



Academic  
**CATALOG**  
2021-2022



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# SECTION 1: INTRODUCTION

## A MESSAGE FROM THE PRESIDENT AND CEO

MARC LEVIN

I am 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.

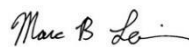
MUIH is a leader and change agent in integrative health and whole-person health and wellness. We have the broadest array of integrative health programs of any university in the world and are proud of our amazing faculty, students, staff, and alumni. We are all here to support you and help you become 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 deep practical 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 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 academic 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 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 7,000 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

MUIH promotes whole-person and community health and wellness through relationship-centered integrative health education, care, and leadership.

### VISION

MUIH is a global leader in advancing whole-person and community health and well-being.

### 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](http://www.msche.org)

### SPECIALIZED PROGRAM ACCREDITATION

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

The following MUIH programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM):

- Master of Acupuncture
- Master of Acupuncture with a Chinese herbal medicine specialization
- Post-Baccalaureate Certificate in Chinese Herbal Medicine

Accreditation status and notes may be viewed on the [ACAOM Directory](#). ACAOM is recognized by the [United States Department of Education](#) as the specialized accreditation agency for institutions/programs preparing acupuncture and Oriental medicine practitioners.

ACAOM  
8941 Aztec Drive  
Eden Prairie, Minnesota 55347  
952-212-2434  
fax 952-657-7068  
[www.acaom.org](http://www.acaom.org)

MUIH's Doctor of Acupuncture and Doctor of Acupuncture with a Chinese herbal medicine specialization, approved to begin enrolling students, are not yet accredited or pre-accredited by ACAOM. Graduates of these programs are not considered to have graduated from an ACAOM-accredited or pre-accredited program and may not rely on ACAOM accreditation or pre-accreditation for professional licensure or other purposes. The doctoral programs are eligible for ACAOM accreditation, and MUIH is currently in the process of seeking ACAOM pre-accreditation/accreditation for the program. However, MUIH can provide no assurance that pre-accreditation 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](http://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 research and 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](http://www.iayt.org)

### **International Coaching Federation**

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the International Coaching Federation (ICF) as an Approved Coaching Specific Training Hours Program (ACSTH). (The courses in this certificate program also comprise 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](http://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](http://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

- John Rosa, D.C., Chair
- Janet Kahn, Ph.D., Vice Chair
- Mark E. Behm, M.B.A.
- Angelo Falcone, M.D.
- Kandace Scherr, Esq.
- Janice Trey, C.P.A.
- 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., Vice President of Human Enrichment
- Lesly Elvard, M.S., Vice President of Information Technology
- Nigel Long, M.B.A., Vice President for Marketing and Enrollment Management
- Michelle McNear, Ph.D., Vice President of the Natural Care Center
- Christina M. Sax, Ph.D., Provost and Vice President for Academic and Student Affairs
- James Snow, D.C.N., Dean of Academic Affairs
- TBA, Vice President of Finance and Administration
- TBA, Executive Assistant to the President and Provost

### UNIVERSITY LEADERSHIP COUNCIL

- April Arnold, M.B.A., Director of Marketing
- Melissa Cahill, M.S., Vice President of Human Enrichment
- Michelle Coleman, Dean of Student Affairs
- Kristina Dean, Director of Financial Aid and Staff Delegation Chair
- Lesly Elvard, M.S., Vice President of Information Technology
- Deneb Falabella, D.O.M., Assistant Provost, Academic Assessment and Accreditation
- Diane Finlayson, M.L.A., M.F.A., Department Chair, Yoga Therapy and Ayurveda
- Pamela Godfrey, Director of Business Services
- Carissa Hernandez, M.L.I.S., Director of the Library
- Mary Ellen Hrutka, Ph.D., Associate Provost, Academic Operations
- Sharon Jennings-Rojas, D.O.M., Department Chair, Acupuncture and Herbal Medicine
- Marc Levin, M.B.A., M.A., CPA, President and CEO
- Nigel Long, M.B.A., Vice President for Marketing and Enrollment Management
- Lawrence McGill, M.A., Director of Institutional Research and Effectiveness
- Michelle McNear, Ph.D., Vice President of the Natural Care Center
- Marybeth Missenda, M.S., Program Director, Integrative Health Studies
- Steffany Moonaz, Ph.D., Department Chair, Integrative Health Research
- Duston Morris, Ph.D., Department Chair, Health and Wellness Coaching
- Elizabeth Owens, M.S., Director of Experiential Programs and Program Director of Applied Integrative Health and Health Management
- Rebecca Pille, Ph.D., Faculty Senate Chair
- Beth E. Romanski, M.S., Director, Professional and Continuing Education
- Christina Sax, Ph.D., Provost and Vice President, Academic and Student Affairs
- James Snow, D.C.N., Dean, Academic Affairs

- Rhonda Stokes, M.Ed., Registrar
- Scott Vanek, Director of Instructional Design and Services
- Kathy Warner, Ph.D., Assistant Dean, Academic Affairs and Department Chair, Nutrition and Herbal Medicine
- Claudia Joy Wingo, M.P.H., Department Chair, Health Promotion
- Alexandra York, M.S., Assistant Provost for Strategic Academic Initiatives
- TBA, Vice President of Finance and Administration
- TBA, Director of Admissions
- TBA, Executive Assistant to the President and Provost

## 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:

<https://muih.edu/about-muih/about-campus/sherman-cohn-library/>

410-888-9048 ext. 6644

[librarydesk@muih.edu](mailto:librarydesk@muih.edu)

### 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](mailto: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](mailto:naturalcarecenter@muih.edu)

<https://ncc.muih.edu/>

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 LEARNING 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 hospitals, integrative health clinics, physician practices, public health settings, non-profit organizations, community centers, corporations, and governmental agencies. These opportunities enrich and expand the student experience, allow students 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, TUITION AND FEES, AND FINANCIAL AID**

**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*

Nigel Long, M.B.A.  
Vice President of Marketing and Enrollment Management

### **CONTACT THE OFFICE OF GRADUATE ADMISSIONS**

410-888-9048 ext. 6647  
[admissions@muih.edu](mailto:admissions@muih.edu)

### **CONTACT THE OFFICE OF FINANCIAL AID**

410-888-9048 ext. 6628  
[financialaid@muih.edu](mailto: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 Office of Graduate Admissions 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](http://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)
- Resume
- Essay(s) (following the guidelines outlined in the application form)
- Official transcripts from postsecondary institutions (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.

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

### TRANSCRIPTS

Official transcripts are required from all post-secondary institutions from which degrees have been earned. Official transcripts are also required from any institution from which credits earned are being used to a) satisfy MUIH program admission requirements, or b) apply for transfer of credit or course exemption. 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:

Office of Graduate Admissions  
Maryland University of Integrative Health  
7750 Montpelier Rd.  
Laurel, MD 20723  
[admissions@muih.edu](mailto:admissions@muih.edu)

### INTERVIEW

An interview may be required for some applicants. Applicants will be notified by the Office of Graduate Admissions 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://muih.edu/admissions/application-process/program-start/>.

### Start Date Priority Deadline

There are priority application deadlines for doctoral and master's degree programs. For a current list of priority deadline dates by trimester, see <https://muih.edu/admissions/application-process/>.

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 Office of Graduate Admissions.

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

## REVIEW & DECISION PROCESS

Once the Office of Graduate Admissions 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 may take up to two weeks, at which time a letter of decision will be sent. Admissions decisions will be issued electronically. At the discretion of the Office of Graduate Admissions, 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 online using the New Student Withdrawal/Deferral Request form at <https://muih.tfaforms.net/4762670?p1=0061I00000PJfVW> 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 30 days from the start of

their first 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](http://www.naces.org)) or the Association of International Credential Evaluators ([aice-eval.org/](http://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](http://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 (<http://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](http://www.fmjfee.com). For more information on the SEVIS I-901 non-refundable fee, please see the website at [www.ice.gov/sevis/i901](http://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 Office of Graduate Admissions and the Academic Department. Listed below are the minimum scores necessary for admission:

- **TOEFL – IBT**  
Total score – minimum of 71. Speaking score – minimum of 24. Listening score – minimum of 21. Reading score – minimum of 13. Writing score – minimum of 13.
- **TOEFL – PBT**  
Total score – minimum of 53. Listening score – minimum of 21. Reading score – minimum of 13. Writing score – minimum of 13.
- **IELTS**  
Overall – minimum score of 6.0.

**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 Office of Graduate Admissions.

**Institution Code:** 8400

#### [English Language Proficiency Requirements for Acupuncture and Herbal Medicine Programs](#)

English language competency is required of all students seeking admission to the program. This must be demonstrated by one of the following means:

#### **Doctor of Acupuncture and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization**

- **TOEFL – IBT**  
Total score – minimum of 80. Speaking score – minimum of 24. Listening score – minimum of 21. Reading score – minimum of 13. Writing score – minimum of 13.
- **TOEFL – PBT**  
Total score – minimum of 60. Listening score – minimum of 21. Reading score – minimum of 13. Writing score – minimum of 13.
- **IELTS**  
Overall – minimum score of 6.5

#### **Master of Acupuncture and Master of Acupuncture with a Chinese Herbal Medicine Specialization**

- **TOEFL – IBT**  
Total score – minimum of 71. Speaking score – minimum of 24. Listening score – minimum of 21. Reading score – minimum of 13. Writing score – minimum of 13.
- **TOEFL – PBT**

Total score – minimum of 53. Listening score – minimum of 21. Reading score – minimum of 13.  
Writing score – minimum of 13.

- **IELTS**

Overall – minimum score of 6.0. Speaking – minimum score of 6.5. Listening – minimum score of 6.0.

(Individuals who may later be interested in MUIH’s Doctor of Acupuncture or Doctor of Acupuncture with a Chinese Herbal Medicine Specialization are advised to review and take note of their higher TOEFL and IELTS scores.)

### **Post-Baccalaureate Certificate in Chinese Herbal Medicine**

- **TOEFL – IBT**

Total score – minimum of 71. Speaking score – minimum of 24. Listening score – minimum of 21.  
Reading score – minimum of 13. Writing score – minimum of 13.

- **TOEFL – PBT**

Total score – minimum of 53. Listening score – minimum of 21. Reading score – minimum of 13.  
Writing score – minimum of 13.

- **IELTS**

Overall – minimum score of 6.0.

(Individuals who may later be interested in MUIH’s Doctor of Acupuncture program are advised to review and take note of its higher TOEFL and IELTS scores.)

### **NON-DEGREE COURSES**

Non-Degree Courses 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 19 for specific course offerings. An individual may complete a maximum of nine credits of Non-Degree Courses. 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 Office of Graduate Admissions to continue enrolling in individual courses along with the reasons for continuing in this status.

The Non-Degree Course application and accompanying documents must be submitted and approved by the Office of Graduate Admissions by the desired trimester’s application deadline. Registering for Non-Degree Courses 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 Office of Graduate Admissions 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 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://muih.edu/admissions/out-of-state-authorization-for-online-education/>. Individuals residing in these states are encouraged to contact MUIH's Office of Graduate Admissions at 410-888-9048 extension 6647 or admissions@muih.edu to discuss and understand their enrollment options.

