635

Therapeutic Relationship and Client Education II

This course continues the work begun in Yoga 634 Therapeutic Relationship and Client Education I (please see description above). This 3 credit course includes 30 didactic hours and 45 hours of independent study overseen by course faculty.

Credits: 3

Prerequisites: YOGA 634

YOGA 640

Yoga Therapy: Principles and Practices

This series of courses (YOGA 640, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course focuses on the therapeutic applications of yoga therapy for common physiological conditions (e.g. cardiac care, oncology) that have a functional origin. Students will also learn specific practices to support clients that have been referred for yoga therapy.

Credits: 2

Prerequisites: YOGA6EX1

YOGA 642

Yoga Therapy: Principles and Practice II

This series of courses (Yoga 640, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (Yoga 642) focuses on the therapeutic applications of yoga therapy for chronic pain and neurological disorders. Examples of specific issues that will be addressed include low back pain, fibromyalgia, migraine headache and Multiple Sclerosis. Special emphasis will be on developing adaptive yoga practices for clients with limited mobility.

Credits: 2

Prerequisites: YOGA 640

YOGA 643

Yoga Therapy: Principles and Practice III

This series of courses (Yoga 640, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (Yoga 643) focuses on the therapeutic applications of yoga therapy for mood regulation and stress management with an emphasis on tools and techniques that help clients manage stress and build resilience. Special emphasis will be given to specific mental health conditions including anxiety, depression, and PTSD.

Credits: 2

Prerequisites: YOGA 642

YOGA 644

Mentored Yoga Therapy Student Clinic I

During this clinic practicum, students conduct Yoga Therapy sessions under the mentorship of clinic supervisors. Students will utilize the medical literature to gain a deeper understanding of their client's health. Principles learned in all previous and concurrent courses will be applied in the clinic practicum. Students will complete 45 hours of supervised clinic practice during this practicum.

Credits: 1.5

Prerequisites: YOGA6EX1

YOGA 645

Mentored Yoga Therapy Student Clinic II

This course is a continuation of Yoga 644 Mentored Yoga Therapy Student Clinic I. Students will have the opportunity to work with clients individually in the Natural Care Center at Maryland University of Integrative Health, off-site with partner institutions and in community settings.

Credits: 1.5

Prerequisites: YOGA 644

YOGA 646

Mentored Yoga Therapy Student Clinic III

This course continues the work in YOGA 645 Mentored Yoga Therapy Student Clinic II

Credits: 2

Prerequisites: YOGA 645

YOGA614

Theoretical Foundations and Practical Applications of Yoga Therapy for Mind and Spirit

This course introduces yogic perspectives on the structure and function of the mind, including states of balance and imbalance. Students learn how yoga practices can support a shift in one's approach to life's challenges. The effects of daily movement and breathing practices (asana and pranayama) on the mind will be explored. Students learn forms of meditation, yoga nidra and Ayurvedic wellness practices that support meditation and relaxation as well as mantras, yantras and mudras along with their practical application.

Credits: 2.5

Prerequisites: YOGA 612

YOGA649

Clinical Case Reporting in Yoga Therapy

In this course students will learn to document the care of individual clients in alignment with standardized case reporting guidelines. Students will be introduced to the rationale for medical case reports and learn to use the guidelines for enhancing the quality and transparency of case reports. Students will present their own case reports and participate in the inquiry and analysis of fellow students' cases. Discussion will follow on the analysis of clinical decision making and the application of critical thinking.

Credits: 2

Prerequisites: YOGA 645

YOGA6EX1

Comprehensive First Year Examination

The final exam that covers all material in year 1.

Credits: 0

Prerequisites: ISCI 651; and YOGA 612; and YOGA 615

SECTION 20: UNIVERSITY RESOURCES AND SERVICES

SUPPORT SERVICES

ACADEMIC AND CAREER ADVISING

In addition to faculty mentoring, the student-advisor relationship is integral to student success. Every student at MUIH is assigned an advisor with whom they meet regularly. Issues such as scheduling of courses, curriculum requirements, selection of electives, academic progress, registration, and career planning are important areas for discussion with advisors.