## TUITION, FEES, AND ADDITIONAL COSTS

### APPLICATION FEE

- Doctoral degrees, before the priority deadline: \$50
- Doctoral degrees, after the priority deadline: \$95
- Master's degrees, before the priority deadline: \$50
- Master's degrees, after the priority deadline: \$95
- Academic Certificates: \$50
- 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)*
- Military students: \$25  
*(For active duty, veterans, and reservists; military spouses)*

### 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: \$150
- Master of Acupuncture and Master of Oriental Medicine: \$150
- Master's degrees, except Acupuncture and Oriental Medicine: \$150
- Post-Baccalaureate and Post-Master's Certificates: \$150

### TUITION



Tuition rates vary by program. For current tuition rates and applicable fees, contact the Office of Graduate Admissions or visit Tuition and Fees in the Admissions section at <https://muih.edu/admissions/tuition-fees/>.

### **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://muih.edu/academics/online-learning/support/>.

### **ACUPUNCTURE**

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 Coaching 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

### ANNUAL STUDENT TRAINING 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.

### ON-CAMPUS 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. 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 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. Students who participate in off-campus clinical, internship, or practicum 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 Office of Financial Aid is committed to helping current and prospective students with the processes and procedures associated with using financial aid while enrolled. Our 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 and have a bachelor's degree
- 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
- Have a valid Social Security number
- Not be ineligible due to a 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) form online at [studentaid.gov](http://studentaid.gov). Students will need to create a Federal Student Aid ID (FSA ID) online at [fsaid.ed.gov](http://fsaid.ed.gov) to complete and sign the FAFSA form. The FSA ID consists of a username and password which gives students 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) indicating 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 Office of Financial Aid receives a student's SAR from the Department of Education, and the student has been accepted to MUIH, a notification will be sent out within 10 business days of the date of acceptance. Additional time will be required for applications that are flagged or require verification. Students must log in to the Data Portal and navigate to [My Financial Aid](#) to view and make a decision regarding the financial aid award letter.

The Office of Financial Aid will begin disbursing funds to the student's account no earlier than 10 days before the first day of the first class of the trimester. Subsequent disbursements are made weekly. Financial aid will be disbursed for eligible students once they:

- Have completed the current FAFSA and no further verification is needed
- Enroll at least half-time (3 credits) in courses that are part of the program curriculum

- Accept the award letter online on the [My Financial Aid](#) page in the Data Portal
- Meet SAP requirements
- Complete online Entrance Counseling at [studentaid.gov](http://studentaid.gov) and Master Promissory Note (New Students Only) at [studentaid.gov](http://studentaid.gov)

Refund checks are released to students with a credit balance after all tuition charges and other fees have been paid in full. Credit balance refund checks will be released from the Student Accounts office within 14 calendar days from the start of the trimester. For subsequent disbursements after the start of the trimester, credit balance refund checks will be released within 14 calendar days from disbursement.

The student has the right to cancel all or a portion of his or her loan in writing to the Office of Financial Aid within 14 calendar days of receiving the loan disbursement notice.

## 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. Direct Loan borrowers 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 [studentaid.gov](http://studentaid.gov).

### REPAYMENT

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 Direct Loan servicer to verify eligibility. [Click here](#) for more information about loan repayment.

### FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS Loan is non-need-based, requiring a credit check by the lender before approval to determine a student's 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 Direct Stafford Loan maximum eligibility before applying for the Federal Direct Graduate PLUS Loan. Published current interest rates are available online at [studentaid.gov](http://studentaid.gov). Interest begins to accumulate on the date of the first disbursement.

### REPAYMENT

Repayment usually begins six months after a student graduates or when a student's enrollment status drops to less than half-time. Direct Loan servicers may offer deferment and/or forbearance repayment options. [Click here](#) for more information about loan repayment.

### PRIVATE ALTERNATIVE LOANS

A Private Alternative Loan is an education loan through a lender with no ties to the federal government or MUIH. The loans allow students to borrow additional funds after federal student loans have been exhausted. Private Alternative loans are available to students who need additional assistance with their educational expenses or do not qualify for Federal Direct Stafford loan funds. With a private alternative loan, a student can receive up to the cost of attendance or less, if the student receives other financial aid.

## INSTITUTIONAL SCHOLARSHIPS

### APPLICATION PROCEDURE

Scholarship applications are accepted during the following timeframes:

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

The online institutional scholarship application may be accessed at <https://muih.edu/admissions/scholarships-fellowships-and-grants/>. 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.
- 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?

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.

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 via the student's MUIH email.

### Eligibility Requirements

- Be enrolled as a student in a degree seeking or certificate program offered at MUIH
- Be a U.S. citizen or an eligible non-citizen
- Submit online application
- Maintain Satisfactory Academic Progress as defined by the policy. See details in the University's [student handbook](#).
- Enroll and register for 6 credits or follow the plan of study each trimester
- Demonstrate financial need by submitting the current Free Application for Federal Student Aid (FAFSA)

Only the first ten applications will be reviewed for each scholarship.

Individual scholarships may have additional eligibility requirements; please see below or visit the following site: <https://muih.edu/admissions/scholarships-fellowships-and-grants/>

Name	Program	Award/Year
<b>Debora A. Mahan &amp; Charles D. Hock Scholarship</b>	Any	Up to \$900
<b>Sherman L. &amp; Lucy Diaz Cohn Scholarship</b>	Any	Up to \$900
<b>Helen M. &amp; Annetta E. Himmelfarb Scholarship</b>	Master's or Doctoral in Acupuncture or Oriental Medicine	Up to \$1,500
<b>Jo Anne Barlow Fellowship</b>	Any	Up to \$900

<b>Leslie Montgomery Memorial Endowment</b>	Master's or Doctoral in Acupuncture or Oriental Medicine	Up to \$1,500
<b>Morris and Edith Range Scholarship</b>	Any	Up to \$2,400
<b>Michael Moore Herbal Scholarship</b>	All Herbal Medicine programs	Up to \$250

## MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH DIVERSITY GRANT

### Eligibility Requirements

- Be enrolled as a student in a Master's or Doctoral program offered at MUIH
- Be a U.S. citizen or an eligible non-citizen
- Submit online application
- Maintain Satisfactory Academic Progress as defined by the policy. See details in the University's [student handbook](#)
- Enroll and register for 6 credits or follow the plan of study each trimester
- Demonstrate financial need by submitting the current Free Application for Federal Student Aid (FAFSA)

Only the first ten applications will be reviewed.

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 200-400 word essay should address the following question:

How will the knowledge and skills you acquire at MUIH contribute to your community upon graduation?

Name	Program	Award/Year
<b>Maryland University of Integrative Health Diversity Grant</b>	Master's or Doctoral program	Up to \$4,500

## 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 1st 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 Office of Financial Aid or visit [www.muih.edu/admissions/financial-aid](http://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 voluntary break in enrollment before completing more than 60 percent of a trimester or period of enrollment, MUIH is required to return federal funds disbursed and not yet 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 Direct Unsubsidized Stafford Loans
- Federal Direct 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 EDUCATIONAL BENEFITS

Maryland University of Integrative Health (MUIH) is approved by the Maryland Higher Education Commission and abides by federal laws pertaining to veterans' educational benefits. As such, MUIH recognizes that veterans, service members, eligible spouses and dependents using U.S. Department of Veterans Affairs (VA) education benefits may encounter situations where payments to the institution and the individual are delayed through no fault of the covered individual. Under the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code (effective August 1, 2019), MUIH will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that an eligible individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the VA under Chapter 31 or 33.

### POLICY ON PROTECTIONS FOR VA EDUCATIONAL BENEFIT USERS

Maryland University of Integrative Health (MUIH) recognizes that covered individuals (see Note below) using U.S. Department of Veterans Affairs (VA) education benefits may encounter situations where payments to the institution and the individual are delayed through no fault of the covered individual. This policy recognizes and makes appropriate allowances for covered individuals in such situations; it applies to all University programs.

It is MUIH's policy to not impose any penalty on covered individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to covered individuals who submit their Certificate of Eligibility (COE) for entitlement to educational assistance to their VA School Certifying Official (SCO). Covered individuals are permitted to attend or participate in the course of education during the period beginning on the date a COE is

provided and ending the earlier of the date on which payment from VA is made to MUIH or 90 days after the date MUIH has certified tuition and fees following receipt of the COE.

1. Students should submit a COE no later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their COE from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to MUIH because the amount of a disbursement from the VA is less than anticipated, MUIH will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Note: A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill Benefits.

This addendum is posted in accordance with the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code, effective August 1, 2019.

#### CONTINUED ENROLLMENT AND CERTIFICATION

Students receiving veterans' benefits must take courses that lead toward the degree program or approved post-baccalaureate certificate or post-master's certificate programs as stated on the original VA application. The Veteran School Certifying Official (SCO) must be informed immediately of any change in program or academic status that might affect the amount of their VA payment.

Students who wish to utilize their veterans' benefits must complete an electronic Request for Certification, every trimester, before the intended start date. Contact the SCO for additional guidance.

#### COURSES AND VA PAYMENT

Veterans, Service Members, Eligible Spouses and Dependents must report changes in enrollment including drops, adds, withdrawals, changes to audit, and changes to the Registrar's Office as well as the DVA. Registering for courses and not attending without officially withdrawing/dropping is a misuse of federal funds.

Audited and non-credit-bearing courses are not eligible for payment with Veteran Educational Benefits. Also, courses that do not apply to specific program requirements are not eligible for payment with VA funds. The School Certifying Official will verify that each enrolled course satisfies a program requirement before VA certification.

#### ACADEMIC PROGRESS

Continuation of VA payments depends on the student's meeting MUIH'S academic standards for all students. The student must achieve satisfactory academic progress toward their chosen degree program



or approved post-baccalaureate certificate or post-master's certificate program degree, as well as standards of progress established by VA regulations.

For further information, please visit the veterans benefit website at [www.va.gov](http://www.va.gov) or call 1-888-442-4551. To review the frequently asked questions for MUIH students receiving military benefits, visit <https://muih.edu/admissions/financial-aid/veterans-benefits/>.

## 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/or the 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 Acupuncture with a Chinese Herbal Medicine Specialization, Master of Arts in Health and Wellness Coaching, Master of Science in Health Promotion, 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:

<b>ACHS Course(s)</b>	<b>MUIH Course Equivalent(s)</b>
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)  
NUT 504 Advanced Sports Nutrition (3 credits)

NUTR 602 Nutrition: Food and Balance  
(3 credits)  
NUTR 663 Sports Nutrition (1 credit)

NUT 509 Graduate Topics in Holistic Nutrition  
(3 credits)  
NUT 510 Nutrition and Dietary Supplements  
(3 credits)

3 credits of elective credit in the M.S. Nutrition  
and Integrative Health program  
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:

<b>FAES Course(s)</b>	<b>MUIH Course Equivalent(s)</b>
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)	IHED 625 Research Methods in Health Education: Quantitative and Qualitative (3 credits)

and  
STAT 500 Statistics for Biomedical Scientists I  
and II (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. To be eligible for advanced standing in the M.S. Nutrition and Integrative Health, candidates must: Indicate graduation from the IIN Health Coach Training Program on their application for admission to MUIH, and have completed IIN's Health Coach Training Program and have this certificate conferred by IIN prior to starting their first course in the M.S. Nutrition and Integrative Health program at MUIH. For additional information visit <https://muih.edu/about-muih/partnerships/institute-for-integrative-nutrition>.