STUDENT SUPPORT

Student success is a priority at MUIH, and the Student Support Center was established to assist students who are experiencing challenges affecting their experience at MUIH or simply seeking to enhance their learning. These services are tailored to the individual student's needs, and could include assistance with writing skills, tutoring, connection with on-campus and community resources, and/or coaching on time management, conflict resolution, learning retention, building resilience, managing test anxiety and notetaking/study strategies. Students seeking assistance should contact Michelle Coleman, Coordinator of Student Retention, Success and Disability Services.

ACCESSIBILITY

MUIH's buildings provide wheelchair-accessible assigned parking for persons with disabilities. Elevators provide access to offices and treatment rooms located on the second floor of the Main Campus.

CAMPUS SECURITY

The Vice President, CFO and COO, is responsible for campus security and informs the campus community of issues related to campus security. The Vice President, CFO and COO, ensures that there is timely warning to the campus community of any and all Clery Act crimes on campus and the properties adjacent to campus, whether reported to the institution or local police authorities. This report also includes all properties used by MUIH, including internship and community sites, recurring retreat and field trip locations, and rented facilities. The current report may be found at <https://www.muih.edu/campus-community/about-campus/safety-and-security>.

The Vice President, CFO and COO, also ensures that emergency notifications are sent to the campus when necessary. As required by the U.S. Department of Education, MUIH prepares an annual security report that is posted online. Students receive email notification of the availability of this report, including a report summary, and may request a hard copy of the report.

Under The Campus SaVE Act, the University is required to report additional Clery Act violations for dating violence, domestic violence, stalking, and sexual assault. It is also required to ensure that upon receiving a report, the student, faculty, or staff member is provided with certain resources and notification of their rights. The University has made information available to students on the key definitions under Campus SaVE, and options available for reporting an incident. Anyone aware of an incident on or off campus affecting one of MUIH's students, faculty, or staff members should report it to:

- Melissa Cahill, Title IX Coordinator
410-888-9048 ext. 6641 (office)
titleix@muih.edu

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Those rights are the following:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.
2. The right to request an amendment of the student's education records that the student believes to be inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Maryland University of Integrative Health (MUIH) to comply with the requirements of FERPA. The name and address of the office that administers FERPA is

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Education records are any records that relate to the student and are maintained by the institution.

Except as provided by law, MUIH will not release personally identifiable information from the student's record without the student's prior consent. One exception which permits disclosure without consent, is a disclosure to school official with legitimate education interests. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, MUIH discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll.

Public Notice Designating Directory Information

FERPA permits the disclosure of directory information without a student's consent unless that student has prohibited the release of the information.

Directory information is information contained in the education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. At MUIH the following is considered directory information:

- Name
- Major field of study
- Participation in officially recognized activities
- Degrees, honors, awards
- Dates of Attendance
- Enrollment status (full-time/part-time)
- Email

Currently, enrolled students may withhold the disclosure of directory information under FERPA. To withhold disclosure, students must speak with the Registrar's Office and complete the appropriate form. Once the form has been completed, all directory information will be withheld until the student notifies the Registrar's Office in writing to cancel the request.

Students are advised that blocking the release of directory information results in the following:

- Student name is excluded from printed material, such as commencement programs or MUIH articles.
- Student name, email, and photo will be removed from the Microsoft Outlook email directory.
- Enrollment and degree awarded inquiries from third parties, including potential employers and insurance companies, will neither receive a confirmation of enrollment nor a graduation verification.
- No Information will be released to any person(s) on the telephone or via email.
- Address changes must be made by the student only, in person at the Registrar's office, or by mailing a written request along with a copy of photo identification to the Registrar's office.
- It is important to note that a student's request for confidentiality does not permit the student to be anonymous in the classroom (including an online "classroom") nor to impede or be excluded from classroom communication.