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

Graduates of IIN are eligible for 6.5 credits of advanced standing for the following courses at MUIH:

- IHED 637 Principles and Practices of Health Behavior and Self-Care (1.5 credits)
- Elective courses (5.0 credits)

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

Graduates of IIN are eligible for 2.5 credits of advanced standing for the following courses at MUIH:

- IHED 637 Principles and Practices of Health Behavior and Self-Care (1.5 credits)
- Elective courses (1.0 credits)

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

Graduates of IIN are eligible for 1.5 credits of advanced standing for the following course at MUIH:

- IHED 637 Principles and Practices of Health Behavior and Self-Care (1.5 credits)

**INTERNATIONAL HEALTH COACH UNIVERSITY (IHCU)**

Graduates of the International Health Coach University’s (IHCU) M.S. Health Coaching degree are eligible for advanced standing in MUIH’s Master of Arts in Integrative Health Studies and Post-Baccalaureate Certificate in Integrative Health Studies based on an Articulation Agreement with IHCU and approved by the Maryland Higher Education Commission. To be eligible for advanced standing in these programs, candidates must: indicate graduation from IHCU’s MS Health Coaching program on their application for admission to MUIH, and have completed IHCU’s MS Health Coaching program and have this transcript and degree conferred by IHCU prior to starting their first course in their program at MUIH. For more information, go to <https://muih.edu/international-health-coach-university/>.

**Post-Baccalaureate Certificate Integrative Health Studies**

Graduates of IHCU’s MS Health Coaching program are eligible for 3 credits of advanced standing for the following course at MUIH:

- ISCI603a Survey of Complementary Health Approaches (3 credits)

**Master of Arts Integrative Health Studies**

Graduates of IHCU’s MS Health Coaching program are eligible for 15 credits of advanced standing for the following courses at MUIH as part of the undeclared area of concentration:

- ISCI 603a Survey of Complementary Health Approaches (3 credits)
- Nutrition and Herbal Medicine Elective Category (3 credits)
- Health Promotion, Education, and Research Category (9 credits)
- ISCI 603a Survey of Complementary Health Approaches (3 credits)

**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 CALENDAR AND ACADEMIC POLICIES

### MUIH ACADEMIC CALENDAR

The academic year consists of three trimesters that begin in August (fall trimester), January (spring trimester), and April (summer trimester). Each trimester is 14 weeks in length.

#### FALL 2021

August 16 - September 9	Late confirmation period
September 1	Last Day to Submit Satisfactory Academic Progress (SAP) Appeal
September 5	Classes Begin; schedule adjustment period begins
September 4-6	Labor Day Holiday Observed; University Closed
September 9	Schedule adjustment period ends; registration closed
September 15	Deadline Fall 2021 Graduation Application
September 24	Registration Opens for Spring 2022 term
October 1	2022-2023 FAFSA Available
November 25-28	Thanksgiving Holiday Observed; University Closed
December 17	Last Day of Trimester

#### SPRING 2022

December 20 - January 13	Late confirmation period
January 5	Last Day to Submit Satisfactory Academic Progress (SAP) Appeal
January 9	Classes Begin; schedule adjustment period begins
January 13	Schedule adjustment period ends; registration closed
January 17	Martin Luther King, Jr. Holiday Observed; University Closed
January 28	Registration Opens for Summer 2022 term
March 1	Deadline for Maryland Residents to complete FAFSA 2022-2023 for Senatorial or Delegate Scholarships
April 17	University Closed
April 18	Last Day of Trimester
April 19-20	Designated Make-up Days
April 21	Final grades due for courses ending April 18
April 21-27	Satisfactory Academic Progress (SAP) Review
April 22	Spring 2022 Graduate Conferral Date
April 25	University restorative day; University closed

April 27	Last Day to Submit Satisfactory Academic Progress (SAP) Appeal
<b>SUMMER 2022</b>	
April 11 - May 5	Late confirmation period
May 1	Classes Begin; schedule adjustment period begins
May 5	Schedule adjustment period ends; registration closed
May TBA	Commencement
May 20	Registration Opens for Fall 2022 term
May 28-30	Memorial Day Holiday observed; University Closed
June 1	First Day to Apply for Graduate Plus loan for Fall 2022 trimester
June 20	Juneteenth Holiday Observed; University Closed
July 4	Independence Day
August 8	Last Day of Trimester
August 9-10	Designated Make-up Days
August 11	Final Grades Due for courses ending August 8
August 11-17	Satisfactory Academic Progress (SAP) Review
August 12	Summer 2022 Graduate Conferral Date
August 15	University restorative day; University Closed
August 17	Last Day to Submit Satisfactory Academic Progress (SAP) Appeal

## ACADEMIC POLICIES

MUIH publishes an *Academic Catalog* annually, which provides a summary of University policies, procedures, programs and services as well as course descriptions for the academic year. While every effort has been made to ensure the accuracy of the information contained, the University reserves the right to make changes without prior notice. The most up-to-date version of university academic policies can be found at: <https://muih.edu/academics/office-of-the-registrar/student-policies/>

## ATTENDANCE AND PARTICIPATION STANDARD

Although MUIH is not required to take attendance by state, federal, or regional accrediting agencies, attendance is documented in the first week of certain courses to authenticate initial participation in academically-related activity. Additional 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 accompany the course.

### **On-Campus Courses**

While attendance requirements may vary, 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 the classroom (reading, reviewing notes, completing assignments, etc.).

## **SCHEDULE ADJUSTMENT PERIOD**

Students are expected to make all necessary arrangements to prepare and plan for timely registration in each trimester in order to ensure access to courses and academic progress. Consistent standards of registration and approved deadlines have been implemented for three different groups of students:

1. Current students who have registered in a previous semester.
2. Early confirmed new students (students who have confirmed their intent to enroll at MUIH prior to the late confirmation date). The confirmation date can be found on the Academic Calendar for all trimesters.
3. Late confirmed new students (students who have confirmed their intent to enroll at MUIH after the first day of the late confirmed student registration period and before the end of the admissions confirmation deadline).

There is a planned period of time during which students can continue to adjust and adapt their schedules by adding or dropping courses. The schedule adjustment period runs from the first day (Sunday) of each trimester through Thursday of the first week of the trimester. Late confirmed students may register without penalty throughout the Schedule Adjustment Period. A fee is assessed to other students who register during the Schedule Adjustment Period as follows:

- Current students \$150 per course
- Early confirmed students \$150 per course

A Registration Guide is available to students before the start of registration for each term. This document outlines the specific applicable dates regarding registration and the fees associated for each group of students. These dates can also be found on the Academic Calendar.

In general, current and early confirmed students are expected to register for courses in advance of the start of each trimester. Current and early confirmed students are given priority registration, beginning on the first day of registration each term. Late confirmed students may register for available courses from their confirmation date through the last day of the Schedule Adjustment Period without incurring fees.

Students who are waitlisted for courses will not incur late fees if a course becomes available after the specified registration period ends. Census dates each term will be the first Friday of the first week of class.

## PROGRAM COMPLETION AND PROGRAM EXTENSION

Students must complete all coursework within the maximum time frame allowed. For doctoral programs, this time period is within seven years of matriculation; for master's degree programs, it is within five years of matriculation; and for a graduate certificate, it is within three years of matriculation. Students who do not complete their program by the designated completion date may request a one-year extension by submitting their request in writing to their Department Chair. The Department Chair will determine whether the extension is granted. Students who are granted an extension must remain actively enrolled until graduation requirements are completed. Failure to complete coursework within the maximum timeframe may affect financial aid, Satisfactory Academic Progress, and enrollment status.

A student who does not apply for an extension, is denied an extension, or fails to complete their program at the conclusion of an extension is considered to have exceeded the program length. At that time, the student must reapply, and is subject to the admission and program requirements in effect at the time of their new application. Acceptance is not guaranteed even for students previously admitted, and courses taken prior to the interruption of studies may not count toward degree requirements. If admitted, students will be held to the standards of the current curriculum for their program.

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) 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 CREDIT POLICY

Transfer credits may be considered when a student has:

- i) Completed a graduate-level course that meets the same learning outcomes as an MUIH course
- ii) Completed a combination of graduate academic courses that together meet learning outcomes for a single MUIH course
- iii) Completed one or more graduate academic courses, combined with life or professional experience, that together meet learning outcomes for a single MUIH course.

Only graduate-level coursework from a degree-granting college or university accredited by an accrediting body recognized by the U.S. Department of Education is eligible for transfer credit consideration, and an earned grade of 80 percent or equivalent is required for courses to be considered for transfer credit.

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 transfer.

The Department Chair or subject matter expert will determine course equivalency using a rubric approved by the University Curriculum Committee (Transfer Credit Review Worksheet). If the review of the student's material does not yield a clear decision, an exam or other form of assessment (e.g., research paper, skill demonstration) will be required to qualify for transfer. 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 transfer. In the case of MUIH 600-level or above courses, only graduate coursework and syllabi will be considered as evidence for transfer.

\* Within the Acupuncture area of study, accreditation standards require that courses taken more than five (5) years prior to enrollment are only eligible for transfer credit after validating and documenting the retention of the content knowledge and competencies of the respective course(s) via an exam or other assessment. Other departments may, at their discretion, also require assessments when retention of knowledge and competencies is in doubt (e.g., when courses were taken more than five years prior to enrollment).

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, must also secure and provide official translations of course syllabi and other supplemental material for their transfer credit applications.

Students may apply for transfer credits if they are enrolling in a doctoral degree, master's degree, post-baccalaureate certificate, or post-master's certificate. An application for transfer credit 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.

The maximum number of credits for which course transfers may be granted is 35 percent of the total credits for Acupuncture programs. Current accreditation does not allow for any transfer credits for Yoga Therapy programs. For all other programs, 25 percent of the total credits of master's programs and bachelor's-to-doctoral degree programs, and up to three (3) credits in post-baccalaureate and post-master's certificates, are allowed. In addition, the limit for transferring 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 been previously matriculated.

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 transfer credits but would be considered credits earned at MUIH as part of the degree completion requirements.

Under no circumstances can credits earned at MUIH, or at another degree-granting college or university, be applied to meet multiple requirements within a MUIH program. For example, a 3-credit course completed at an external university could not be used as transfer credits for two different 3-credit MUIH courses within a program.

Note: MUIH occasionally develops articulation agreements with other organizations that provide for specific transfer credit and/or course exemptions. These arrangements are the result of a systematic review and comparison of the external organization's curriculum and learning outcomes with MUIH's programs by the individual department, and approved by the Dean and the Provost. The review is documented using the Articulation Agreement Curriculum Analysis Form. These arrangements apply to all course completions and program graduates specified in the articulation agreement.

Students interested in transfer credit must complete and submit the Transfer Credit Form along with official documentation. Official documentation for transfer credit must include official transcript(s) and a syllabus for each course under review from the previous school(s). Documentation may also include supplemental materials such as copies of professional trainings, certificates, and/or licenses if applicable.

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

#### **New Student Submissions**

The Graduate Admissions Office will process all transfer credit 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 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 should be submitted as soon as possible. Transfer credit applications submitted less than three 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 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, the student should submit the application and documentation as soon as possible. The Registrar's Office will process all transfer credit applications, including notice of award, for current students. For current students, applications and documentation for transfer credit 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 for an MUIH course for which the student has previously received a grade of F or W.

## ACADEMIC STANDING

Academic standing serves as an overall summary of academic performance at MUIH. This policy defines the various levels of academic standing, and describes how academic standing may affect the student's continued enrollment within their program.

MUIH calculates academic standing by program. Students enrolled in multiple academic programs may therefore have more than one academic standing at a time.

For the purpose of this policy, failed grades are defined as grades of F or U.