DISABILITIES SERVICES POLICY – STUDENTS

MUIH is committed to ensuring equal access for qualified individuals with disabilities and fully complies with all relevant federal and state laws. At MUIH, no qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in access to services, benefits, and extracurricular activities at the University solely by reason of his or her disability.

A “qualified individual with a disability” is a person with a disability who has been certified by a professional qualified to evaluate the disability in question; meets the essential eligibility requirements for participation in or receipt of a program or activity; and is capable with accommodations as necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of their disability, against a qualified prospective or matriculated student.

It is the responsibility of the student who has a disability and needs assistance in gaining equal access to services, benefits, and activities at the University to contact the Disability Services Office with a completed and signed Confidential Accommodation Request Form along with documentation of the need for an accommodation.

The Confidential Accommodation Request form is available on My MUIH (under Forms and Policies/For Students; under Disability Services). As appropriate to the disability, documentation should follow these guidelines:

- This documentation must be issued by an appropriate professional such as a psychologist, psychiatrist, or physician. The credentials of the diagnosing professional should include information describing the certification, licensure, and/or professional training of the person conducting the evaluation.
- The documentation should include a diagnostic statement identifying the existence and impact of the disability, date of the current diagnostic evaluation, and date of the original diagnosis. The diagnostic systems used by the U.S. Department of Education, the State Department of Rehabilitative Services, or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.
- The documentation should also explain how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria, or to perform certain duties or functions. It should

address the accommodation that is necessary and how the accommodation might mitigate the effect of the disability.

- The documentation should include a description of the impact of treatments and/or medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may affect physical, perceptual, behavioral, or cognitive performance should also be noted. The documentation should provide a description of the diagnostic criteria and/or diagnostic test used. The description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available, then the mean, standard deviation, and standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.
- New documentation may be required if (i) an individual's diagnosis changes, (ii) the individual requests an accommodation that is new or different from the accommodation(s) included in the documentation, (iii) the documentation submitted is not pertinent to and/or does not support the accommodation request, or (iv) the documentation is outdated (three years or more). If a Student Retention, Success and Disability Services Coordinator determines that additional information regarding an individual's disability is needed, the individual will be contacted in a timely manner.
- The Director of Student Support and Advocacy will verify the disability and collaborate with the student in identifying accommodations and ways to implement these accommodations. Accommodations may include, but are not limited to, auxiliary aids and other services.
- Students will be notified of approved accommodations in writing within two weeks.
- Requests for accommodations will be considered on an individual, case-by-case basis.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for MUIH to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

PROCEDURE

Grievances must be submitted to the Associate Vice President of Student and Alumni Affairs within 15 calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.

The Associate Vice President of Student and Alumni Affairs (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Associate Vice President of Student and Alumni Affairs will maintain the files and records of MUIH relating to such grievances.

The Associate Vice President of Student and Alumni Affairs or his/her designee will issue a written decision on the grievance no later than 30 days after its filing.

The person filing the grievance may appeal the decision of the Associate Vice President of Student and Alumni Affairs or his/her designee by writing to the Provost or his/her designee. The Provost shall issue a written decision in response to the appeal no later than 30 days after its filing.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination based on disability with the U. S. Department of Health and Human Services, Office for Civil Rights.

MUIH will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing notetaking, or assuring a barrier-free location for the proceedings. The Associate Vice President of Student and Alumni Affairs will be responsible for such arrangements.

Persons with questions regarding this policy should contact the University's Associate Vice President of Student and Alumni Affairs:

- **Maryland University of Integrative Health**
7750 Montpelier Road Laurel, MD 20723
410-888-9048
studentaffairs@muih.edu

INSTRUCTIONAL DESIGN SERVICES

MUIH offers many online courses and programs using the Canvas learning management system (LMS). The Instructional Design Services office is dedicated to working with faculty to create online courses that apply proven best practices. Instructional Design Services provides the University's faculty, staff, and students with resources that promote a successful online learning experience.

- **Instructional Design Services**
410-888-9048 ext. 6747
online@muih.edu
- 24-7 CANVAS Student Support
1-833-848-5052
support@instructure.com

THE REGISTRAR'S OFFICE

The Registrar's Office assists students by managing course registration, maintaining student and alumni records, processing transcript requests, assisting active military and VA students, supporting international student processes, and overseeing all aspects of commencement. A complete list of forms and resources from the Registrar's Office is available online.

- 410-888-9048 ext. 6620
registrar@muih.edu
www.muih.edu/academics/officeregistrar

POLICIES OF THE PROGRAMS

The policies, guidelines, regulations, and procedures of the University and its programs are located in the Student Handbook or on the University Policies page. All students must familiarize themselves with current policies and conform to these policies at all times. The student handbooks include, for example, policies concerning satisfactory academic progress, grading, remaining up-to-date on health requirements, information on a drug-free workplace, the Family Educational Rights and Privacy Act (FERPA), the student grievance procedure, sexual harassment, and sexual assault policies. The handbooks also set forth practical, day-to-day operational information for students.

RESIDENCY AND HOUSING

Students are responsible for securing their own housing. Students in on-campus, full-time day programs should decide for themselves what is a realistic commuting distance to the University. Although it takes a bit of effort and determination, some students have commuted without moving to Maryland on a permanent basis. Many of these individuals rented space that accommodated them two to three nights a week while attending classes. Students in on-campus weekend programs may wish to take advantage of an extended-stay hotel located within walking distance of campus. More information about local hotels is available at www.muoh.edu/visit.