### Good Academic Standing

A student is considered to be in good academic standing if they have:

- Less than 3 credits of failed grades in a certificate program (excluding PBC in Chinese Herbal Medicine).
- Less than 6 credits of failed grades in a master's degree, bachelor's-to-doctorate degree (e.g., Doctor of Acupuncture), or the PBC in Chinese Herbal Medicine.
- Less than 3 credits of failed grades in a post-master's doctoral program (e.g., Doctor of Clinical Nutrition).

Note: If a student receives a failed grade on the repeated attempt of a previously failed course, the grade from both the first attempt and the second attempt will count towards the total credits of failed grades. Example: Failing ISCI631 (1.5 credit course) in two successive trimesters is calculated as 3 credits of failed grades.

### Academic Probation

A student may be placed on academic probation for any of the following reasons:

- a. They accumulate:
  - At least 3 credits of failed grades in a certificate program (excluding PBC in Chinese Herbal Medicine).
  - At least 6 credits of failed grades in a master's degree, bachelor's-to-doctorate degree (e.g., Doctor of Acupuncture), or the PBC in Chinese Herbal Medicine.
  - At least 3 credits of failed grades in a post-master's doctoral program (e.g., Doctor of Clinical Nutrition)
- b. They are a student who has been reinstated following suspension or dismissal (see descriptions below), and has not yet remediated all failed grades earned prior to suspension or dismissal.

Students on Academic Probation must return to Good Academic Standing within one academic year (3 trimesters). Failure to do so results in Academic Suspension. Note: Trimesters in which students are on a formal "Voluntary Break in Enrollment" do not count towards the 3-trimester limit.

### Academic Suspension

A student is placed on Academic Suspension when:

- a. They accumulate:

- More than 6 credits of failed grades in a certificate program (excluding PBC in Chinese Herbal Medicine).
  - More than 12 credits of failed grades in a master's degree, bachelor's-to-doctorate degree (e.g., Doctor of Acupuncture), or the PBC in Chinese Herbal Medicine.
  - More than 6 credits of failed grades in a post-master's doctoral program (e.g., Doctor of Clinical Nutrition)
- b. They fail to return to Good Academic Standing from Academic Probation within the timeframe allowed

Students on Academic Suspension are only eligible to continue in the program if they are approved for reinstatement by the Academic Suspension Review Committee.

### Academic Dismissal

A student is Academically Dismissed if they meet any of the following criteria:

- a. Reinstatement is denied following review by the Academic Suspension Review Committee
- b. Failure to move from Academic Probation to Good Academic Standing within the required timeframe following reinstatement from Academic Suspension
- c. Meet the criteria for Academic Suspension for a second time within a program

Students who are academically dismissed from a program, and wish to reapply to the same program or a new program, should consult the Academic Reinstatement Policy.

### Enrollment in Additional Programs

Students cannot register for any new programs unless they are in Good Academic Standing in current programs. Consult Policy 6075: Earning Multiple Degrees or Certificates for more details.

### Reinstatement Following Review of Suspension

- a. Students on Academic Suspension are not eligible to register for MUIH courses unless they are approved for reinstatement following review by the Academic Suspension Review Committee.
- b. Students on Academic Suspension may submit a **one-time appeal** for reinstatement by completing an *Academic Appeals Petition Form* and submitting it to [reinstatement@muih.edu](mailto:reinstatement@muih.edu).
- c. The *Academic Appeals Petition Form* requires students to explain changes they have made in their academic preparation and strategies that will improve their potential for successfully completing their program.
- d. Appeals must be submitted within the first 45 days of a trimester in order for the student to be considered for reinstatement in the subsequent trimester.
- e. If a student does not appeal within two trimesters of suspension, the student will need to reapply to the program if they wish to continue their studies later. The student's suspension will be reviewed as part of the admissions evaluation.
- f. The Academic Standing Review Committee reviews requests for reinstatement. The committee convenes once/trimester, is chaired by the Dean of Academic Affairs, and includes representatives from Academic and Student Affairs. The committee communicates its decisions to the Registrar's Office, the Dean of Students, and the relevant department chair(s). The department chair communicates the final decision to the student. The decision of the Committee is final and cannot be appealed.
  1. Students who are approved for reinstatement will be placed on Academic Probation status and must return to Good Academic Standing within the 3-trimester timeframe described in the "Academic Probation" section of this policy.

2. Students who request and are approved for reinstatement must meet any additional conditions set by the Academic Standing Review Committee including enrollment in the appropriate course(s), regular meetings with advisors, or tutoring.
- g. Reinstated students who fail to return to Good Academic Standing within the allowed timeframe, or who fail to meet any additional conditions set by the Academic Standing Review Committee, will be Academically Dismissed without possibility of reinstatement.
  - h. All other conditions for program completion will apply to reinstated students, including completion time limits.

## ACADEMIC REINSTATEMENT

### Academically Suspended Students

A student who is placed on academic suspension has two trimesters from the date of their academic suspension to submit the [Academic Appeals Petition form](#) to [reinstatement@muih.edu](mailto:reinstatement@muih.edu). The student's appeal will be reviewed by an Academic Standing Review Committee. A student approved for reinstatement from suspension will be placed on academic probation and must follow the probationary guidelines. See Policy 6080, Academic Standing for further details.

Suspended students who miss the deadline to appeal and seek reinstatement from suspension must re-apply for admission. In addition to the admissions application, the student must submit an Academic Appeals Petition form to [reinstatement@muih.edu](mailto:reinstatement@muih.edu).

### Academically Dismissed Students

A student who has been academically dismissed from one program and is attempting to be reinstated in the same program or a new program must wait one academic year (3 trimesters) before re-applying for admission. In addition to the application for admission, the student must submit an Academic Appeals Petition form to [reinstatement@muih.edu](mailto:reinstatement@muih.edu).

### Withdrawn Students

Withdrawn students who left the University while on academic probation will be reinstated under the same probationary status if re-enrolling in the same program. A student who withdrew from the University or was administratively withdrawn by the University should re-apply for admission by filling out the admissions application or e-mailing [admissions@muih.edu](mailto:admissions@muih.edu) for instructions.

### Financial Holds

Any student applying for reinstatement who has a financial hold will need to either pay their outstanding balance to have the hold released or have a plan approved by the Finance Office for paying the outstanding balance and any new costs. The Finance Office will inform the Admissions Office once the student's financial hold has been cleared or a plan has been approved.

### Academic Standing Review Committee

Current and former students who were academically suspended or dismissed will have their reinstatement materials reviewed by the Academic Standing Review committee. The committee is chaired by the Dean of Academic Affairs, and includes representatives from Academic and Student Affairs. Representatives from finance, financial aid, and admissions may also be included.

The committee will discuss the factors influencing reinstatement and formulate a decision. This decision is final for suspended students who submit their academic appeal within the two-trimester timeframe

described above. For students who have to reapply to the program, the committee makes a recommendation as part of the re-admission process. The relevant department chair makes the final admission decision.

## SATISFACTORY ACADEMIC PROGRESS

MUIH, in accordance with Federal Title IV Student Financial Aid regulations, has 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 that 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 this 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 University has an academic standing policy which reviews student performance. Refer to the information below or the [Student Policy](#) 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 to the student's MUIH e-mail.

### 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 percent (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 and the Financial Aid Office.

### Qualitative Measure – Successful Course Completion Rate

Students must maintain a cumulative successful course completion rate (i.e., a Pass rate) of at least 50 percent. 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"), Withdrawal ("W"), and Non-Attendance ("U").

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. The student has successfully completed 11 credits, and has attempted 15 credits in total. The successful course completion rate = 11/15 or 73 percent. This student is meeting the qualitative factor 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 pre-determined progression benchmarks at the end of terms as 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 break in enrollment. 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.

<b>Pace of Completion by Trimester and Degree Level</b>							
<b>Degree Type</b>	<b>Trimesters 3-5</b>	<b>Trimesters 6-8</b>	<b>Trimesters 9-11</b>	<b>Trimesters 12-14</b>	<b>Trimesters 15-17</b>	<b>Trimesters 19-20</b>	<b>Trimesters 21</b>
Post-Baccalaureate Certificate	25%	50%	MTF				
Master’s Degree	10%	25%	50%	75%	MTF		
Post-Master’s 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 the 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 break in enrollment.

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:

<b>Degree Type</b>	<b>Maximum Time Frame</b>
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.

#### **Failure to Meet SAP Requirements for Financial Aid Purposes**

Students who fail to meet Satisfactory Academic Progress requirements 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 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 of Financial Aid Warning:**

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 the suspension remains in place.

### 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 Associate Director of Financial Aid.

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 Associate Director of Financial Aid 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 Associate Director of Financial Aid determine the appeal cannot be approved, the suspension remains in place and financial aid eligibility remains suspended.
- If the Director of Financial Aid and Associate Director of Financial Aid 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.

### 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.

### 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

Students who have lost financial aid eligibility due to unsatisfactory academic progress may regain eligibility in a few ways:

1. Paying for classes on their own to improve SAP eligibility without the benefit of federal or state aid and by meeting SAP standards.
2. Appeals – (See section 3.2.3)
  - a. If a student has successfully appealed Financial Aid suspension, they will be placed on probation and regain financial aid eligibility. The student must follow the Academic Plan and meet SAP standards.
  - b. If the student unsuccessfully appealed Financial Aid suspension, they will lose financial aid eligibility. To regain eligibility, the student can pay for classes on their own to improve SAP eligibility without the benefit of federal or state aid and by meeting SAP standards.

### 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 of “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 of “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 of “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 of “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.

## 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 percent 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 percent, 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](http://my.muih.edu). More information is provided in Policy 6050 Course Withdrawals.
6. The grade of Excused Withdrawal (E) denotes withdrawal from a course for an excused reason due to extenuating circumstances. The grade of (E) is assigned when a student formally withdraws from a course and submits documentation of extenuating circumstances, which is then reviewed and adjudicated by the Dean of Student Affairs.
  - a. If a student receives an excused withdrawal from a required/core course, the student must retake the course.

- b. If a student receives an excused withdrawal from an elective course, they may not be required to re-take that specific course but must still meet the requirements of the program for which they are enrolled.
- c. Excused withdrawals are officially recorded and displayed on all student transcripts.
- d. The grade of E does not count negatively towards Satisfactory Academic Progress (SAP).

### Academic Dispute Resolution

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.
3. Academic disputes do not progress beyond the faculty unless, at the end of the course, 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. To appeal the decision through the Department Chair, the student must complete and submit the Grade Appeal Form. This form must be submitted to the Department Chair within two weeks of the end of the course. Grade appeals will not be considered if the form is not submitted within this timeframe.

In submitting a grade appeal, students must identify the specific assignment(s) which they wish to be reviewed along with a rationale for the appeal. Grade appeals are limited to specific charges of unfair action towards the individual student and cannot be based on the overall grading standard of the instructor. Grounds for an appeal include a marking error, arbitrary grading, and prejudiced grading. Examples include:

- a. A correct answer was marked as incorrect on an exam
  - b. The assignment grade did not align with the criteria and designated points in the grading rubric
  - c. The assignment grade was inconsistent with grades given to other students who submitted similar work in the same course section
  - d. Points were deducted, or assignments were not allowed to be submitted, in ways inconsistent with policies listed in the course syllabus
  - e. Instructor violated a university policy when giving assignments or assigning grades.
4. The Department Chair will review the appeal, complete a Grade Appeal Worksheet, and make a decision. In situations where the Department Chair is the instructor, the appeal will instead be reviewed by the Dean of Academic Affairs or their academic designee. The Department Chair has one week from submission of the Grade Appeal Form to provide a final decision to the student.
  5. Students will be notified in writing of the outcome of the appeal. Any decision made by the Department Chair, the Dean of Academic Affairs, or the Dean's academic designee will be 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.

### Extenuating Circumstances

Extenuating circumstances are life circumstances that are generally unforeseeable, unpreventable, and likely to seriously impact performance. Examples include serious personal illness, death of a close person, eviction, and being victim of a crime.

## 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 percent 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 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 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 or University Withdrawal Form and submitting it to the appropriate Academic Advisor.



Students who completely withdraw from a program or the University will be refunded all, some, or none of their tuition for the current trimester as described in the [refund policy](#). 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.

If the student does not submit a written request to the Academic Advisor to withdraw from the program, an administrative withdrawal may be initiated by the Academic Advisor or Registrar after three trimesters of inactivity.

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. Re-acceptance is not guaranteed.

### 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 (and 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 converted to a W. Incomplete grades will be converted to an F.

## 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 the 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 percent 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 Request 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 Request 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. The student must complete Sections I and II of the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (for example, medical, military orders, etc.) that verifies the reason for the request must accompany the form. Students should 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 Section III of the Incomplete Grade Request and return a copy to the student and the Registrar's office at [registrar@muih.edu](mailto:registrar@muih.edu). The form will not be accepted from the student.
3. Upon completion of the required coursework, or the expiration of the agreed upon time frame in the Contract, the faculty member will change the student's grade in the Data Portal.
4. If the terms of the Contract are met, the faculty member will convert the I grade to a P grade.
5. 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 in the Data Portal.

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 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 percent of a course's 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 Request for Incomplete Grade 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 Incomplete Grade Request with their faculty.

### **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 percent of the clinic/patient visit requirements of the course.
- Incompletes issued in trimester 9 of the program are required to be resolved within trimester 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 Form and follow these steps:

1. The student must complete Sections I and II of the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (for example: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Students should 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 Section III of the Incomplete Grade Request and return a copy to the student and the Registrar's office at [registrar@muih.edu](mailto:registrar@muih.edu). The form will not be accepted from the student.
3. Upon completion of the required coursework, or the expiration of the agreed upon time frame in the Contract, the faculty member will change the student's grade in the Data Portal.
4. 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 in the Data Portal.

## **EARNING MULTIPLE DEGREES OR CERTIFICATES**

Students are eligible to earn multiple degrees or certificates at MUIH; however, there are some restrictions (see below).

### **Admission Requirements**

Students must apply for and be admitted to each degree or certificate program for which they wish to earn an MUIH credential in advance of completing the final academic requirements for the degree/credential. Retroactive admission is not permitted.

### **Use of Duplicate Credits**

The use of duplicate credits (i.e., credits from one or more courses used to meet requirements in multiple degrees or certificates) is permitted; however, when duplicate credits are used, the following additional requirements must be met. (Note: New applicants, alumni, or current students interested in earning more than one certificate, degree, or combination of the two from MUIH must check with the Admissions Department [[Admissions@muih.edu](mailto:Admissions@muih.edu)] to make sure the specific mix of academic awards is permitted under this policy).

### Use of Duplicate Credits Between Multiple Academic Degrees (i.e., Master's and Doctoral Degrees)

The following rules apply when a student wishes to earn two master's degrees; a master's degree and doctoral degree; or two doctoral degrees.

- a. The minimum independent credits for the combined awards must meet the formula of 30 credits for each master's degree, 30 credits for each post-master's doctoral degree, and 60 credits for each baccalaureate-to-doctorate degree.
- b. If earning two master's degrees, a minimum of 60 independent (i.e., non-duplicate) credits must be completed (see example 1 below).
- c. If earning a master's degree and a post-master's doctoral degree, a minimum of 60 independent (i.e., non-duplicate) credits must be completed.
- d. Other combinations are possible (e.g., master's degree and baccalaureate-to-doctorate degree; post-master's doctoral degree and baccalaureate-to-doctorate degree). In each case, the combination must meet the formula listed above in a.
- e. Regardless of the number of credits earned, students may not earn two degrees at the same level (e.g., two master's degrees) if one degree is a subset of the other (i.e., all the courses in the first degree are also included in the second degree). Exceptions are made if, while completing the more substantial degree, the shorter degree allows the student to become licensed or certified in the field (see example 2 below).

**Example 1:** A student wishes to enroll in two master's degrees at MUIH. One program is 36 credits. The second program is 40 credits. The two programs share 12 credits of coursework. The total number of credits for the two programs is 76 credits; however, since 12 credits are duplicated, the total number of independent credits is 64 credits ( $76 - 12 = 64$ ). Since 64 credits exceeds the required minimum number of credits to earn two master's degree (i.e., 60 credits), and one degree is not a subset of another, the student would be allowed to enroll in the two degrees.

**Example 2:** The Master of Acupuncture degree is a subset of the Master of Acupuncture with a Chinese Herbal Medicine Specialization degree. Normally, this would mean that a student could not earn both degrees; however, because the Master of Acupuncture degree allows a student to become licensed to practice acupuncture, the Master of Acupuncture degree may be granted to a student who is progressing towards a Master of Acupuncture with a Chinese Herbal Medicine Specialization degree.

### Use of Duplicate Credits Between Multiple Certificates

Certificates, unlike degrees, are intentionally designed to be "stackable" (i.e., to serve as building blocks towards a career skill set). One form of stacking is "horizontal stacking," which involves the earning of multiple certificates that complement one another. The policy for duplicate credits between multiple certificates is designed to allow for horizontal stacking while making sure sufficient independent and unique learning and credits have been earned to justify the multiple awards.

- a. If earning two certificates, a minimum of 24 independent (i.e., non-duplicate) credits must be completed (see example 3 below).
- b. If earning more than two certificates, the total number of independent credits must equal the number of certificates multiplied by 12 credits (e.g., 3 certificates require 36 independent credits, 4 certificates require 48 independent credits).

**Example 3:** A student wishes to enroll in two certificate programs at MUIH. One certificate is 12 credits. The second certificate is 15 credits. The two certificates share 6 credits of coursework. The total number of credits for the two certificates is 27 credits; however, since 6 credits are duplicated,

the total number of independent credits is 21 credits ( $27 - 6 = 21$ ). Since 21 credits does not meet the required minimum number of independent credits to earn two certificates (i.e., 24 credits), the student would not be allowed to enroll in the two certificates.

### Use of Duplicate Credits Between Combinations of Certificates and Degrees

Two forms of credential stacking involve a combination of certificates and degrees.

“Vertical stacking,” or a “progressive stack,” usually begins with a certificate program that progresses to a master’s degree. In these cases, the certificate program’s courses are also part of a master’s degree; all or part of the certificate is in essence embedded in a master’s degree. Students enrolled in the certificate program may choose to also pursue the master’s degree, and the courses taken in the certificate apply toward the master’s degree. The additional courses that are part of the master’s degree are then “stacked on top” of the certificate courses to make up the master’s degree. Vertical stacks are designed intentionally to build on one another; therefore, the progressive stacking of a certificate into a degree is allowed regardless of the number of duplicate credits (see example 4 below).

“Value added stacking,” or a “supplemental stack,” occurs when a certificate is earned to complement a primary degree. For example, a student with a Master of Arts in Health and Wellness Coaching may wish to supplement their learning with a Post-Baccalaureate Certificate in Workplace Wellness. Value added stacking, where a certificate in a second area is used to supplement a primary degree, must meet the following requirement for independent credits. The minimum independent credits for the combined awards must meet the formula of

- a. 12 credits for each certificate,
- b. 30 credits for each master’s degree,
- c. 30 credits for each post-master’s doctoral degree, and
- d. 60 credits for each baccalaureate-to-doctorate degree (see example 5 below).

**Example 4:** A student has completed a 12-credit Post-Baccalaureate Certificate (PBC) in Herbal Studies. The PBC represents the first 12 credits of the Master of Science in Clinical Herbal Medicine. Since the PBC is part of a vertical stack within herbal medicine, the student can earn both the PBC and Master of Science regardless of the total number of independent credits.

**Example 5:** A student has completed a 30-credit master’s degree at MUIH. They want to supplement their degree with a certificate from another area. Since this is an example of “value added stacking,” the certificate plus degree must represent at least 42 independent credits (30 for the master’s plus 12 for the certificate). If there is a 13-credit certificate program that duplicates 3 credits from the master’s degree, the total number of independent credits would be  $30$  (master’s)  $+13$  (certificate)  $- 3$  (duplicate)  $= 40$  independent credits. Since the total credits is less than 42, the student would not be able to matriculate into the certificate program.

### Areas of Concentration (AOCs) Within a Single Degree

AOCs within a single academic degree do not represent unique degrees. Students are not permitted to enroll in multiple AOCs within a single program.

### Concurrent Enrollment in Multiple Degrees and Certificates

Students may concurrently enroll in multiple certificate programs, a master’s degree and a certificate program, or a doctoral degree and a certificate program; however, in all combinations other than

multiple certificate programs, the student may not begin both programs in the same trimester and must be in Good Academic Standing to be eligible for admission into the second program.

Students are not permitted to concurrently enroll in multiple master's degrees, multiple doctoral degrees, or a master's degree and a doctoral degree. This restriction is in students' best interest and intended to ensure students' success, as graduate degrees require a significant level of rigor and time commitment. Students interested in pursuing multiple master's and doctoral degrees are advised to do so at different times.

## VOLUNTARY BREAK IN ENROLLMENT

Students may take a break in enrollment for up to three consecutive trimesters and still maintain "active status" at MUIH. Any consecutive break of longer than three trimesters will result in administrative withdrawal from the University

Active students who are taking a break in enrollment are still subject to the requirements and procedures of Policy 6010 Satisfactory Academic Progress (SAP). Before taking a break in enrollment, students should work with their Academic and Career Advisor and the Financial Aid Office to assess the impact of a break in enrollment on the student's SAP status and loan repayment.

### Returning from a Break in Enrollment

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

### Failure to Return and Administrative Withdrawal

A student who fails to enroll in courses for more than three consecutive trimesters will be administratively withdrawn from the University and is required to reapply through the Graduate Admissions Office. Readmission is not guaranteed. Students who are readmitted must meet the program requirements per the academic catalog in effect at the time of the student's return to active status (i.e., the first trimester in which they enroll following re-admittance).

### Exceptions for Readmission of Servicemembers

In accordance with federal regulations, the University will 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.

The following procedures should be followed as a student prepares to take a break in enrollment and return from a break in enrollment:

- Students wishing to take a break in enrollment should first consult with their Academic and Career Advisor as well as the Financial Aid Office.
- The Voluntary Break in Enrollment Form should be completed and submitted to the Advisor prior to taking the break. Completion of the form aids the Advisor in discussing any specific concerns (e.g., the maintenance of SAP) with the student.
- The Advisor and student should agree to an anticipated trimester for the student to reenroll in courses.
- A hold will be placed on the student's account once they begin their break in enrollment. This prevents the student from registering for future courses until they have spoken to their Advisor.
- The student should contact their Advisor as soon as they know they want to register for courses in an upcoming trimester.
- The Advisor and student will then meet to discuss the student's transition back into course work and address any needed changes to the plan of study.

The Advisor will lift the account hold, allowing the student to register for the upcoming trimester. Course registration deadlines and late registration fees are the same as for all other continuing students.