SECTION 21: FACULTY

Atiera Abatemarco, M.Ph.
Adjunct Faculty

Barbara R. Abrams, M.Ac.
Adjunct Faculty

Elizabeth Ahmann, Sc.D.
Instructor

Diane Alberga, M.Ac.
Adjunct Faculty

Noel Aldrich, Ph.D.
Adjunct Faculty

Jillian Bar-av, M.S.
Adjunct Faculty

Lori Bednarchik, Ph.D.
Adjunct Faculty

Victoria Behm, M.S.
Adjunct Faculty

David Blaiwas, D.Ac.
Associate Professor

Nishanga Bliss, Sc.D.
Adjunct Faculty

Edna Brandt, M.Ac.
Adjunct Faculty

Jefferson Breland, M.Ac.
Adjunct Faculty

Rebecca Brotemarkle, Ph.D.
Adjunct Faculty

Viktoriya Bruk, M.Ac.
Adjunct Faculty

Amy Burkholder, M.S.
Adjunct Faculty

Colleen Busher, M.S.
Adjunct Faculty

Lori Calvo, M.S.
Adjunct Faculty

Janice Campbell, D.O.M.
Adjunct Faculty

Kenneth Capps, Ph.D.
Adjunct Faculty

Lindsey Carter, M.A.
Adjunct Faculty

Amy Charnay, M.S.
Adjunct Faculty

Dorothy Clancy, M.S.
Adjunct Faculty

Bevin Clare, M.S.
Professor

Oscar Coetzee, D.C.N.
Assistant Professor

Cecelia Coffin, Ed.D.
Adjunct Faculty

John Courie, M.S.
Adjunct Faculty

Abbe Creaney, M.Ac.
Adjunct Faculty

Fushena Cruickshank, M.S.
Adjunct Faculty

Julia Cubit, M.Ac.
Adjunct Faculty

Colleen Curran, M.Ac.
Adjunct Faculty

Emily D'Angelo, M.S.
Adjunct Faculty

Mary Davidson, M.B.A.
Adjunct Faculty

Mark Davis, N.D.
Instructor

Ronald Demartin, M.A.
Adjunct Faculty

Cheryl Depetro, D.Ac.
Adjunct Faculty

Michelle Dexter, M.P.H.
Adjunct Faculty

Rebecca Dimmerling, D.Ac.
Adjunct Faculty

Keren Dolan, D.C.N.
Adjunct Faculty

Heather Dorst, M.Ac.
Clinic Supervisor

Alaine Duncan, M.Ac.
Adjunct Faculty

Laurie Ellington, M.A.
Adjunct Faculty

Rosemary Elliott, M.S.Ed.
Adjunct Faculty

Joni Emmerling, M.A.
Adjunct Faculty

Casey Fay, M.S.
Adjunct Faculty

Dana Filatova, D.C.N.
Adjunct Faculty

Kellie Finn, M.S. Adjunct Faculty	Robert Gordon, M.A. Adjunct Faculty	Aminah Keats, N.D. Adjunct Faculty
Courtney Fischer, M.S. Adjunct Faculty	Jane A. Grissmer, M.Ac. Adjunct Faculty	Dexter Kendrick, D.Ac. Clinic Supervisor
Samantha Francis, D.Ac. Clinic Supervisor	Judith Grunwald, Ph.D. Adjunct Faculty	Elizabeth Kipphut, M.Ac. Adjunct Faculty
Penny Friedberg, M.S. Adjunct Faculty	Michael Guidry, M.S. Adjunct Faculty	Ryan Kneessi, N.S. Adjunct Faculty
Camille Freeman, M.S. Professor	Mary Elizabeth Hamel, M.S. Adjunct Faculty	Laurie Kovens, M.S.W. Adjunct Faculty
Mary Fry, N.D. Associate Professor	Cheryl Harris, M.S. Adjunct Faculty	Sophia Kuziel, M.P.H. Adjunct Faculty
Dawn Furfaro-Strode, M.Ac. Clinic Supervisor	Carissa Hernandez, M.S. Adjunct Faculty	Krista Lamoreaux, M.S. Adjunct Faculty
Eleonora Gafton, M.S. Assistant Professor	Sharon Hipkins, M.Ac. Clinic Supervisor	Karen Larson, M.S. Adjunct Faculty
Maureen Gary, M.Ac. Clinic Supervisor	Celeste Homan, D.Ac. Associate Professor	Sunday Law, M.S. Adjunct Faculty
Randy Gastwirt, N.D. Instructor	Jeff Huber, D.O.M. Clinic Supervisor	Erica Lazaro, M.Ac. Adjunct Faculty
Michelle Gellis, M.Ac. Adjunct Faculty	Raha Janka, M.P.H. Adjunct Faculty	Sherry Leiken, M.A. Instructor
Tyme Gigliotti, D.Ac. Assistant Professor	Noreen Javornik, M.Ac. Adjunct Faculty	Yevgeniya Libkhen, M.S. Adjunct Faculty
Steve Given, D.Ac.Om. Adjunct Faculty	Mikschal Johanison, M.Ac. Adjunct Faculty	Elizabeth Lipski, Ph.D. Professor
Joanne Givens, M.S. Adjunct Faculty	Stephanie Johnson, D.O.M. Adjunct Faculty	Devorah Lucas, M.S. Adjunct Faculty
Tamara Gondre, N.D. Adjunct Faculty	Ann Keating, M.S. Adjunct Faculty	Stacey MacFarlane, M.Ac. Adjunct Faculty