Note: If a student fails to submit a Voluntary Break in Enrollment Form, a hold will still be placed on the student's account. Failure to enroll in courses after three trimesters, regardless of communication from the student, will result in administrative withdrawal from the University.

## 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/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html)
  - Use of APA Citation Style: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- 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 does not convey tone of voice, 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.

## STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

Students shall not be penalized because of observances of their religious holidays. Students who miss a course session because of an observance of their religious belief must be allowed:

- a. To make up any examinations, other written tests, or class work,
- b. To have access to any handouts or other material distributed in class,
- c. To have the opportunity to obtain or review any duplicated lecture notes or slides presented in class, and
- d. To schedule or reschedule clinic appointments.

MUIH prohibits faculty from scheduling examinations on the following religious holidays: Rosh Hashanah, Yom Kippur, Good Friday, Eid al-Fitr, and Eid al-Adha.

Students who anticipate being absent for religious observance should notify their faculty member(s) two weeks in advance so that proper consideration can be made.

## STUDENT REFUNDS

This policy applies to face-to-face (F2F) and online courses.

Refunds and reductions are issued based on when a student officially drops or withdraws from a course.

The computation of any credit or refund is made from the date of the official request.

1. A student who drops a course up to one calendar day before the course begins, per the start date in the data portal, will receive a full tuition refund for that course.
2. A student who drops a course during the schedule adjustment period will receive a full tuition refund for that course.
3. A student who registers for a course and does not drop before the course begins nor during the schedule adjustment period, and does not submit a withdrawal form during the course, is required to pay 100 percent tuition. The drop and course withdrawal form are available on the MUIH website or from the Office of the Registrar.
4. The amount of a tuition refund for other situations will be calculated for each individual course based on the percentage of the course completed. The course length is defined by the start and end dates in the data portal.

Refund Percentage	Percentage of Course Completion
100%	0% - Drop prior to course start date per the data portal or drop during the schedule adjustment period
85%	1% - 15%
75%	16% - 25%
50%	26% - 49%
0%	50% - 100%

The University pays by check the excess Title IV program funds (the credit balance) directly to the student as soon as possible, but no later than 14 days after

- The date the balance occurred on the student's account, if the balance occurred after the first day of class of a payment period; or
- The first day of classes of the payment period, if the credit balance occurred on or before the first day of class of that payment period.

## SECTION 4: UNIVERSITY RESOURCES AND SERVICES

### SUPPORT SERVICES

#### ACADEMIC 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.

#### ACADEMIC SUCCESS/TUTORING

Student success is a priority at MUIH, and the Office of Academic Success 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 the Office of Academic Success at [studentsupport@muih.edu](mailto:studentsupport@muih.edu).

#### COUNSELING AND WELLNESS SERVICES

The Office of Counseling and Wellness Services offers free, short-term, in-person and telemental health counseling services for current students. The licensed professional counselor will assist with referral for students who need specialized services or reside in states that prohibit telemental health counseling by out-of-state providers. Students who are interested in group and/or individual counseling services should contact [counseling@muih.edu](mailto:counseling@muih.edu).

#### DISABILITY SERVICES

The Office of Disability Services and Accessibility is dedicated to fostering an inclusive learning environment and promoting access for students with disabilities. This office provides consultation, educational presentations, and facilitation of academic accommodations. Students can contact [dscordinator@muih.edu](mailto:dscordinator@muih.edu) for more information or assistance.

#### CAREER SERVICES

The Office of Career Services assists students and alumni to identify, prepare for, and pursue their career goals by providing career exploration resources, job search and entrepreneurial counseling, and recruiting events; they also work closely with the academic programs to support external clinical, internship, and practicum placements. Students can access these services through [careerservices@muih.edu](mailto:careerservices@muih.edu).

#### STUDENT SUPPORT

The Office of Student Support offers valuable resources to students in distress, including emergency student loans, connections to community resources, and support for students who have been a victim of violence. This service can be accessed through [studentsupport@muih.edu](mailto:studentsupport@muih.edu).

Any member of the MUIH community who is concerned about the safety and well-being of any MUIH student should contact the Office of Student Support through the University's CARE team

at [wecare@muih.edu](mailto:wecare@muih.edu). For immediate, urgent safety concerns, please contact 911 or the appropriate community mental health emergency resource first. The Office of Student Support and Counseling and Referral Services work in partnership to support student needs.

## 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](mailto: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. This applies to all students, including continuing education students, students auditing classes, distance education students and former students.

One exception which permits disclosure without consent is a disclosure to a 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

Maryland University of Integrative Health is committed to ensuring equal access for qualified individuals with disabilities and fully complies with all relevant federal and state laws.

The Rehabilitation Act 1973 Section 504 states:

***“No otherwise qualified individual with a disability in the United States . . . shall solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”***

The Rehabilitation Act prohibits discrimination on the basis of a disability. The Section 504 mandate has promoted the development of disability-related services in educational settings. While colleges and universities are not required to provide special educational programming for students with disabilities, they are required to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the participation of students with disabilities in the same program and activities available to non-disabled students. Although colleges and universities must assure that students with disabilities have the same opportunities as all qualified students to be successful on the basis of their intellectual abilities and academic achievements, post-secondary institutions are under no obligation to guarantee the success of students with disabilities in higher education. Students with disabilities at the postsecondary level must be proactive in disclosing their disability, self-advocating for their needs, and reaching out for the services provided. Students are not required to disclose their disability(ies) to the University but must register with the Office of Disability Services and Accessibility to receive accommodations. Accommodations are designed to eliminate or reduce disability-related barriers, and they are determined through a comprehensive, individualized process that includes the student’s request, self-report, and documentation. The process is as follows:

1. Complete the Accommodation Request Form and submit to the Office of Disability Services and Accessibility (DSA) through the DSA website. Please note that accommodations can be requested at any time, but the eligibility determination process is not a same-day process – students are advised that when possible, documentation should be submitted well in advance of accommodation needs.
2. Submit documentation that is recent enough to reflect the student’s current level of functioning. Students should submit *at least one* of the following:
  - a. Healthcare Professional Form completed by a qualified professional who is licensed or certified to diagnose the student’s disability.
  - b. Full diagnostic/evaluation report (e.g., neuropsychological, psychological, or psychoeducational) from a qualified healthcare provider. Tests used to document disability should be standardized.
  - c. Disability-related school records. This may include an accommodation letter from a previous accredited higher education institution.
  - d. Medical records or patient portal diagnostic summary.

- e. Documentation from a qualified healthcare provider. This documentation is most helpful if it includes:
  - i. Credentials of the diagnosing professional including description of the certification, licensure and/or professional training of the person conducting the evaluation.
  - ii. Descriptive and diagnostic information about the impairment/disability and information about the diagnostic methodology utilized.
  - iii. Information about the functional impact on the educational setting.
  - iv. Information about the typical progression or prognosis of the condition, including length of condition and expected duration.
  - v. Description of the impact of treatments and/or medications, assistive devices, and/or accommodations currently in use and their estimated effectiveness in ameliorating the impact of the disability.
  - vi. Recommendations for services and accommodations to minimize the impact of the condition in an academic setting.
3. Upon receipt and review of documentation, the Office of Disability Services and Accessibility will reach out to the student to schedule a welcome meeting to identify barriers and reasonable accommodations. If additional information is needed, it will be requested of this student before or during this meeting.
4. On a case-by-case basis, the Office of Disability Services and Accessibility may provide provisional accommodations for students who are actively engaged in the diagnostic process. These temporary accommodations may be effective for up to one trimester, and may become permanent upon receipt of appropriate documentation.
5. Students who have readily observable disabilities may not be required to provide documentation but should reach out to the Office of Disability Services and Accessibility for the welcome meeting.
6. Students must communicate with the Office of Disability Services and Accessibility prior to each term for which they would like to request accommodation letters be sent to faculty.

### Procedure

Any person who believes that they have 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.

Students are encouraged to discuss their concerns with the Office of Disability Services who will attempt to help the student resolve the issue. Most issues are successfully resolved with Disability Services support and mediation.

If the student or Director believes that an adequate solution has not been reached informally, the student should notify the ADA Coordinator or their designee, who will evaluate the complaint and determine an appropriate resolution. A student reserves the right to bypass Disability Services and go directly to the ADA Coordinator.

Grievances must be submitted to the ADA Coordinator or their designee 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 ADA Coordinator (or their 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 ADA Coordinator will maintain the files and records of MUIH regarding such grievances.

The ADA Coordinator or their designee will issue a written decision on the grievance 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 on the basis of disability with the U.S. Department of Education Office of Civil Rights. Persons with questions regarding this policy should contact the University's ADA Coordinator:

Dr. Mimi Getachew  
Maryland University of Integrative Health  
7750 Montpelier Road Laurel, MD 20723  
410-888-9048  
Dscoordinator@muih.edu

## CANVAS AND IT SUPPORT

For information about student support available for the Canvas learning management system, information technology services, and other educational technologies, visit <https://muih.edu/academics/online-learning/support/>.

### Canvas Learning Management System

The Canvas learning management system (LMS) is the software application MUIH uses to deliver its online and hybrid courses, and to supplement its on-campus courses. Canvas Support is available 24/7/365 at

- Phone: 844-414-5052
- Email: [support@instructure.com](mailto:support@instructure.com)

### MUIH Information Technology Office Support

Contact the MUIH Information Technology (IT) Department at [help@muih.edu](mailto:help@muih.edu) or 410-888-9048 ext. 6685 for assistance with Login and password for the student data portal and MyMUIH, and technical assistance with the student data portal, on-campus technical requests or issues, and Office 365/MUIH email.

## 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](mailto:registrar@muih.edu)  
<https://muih.edu/academics/office-of-the-registrar/>

## 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.muih.edu/visit](http://www.muih.edu/visit).

## SECTION 5: 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 and graduate certificates 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 occur 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; some adjustments to the in-person requirements in these programs may be temporarily eliminated or modified due to the impact of the COVID-19 pandemic.

- 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, M.S. Clinical Herbal Medicine, 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. 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 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.

## **SECTION 6: ACUPUNCTURE AND HERBAL MEDICINE**

### **ACUPUNCTURE AND HERBAL MEDICINE DEPARTMENT**

Doctor of Acupuncture

Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

Master of Acupuncture

Master of Acupuncture with a Chinese Herbal Medicine Specialization

Post-Baccalaureate Certificate in Chinese Herbal Medicine

### **ADMINISTRATION**

Sharon Jennings-Rojas, D.O.M., L.Ac., NADA(RT)

Department Chair

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

Director, Acupuncture Programs

Kerri Westhauser, D.A.O.M.

Director, Herbal Medicine Programs

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

Director, AHM Clinical Education

Jennifer Schwing, M.A.

Department Manager, Acupuncture and Herbal Medicine Programs

Chelsey Barrett, M.S., CHES

Student Support Specialist and Academic Advisor

### **CONTACT THE ACUPUNCTURE AND HERBAL MEDICINE DEPARTMENT**

ACUPUNCTURE PROGRAMS

410-888-9048 ext. 6663

[acupuncture@muih.edu](mailto:acupuncture@muih.edu)

HERBAL MEDICINE PROGRAM

410-888-9048 ext. 6663

[chineseherbs@muih.edu](mailto:chineseherbs@muih.edu)

## Introduction to Master's and Doctoral Acupuncture and Herbal Medicine Programs

MUIH offers four master's and doctoral programs in acupuncture and herbal medicine: Master of Acupuncture (MAC), Master of Acupuncture with a Chinese Herbal Medicine Specialization (MACCHM), Doctor of Acupuncture (DAC), and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DACCHM). All four 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. Through these rigorous, transformative, and relationship-centered programs, students 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.