Kathleen Madden, M.S. Adjunct Faculty	Steven Noseworthy, D.C. Adjunct Faculty	Christina Pirello, M.S. Adjunct Faculty
Julia Mandes, D.O.M. Adjunct Faculty	Raymond Nowicki, B.S. Adjunct Faculty	Jessica Pizano, D.C.N. Adjunct Faculty
Shirley Marc, M.S. Adjunct Faculty	Jennum O'Hara, D.O.M. Adjunct Faculty	Andrew Prescott, M.A. Adjunct Faculty
Monica McCollin, M.S. Adjunct Faculty	Patricia Owen, D.Ac. Adjunct Faculty	Elitza Ranova, Ph.D. Adjunct Faculty
Michelle McNear, Ph.D. Adjunct Faculty	Elizabeth Owens, M.S. Adjunct Faculty	Jyothi Rao-Mahadevia, M.D. Adjunct Faculty
Kathleen McNeely, M.S. Adjunct Faculty	Janet Padgett, Ph.D. Adjunct Faculty	Sylvia Regalla, M.D. Adjunct Faculty
Nicole Mensah, M.S. Adjunct Faculty	Laritta Paolini, M.D. Adjunct Faculty	David Riley, M.D. Adjunct Faculty
Betsy Miller, M.S. Adjunct Faculty	Karen Paris, M.Ac. Adjunct Faculty	Martha Rogers, M.Ac. Clinic Supervisor
Lauren Mirkin, M.S. Adjunct Faculty	Daniel Parrish, M.Ac. Adjunct Faculty	Julia Romano, M.S. Adjunct Faculty
Marybeth Missenda, M.S. Assistant Professor	David Paton, D.Ac. Adjunct Faculty	Kimberly Ross, M.S. Adjunct Faculty
Steffany Moonaz, Ph.D. Faculty	Tina Paul, M.S. Adjunct Faculty	Alyson Roux, M.A. Adjunct Faculty
Heidi Most, D.Ac. Associate Professor	Andrew Pengelly, Ph.D. Adjunct Faculty	Sarajeon Rudman, M.A. Adjunct Faculty
Thomas Nassif, Ph.D. Adjunct Faculty	Richetta Penn, M.S. Adjunct Faculty	Christina Sarlo, M.Ac. Adjunct Faculty
Daryl Nault, M.S. Instructor	Denyse Peterson, M.S. Adjunct Faculty	Daniel Schrier, M.Ac. Adjunct Faculty
Tara Nayak, N.S. Adjunct Faculty	Michael Phillips, M.Ac. Adjunct Faculty	Elizabeth Schroeder, M.A. Adjunct Faculty

Lynn Schwartz, M.Ac.
Adjunct Faculty

Mark Stamper, M.A.
Adjunct Faculty

Christy Williamson, M.A.
Adjunct Faculty

Seth Shamon, M.Ac.
Clinic Supervisor

Deanna Stennett, M.S.
Adjunct Faculty

Brooks Wuerdemann, M.A.
Adjunct Faculty

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Adjunct Faculty

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Heming Zhu, Ph.D.
Professor

Amber Sharma, D.O.M.
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Adjunct Faculty

Heather Zwickey, Ph.D.
Adjunct Faculty

Raymond Shaw, M.Ac.
Adjunct Faculty

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Adjunct Faculty

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Adjunct Faculty

Shea Hunter Thompson, D.O.M.
Adjunct Faculty

Linda Silverstein, M.B.A.
Adjunct Faculty

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Instructor

Jennifer Sima Swetz, M.S.N.
Adjunct Faculty

Victoria Trocki, M.A.
Adjunct Faculty

Udall Siraj, M.A.
Adjunct Faculty

Rose Truby, D.Ac.
Adjunct Faculty

Linda Simons, M.Ac.
Assistant Professor

Dorcia Tucker, Psy.D.
Adjunct Faculty

Katherine Smith, M.P.H.
Instructor

Madeleine Tuson-Turner, N.D.
Adjunct Faculty

Nancy Smith, M.A.
Adjunct Faculty

Kathleen Warner, Ph.D.
Professor

James Snow, M.A.
Faculty

Susan Wells, M.S.
Adjunct Faculty

Tracy Soltesz, D.Ac.
Adjunct Faculty

Julie Wendt, M.A.
Adjunct Faculty

Tracey Sondik, Psy.D.
Adjunct Faculty

Kerri Westhauser, D.A.O.M.
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