All four programs share these highlights:

- A rigorous clinical experience beginning as early as the second trimester.
- The National Acupuncture Detoxification Association (NADA) training and related clinical experience as part of the curriculum.
- The opportunity to work with a wide variety of clinical supervisors with different theoretical perspectives and practice styles.
- Exposure to different clinical approaches such as: Chinese and Western nutrition therapy, qi gong, cupping, gua sha, moxibustion, scalp acupuncture, electro-acupuncture, and tuina.
- The opportunity to see patients from diverse backgrounds and in community outreach settings.
- The opportunity to engage in specialty courses in the treatment of certain health conditions and populations, including pain management and women's health.
- Flexible, full-time formats: two days each week, with some online courses, and occasional intensives and self-scheduled electives offered outside of the two-day schedule.
- A cohort learning format that provides mentorship and flexibility for students to learn in small groups and in one-on-one settings during clinical rotation.

## MASTER OF ACUPUNCTURE

### PROGRAM OVERVIEW

This program provides the fundamental skills and knowledge to achieve clinical competency and to become a licensed acupuncturist. Coursework includes the study of Western medical models as well as the philosophy, theory, and clinical application of acupuncture. Graduates are prepared to treat patients on the levels of mind, body, and spirit, and to work in various health and wellness settings, especially private and small group practices. This program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

### PROGRAM DESCRIPTION

The Master of Acupuncture 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 instruction and rich diverse clinical experiences. This program provides students with the fundamental skills and knowledge to become a licensed acupuncturist in various settings.

## PROGRAM FORMAT

This program is delivered primarily on campus with some online. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## PURPOSE

The mission of the Master of Acupuncture program is to draw upon ancient wisdom, the gifts of nature, and science to educate and 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. This mission serves the evolution of acupuncture and herbal medicine and its integration into the wider field of health care by advancing new paradigms of healing and wellness.

## GOALS

Students who complete the program will:

- Possess a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture and herbal medicine.
- Possess an understanding of biomedicine from an integrative and holistic perspective.
- Grow personally and professionally, and develop a healing presence.
- Serve clients at all levels of being – body, mind, and spirit.
- Be able to specialize in the treatment of certain health conditions and populations, including pain management and women's health.
- Possess the business and practice management skills to ensure their success as they enter the workforce.

## LEARNING OUTCOMES

Upon completion of this program graduates 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 AND DEGREE REQUIREMENTS

*Note: Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term "oriental." The University has removed the term from the department name, program*



*names, course descriptions, and program materials. For technical reasons, it could not be removed from course names prior to the 2021-22 Catalog. We appreciate your patience and understanding during this transition. The course titles will be changed as soon as feasible.*

The program consists of 128.25 credits in the following required courses. See section 20 of the catalog for course descriptions.

**CORE CREDIT REQUIREMENTS (125.25 credits)**

AOM014	Five Element Project (0 credits)
AOM095	Orientation to Clinical Practice (0 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)
AOM615A	Patterns of Disharmony II (2 credits)
AOM615B	Treatment Planning and Design (2 credits)
AOM615C	Point Functions and Applications (3 credits)
AOM622	Point Location I (3 credits)
AOM623	Point Location II (3 credits)
AOM624	Point Location III (3 credits)
AOM625	Point Location IV (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)
AOM632	Diagnostic Skills II (1 credit)
AOM633	Diagnostic Interaction (1.25 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)
AOM634B	Diagnostic Skills Lab I (0.75 credits)
AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM643	Treatment Skills I (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)
AOM654	Clinical Observation II (0.75 credits)
AOM655	Clinical Theater (1 credit)
AOM681	Self-Cultivation I (0.5 credits)
AOM682	Self-Cultivation II (0.5 credits)
AOM683	Self-Cultivation III (0.5 credits)
AOM685	Self-Cultivation IV (0.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)
AOM690C	Supervised Community Practice III (0.25 credits)
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM717A	Visiting Scholar Intensive II (1 credit)
AOM717B	Advanced Treatment Planning (2 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)

AOM726	Point Location V (2 credits)
AOM746	Transforming and Healing the Emotions (1 credit)
AOM747	Advanced Treatment Skills (0.75 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)
APP613	Becoming a Healing Presence I (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)
APP615	Becoming a Healing Presence III (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)
IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
ISCI615	Mind Body Science (3 credits)
ISCI637	Exploring Acupuncture Research (2 credits)
ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
ISCI652	Physical Assessment (2 credits)
ISCI754	Biomedicine: Safe Practices (2 credits)
ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
NUTR676	Chinese and Western Nutrition Therapy (2 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)

Choose one of AOM719A1 or AOM719A2 or AOM719A3:

AOM719A1	Pain Management in Oriental Medicine (3 credits)
AOM719A2	Women's Health in Oriental Medicine (3 credits)
AOM719A3	Advanced Constitutional Five Element Acupuncture (3 credits)

**ELECTIVES** (choose 3 credits)

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
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ISCI630A	Survey of Complementary Health Approaches (3 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
ISCI667	Science of Addiction (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
RSCH610	Introduction to Scientific Writing (1.5 credits)

### **ADDITIONAL DEGREE 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.

- Acupuncture Treatment: students are required to receive ongoing acupuncture treatment
- AOM096 Pre-Clinic Retreat (0 credits): an off-campus multiday experience
- Bloodborne Pathogens Training (0 credits)
- MUIH500 University Wide Orientation for New Students (0 credits)

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from a degree-granting college or university accredited by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (international students)
- Complete essay questions in application

## **MASTER OF ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION**

### **PROGRAM OVERVIEW**

In addition to the fundamental skills and knowledge of the theory, philosophy, and practice of acupuncture found in the Master of Acupuncture program (above), this program prepares graduates to integrate Chinese herbal medicine into their practice. Graduates are prepared to work in various health and wellness settings, especially private and small group practices. This program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

### **PROGRAM DESCRIPTION**

The Master of Acupuncture with a Chinese Herbal Medicine Specialization (MACCHM) combines the skills and knowledge of acupuncture provided in the Master of Acupuncture degree with a deep concentration and practice in Chinese herbal medicine. Thus, the MACCHM program enhances a graduate's ability to treat the whole person with a multi-disciplinary knowledge base and clinical acumen. It prepares the student to become a licensed acupuncturist who can integrate and apply the benefits of acupuncture and Chinese herbal medicine in cultivating health and wellness.

### **PROGRAM FORMAT**

This program is delivered primarily on campus with some online courses. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## PURPOSE

The mission of the Master of Acupuncture with a Chinese Herbal Medicine Specialization program is to draw upon ancient wisdom, the gifts of nature, and science to educate and develop highly skillful and compassionate practitioners who offer acupuncture and herbal medicine as a catalyst for healing and wellness, as well as for increased self-awareness and personal transformation. This mission serves the evolution of acupuncture and herbal medicine and its integration into the wider field of health care by advancing new paradigms of healing and wellness.

MUIH's Master of Acupuncture with a Chinese Herbal Medicine Specialization program is unique in its integration of Constitutional Five Element perspectives, classical Chinese medicine, Eight Principle diagnosis, and Zang-Fu differentiation.

## GOALS

Students who complete the program will:

- Possess a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture and herbal medicine.
- Possess a well-rounded knowledge of the theory and philosophy of Chinese herbal medicine, its rich history, and contemporary applications.
- Possess an understanding of biomedicine from an integrative and holistic perspective.
- Grow personally and professionally and develop a healing presence.
- Serve clients at all levels of being – body, mind, and spirit.
- Be able to specialize in the treatment of certain health conditions and populations, including pain management and women's health.
- Possess the business and practice management skills to ensure their success as they enter the workforce.

## LEARNING OUTCOMES

Upon completion of this program graduates 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.
- Prescribe and dispense Chinese herbs as part of an integrated treatment plan.

## CURRICULUM AND DEGREE REQUIREMENTS

*Note: Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term “oriental.” The University has removed the term from the department name, program names, course descriptions, and program materials. For technical reasons, it could not be removed from course names prior to the 2021-22 Catalog. We appreciate your patience and understanding during this transition. The course titles will be changed as soon as feasible.*

The program consists of 168.25 credits in the following required courses. See section 20 of the catalog for course descriptions.

**CORE CREDIT REQUIREMENTS (165.25 credits)**

AOM014	Five Element Project (0 credits)
AOM095	Orientation to Clinical Practice (0 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)
AOM615A	Patterns of Disharmony II (2 credits)
AOM615B	Treatment Planning and Design (2 credits)
AOM615C	Point Functions and Applications (3 credits)
AOM622	Point Location I (3 credits)
AOM623	Point Location II (3 credits)
AOM624	Point Location III (3 credits)
AOM625	Point Location IV (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)
AOM632	Diagnostic Skills II (1 credit)
AOM633	Diagnostic Interaction (1.25 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)
AOM634B	Diagnostic Skills Lab I (0.75 credits)
AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM643	Treatment Skills I (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)
AOM654	Clinical Observation II (0.75 credits)
AOM655	Clinical Theater (1 credit)
AOM681	Self-Cultivation I (0.5 credits)
AOM682	Self-Cultivation II (0.5 credits)
AOM683	Self-Cultivation III (0.5 credits)
AOM685	Self-Cultivation IV (0.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)
AOM690C	Supervised Community Practice III (0.25 credits)
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM717A	Visiting Scholar Intensive II (1 credit)

AOM717B	Advanced Treatment Planning (2 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM726	Point Location V (2 credits)
AOM746	Transforming and Healing the Emotions (1 credit)
AOM747	Advanced Treatment Skills (0.75 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)
APP613	Becoming a Healing Presence I (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)
APP615	Becoming a Healing Presence III (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
CHP721A	Clinical Internship (2 credits)
CHP721B	Clinical Internship (2.5 credits)
CHP721C	Clinical Internship (2.5 credits)
CHP731A	Clinical Thought Process (0.5 credits)
CHP731B	Clinical Thought Process (0.5 credits)
CHP751	Chinese Herbal Preparations (1 credit)
CHP780A	Core Group I (0.5 credits)
CHP780B	Core Group II (0.25 credits)
CHP780C	Core Group III (0.25 credits)
IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)

ISCI615	Mind Body Science (3 credits)
ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
ISCI637	Exploring Acupuncture Research (2 credits)
ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
ISCI652	Physical Assessment (2 credits)
ISCI754	Biomedicine: Safe Practices (2 credits)
ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
NUTR676	Chinese and Western Nutrition Therapy (2 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)

Choose one of AOM719A1 or AOM719A2 or AOM719A3:

AOM719A1	Pain Management in Oriental Medicine (3 credits)
AOM719A2	Women's Health in Oriental Medicine (3 credits)
AOM719A3	Advanced Constitutional Five Element Acupuncture (3 credits)

#### **ELECTIVES** (Choose 3 credits)

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
ISCI630A	Survey of Complementary Health Approaches (3 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
ISCI667	Science of Addiction (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
RSCH610	Introduction to Scientific Writing (1.5 credits)

#### **ADDITIONAL DEGREE 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.

- Acupuncture Treatment: students are required to receive ongoing acupuncture treatment
- AOM096 Pre-Clinic Retreat (0 credits): an off-campus multiday experience
- Bloodborne Pathogens Training (0 credits)
- MUIH500 University Wide Orientation for New Students (0 credits)

#### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from a degree-granting college or university accredited by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (international students)
- Complete essay questions in application

## **DOCTOR OF ACUPUNCTURE**



## PROGRAM OVERVIEW

The Doctor of Acupuncture program is designed to educate and develop graduates to meet the growing need and opportunities for well-trained acupuncturists 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. A graduate of this program 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.

## PROGRAM DESCRIPTION

Graduates of this program gain additional skills and knowledge in research literacy, advanced diagnostic studies, systems-based medicine, professional development, and enhanced clinical training. Graduates are prepared to work in a variety of clinical environments and work as part of a multidisciplinary healthcare team, and are positioned to be leaders within the profession.

## PROGRAM FORMAT

This program is delivered primarily on campus with some online courses. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## PURPOSE

The mission of the Doctor of Acupuncture program is to draw upon ancient wisdom, the gifts of nature, and science to educate and 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. This mission serves the evolution of acupuncture and herbal medicine and its integration into the wider field of health care by advancing new paradigms of healing and wellness. The Doctor of Acupuncture program is designed to educate and develop graduates to meet the growing need and opportunities for well-trained acupuncturists to serve in numerous types of integrative medicine settings across the country.

## GOALS

Students who complete the program will:

- Possess a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture and herbal medicine.
- Possess an understanding of biomedicine from an integrative and holistic perspective.
- Grow personally and professionally and develop a “healing presence.”
- Serve clients at all levels of being – body, mind, and spirit.
- Be able to specialize in the treatment of certain health conditions and populations, including pain management and women’s health.
- Possess the business and practice management skills to ensure their success as they enter the workforce.
- Develop a collaborative approach to health care.
- Be able to communicate effectively with other health care providers regarding the results of diagnostic studies.



- Be an effective clinician/educator in an integrative care setting.
- Understand research and scholarship in the field of health and wellness.

## LEARNING OUTCOMES

- 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 herbal medicine.
- Participate and inform innovation occurring in acupuncture practice.

## CURRICULUM AND DEGREE REQUIREMENTS

*Note: Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term “oriental.” The University has removed the term from the department name, program names, course descriptions, and program materials. For technical reasons, it could not be removed from course names prior to the 2021-22 Catalog. We appreciate your patience and understanding during this transition. The course titles will be changed as soon as feasible.*

The program consists of 150.25 credits in the following required courses. See section 20 of the catalog for course descriptions.

### **CORE CREDIT REQUIREMENTS** (147.25 credits)

AOM014	Five Element Project (0 credits)
AOM095	Orientation to Clinical Practice (0 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)
AOM615A	Patterns of Disharmony II (2 credits)
AOM615B	Treatment Planning and Design (2 credits)
AOM615C	Point Functions and Applications (3 credits)

AOM622	Point Location I (3 credits)
AOM623	Point Location II (3 credits)
AOM624	Point Location III (3 credits)
AOM625	Point Location IV (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)
AOM632	Diagnostic Skills II (1 credit)
AOM633	Diagnostic Interaction (1.25 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)
AOM634B	Diagnostic Skills Lab I (0.75 credits)
AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM643	Treatment Skills I (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)
AOM654	Clinical Observation II (0.75 credits)
AOM655	Clinical Theater (1 credit)
AOM681	Self-Cultivation I (0.5 credits)
AOM682	Self-Cultivation II (0.5 credits)
AOM683	Self-Cultivation III (0.5 credits)
AOM685	Self-Cultivation IV (0.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)
AOM690C	Supervised Community Practice III (0.25 credits)
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM717A	Visiting Scholar Intensive II (1 credit)
AOM717B	Advanced Treatment Planning (2 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM726	Point Location V (2 credits)
AOM746	Transforming and Healing the Emotions (1 credit)
AOM747	Advanced Treatment Skills (0.75 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM794	Collaborative Care (2 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)
APP613	Becoming a Healing Presence I (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)

APP615	Becoming a Healing Presence III (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)
FPD779	Point Functions (2 credits)
FPD781	Qi Cultivation (1.5 credits)
FPD850	Interdisciplinary Diagnosis and Treatment (0.5 credits)
IHED777	Health Care System: From Macro to Micro (3 credits)
IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
IHM768	Advanced Practice Management (2 credits)
ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
ISCI615	Mind Body Science (3 credits)
ISCI637	Exploring Acupuncture Research (2 credits)
ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
ISCI652	Physical Assessment (2 credits)
ISCI752	Advanced Diagnostic Studies (3 credits)
ISCI754	Biomedicine: Safe Practices (2 credits)
ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
NUTR676	Chinese and Western Nutrition Therapy (2 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)
RSCH811	Case Reports in Integrative Health (3 credits)

Choose one of AOM719A1 or AOM719A2 or AOM719A3:

AOM719A1	Pain Management in Oriental Medicine (3 credits)
AOM719A2	Women's Health in Oriental Medicine (3 credits)
AOM719A3	Advanced Constitutional Five Element Acupuncture (3 credits)

Doctoral Clinic (Choose 4 credits from the following)

FPD 790ad	Supervised Advanced Clinical Practice 2.0 (2 credits)
FPD 790ae	Supervised Advanced Clinical Practice 1.0 (1 credit)
FPD 790id	Integrative Case Discussion and Treatment (1 credit)
FPD 790x1	External Integrative Clinical Partnership 1.0 (1 credit)
FPD 790x2	External Integrative Clinical Partnership 2.0 (2 credits)

**ELECTIVES** (Choose 3 credits from the following)

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
ISCI630A	Survey of Complementary Health Approaches (3 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
ISCI667	Science of Addiction (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)

NUTR614	Human Nutrition I: Macronutrients (2 credits)
RSCH610	Introduction to Scientific Writing (1.5 credits)

### **ADDITIONAL DEGREE 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.

- Acupuncture Treatment: students are required to receive ongoing acupuncture treatment.
- AOM096 Pre-Clinic Retreat (0 credits): an off-campus multiday experience
- Bloodborne Pathogens Training (0 credits)
- MUIH500 University Wide Orientation for New Students (0 credits)

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from a degree-granting college or university accredited by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (international students)
- Complete essay questions in application

### **PROGRAM-SPECIFIC REQUIREMENTS**

Students must have completed the following undergraduate prerequisites (or may complete credit coursework in these areas at an accredited college or university or through StraighterLine's low-cost courses):

- Chemistry
- Biology
- Psychology

## **DOCTOR OF ACUPUNCTURE WITH A CHINESE HERBAL MEDICINE SPECIALIZATION**

### **PROGRAM OVERVIEW**

The Doctor of Acupuncture with a Chinese Herbal Medicine Specialization 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 acupuncture and herbal medicine 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. A graduate of this program 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.

### **PROGRAM DESCRIPTION**

In addition to the advanced foundation in the theory, philosophy, and practice of acupuncture found in the Doctor of Acupuncture program (above), this program further develops graduates and enhances their ability to integrate Chinese herbal medicine into their career. Graduates are prepared to work in a variety of clinical environments and work as part of a multidisciplinary healthcare team, and are positioned to be leaders within the profession.

## PROGRAM FORMAT

This program is delivered primarily on campus with some online courses. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## PURPOSE

The mission of the Doctor of Acupuncture with a Chinese Herbal Medicine Specialization program is to draw upon ancient wisdom, the gifts of nature, and science to educate and develop highly skillful and compassionate practitioners who offer acupuncture and herbal medicine as a catalyst for healing and wellness, as well as increased self-awareness and personal transformation. This mission serves the evolution of acupuncture and herbal medicine and its integration into the wider field of health care by advancing new paradigms of healing and wellness. The Doctor of Acupuncture with a Chinese Herbal Medicine Specialization program is designed to educate and develop graduates to meet the growing need and opportunities for well-trained acupuncture and herbal medicine practitioners to serve in numerous types of integrative medicine settings across the country.

## GOALS

Students who complete the program will:

- Possess a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture and herbal medicine.
- Possess a well-rounded knowledge of the theory and philosophy of Chinese herbal medicine, its rich history, and contemporary applications.
- Possess an understanding of biomedicine from an integrative and holistic perspective.
- Grow personally and professionally, and develop a “healing presence.”
- Serve clients at all levels of being – body, mind, and spirit.
- Be able to specialize in the treatment of certain health conditions and populations, including pain management and women’s health.
- Possess the business and practice management skills to ensure their success as they enter the workforce.
- Develop a collaborative approach to health care.
- Be able to communicate effectively with other health care providers regarding the results of diagnostic studies.
- Be an effective clinician/educator in an integrative care setting.
- Understand research and scholarship in the field of health and wellness.

## LEARNING OUTCOMES

- 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.
- 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 herbal medicine.
- Participate and inform innovation occurring in acupuncture practice.

## CURRICULUM AND DEGREE REQUIREMENTS

*Note: Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term “oriental.” The University has removed the term from the department name, program names, course descriptions, and program materials. For technical reasons, it could not be removed from course names prior to the 2021-22 Catalog. We appreciate your patience and understanding during this transition. The course titles will be changed as soon as feasible.*

The program consists of 190.25 credits in the following required courses. See section 20 of the catalog for course descriptions.

### CORE CREDIT REQUIREMENTS (187.25 credits)

AOM014	Five Element Project (0 credits)
AOM095	Orientation to Clinical Practice (0 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)
AOM615A	Patterns of Disharmony II (2 credits)
AOM615B	Treatment Planning and Design (2 credits)
AOM615C	Point Functions and Applications (3 credits)
AOM622	Point Location I (3 credits)
AOM623	Point Location II (3 credits)
AOM624	Point Location III (3 credits)
AOM625	Point Location IV (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)
AOM632	Diagnostic Skills II (1 credit)
AOM633	Diagnostic Interaction (1.25 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)
AOM634B	Diagnostic Skills Lab I (0.75 credits)

AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM643	Treatment Skills I (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)
AOM654	Clinical Observation II (0.75 credits)
AOM655	Clinical Theater (1 credit)
AOM681	Self-Cultivation I (0.5 credits)
AOM682	Self-Cultivation II (0.5 credits)
AOM683	Self-Cultivation III (0.5 credits)
AOM685	Self-Cultivation IV (0.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)
AOM690C	Supervised Community Practice III (0.25 credits)
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM717A	Visiting Scholar Intensive II (1 credit)
AOM717B	Advanced Treatment Planning (2 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM726	Point Location V (2 credits)
AOM746	Transforming and Healing the Emotions (1 credit)
AOM747	Advanced Treatment Skills (0.75 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM794	Collaborative Care (2 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)
APP613	Becoming a Healing Presence I (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)
APP615	Becoming a Healing Presence III (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)



CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
CHP721A	Clinical Internship (2 credits)
CHP721B	Clinical Internship (2.5 credits)
CHP721C	Clinical Internship (2.5 credits)
CHP731A	Clinical Thought Process (0.5 credits)
CHP731B	Clinical Thought Process (0.5 credits)
CHP751	Chinese Herbal Preparations (1 credit)
CHP780A	Core Group I (0.5 credits)
CHP780B	Core Group II (0.25 credits)
CHP780C	Core Group III (0.25 credits)
FPD779	Point Functions (2 credits)
FPD781	Qi Cultivation (1.5 credits)
FPD850	Interdisciplinary Diagnosis and Treatment (0.5 credits)
IHED777	Health Care System: From Macro to Micro (3 credits)
IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
IHM768	Advanced Practice Management (2 credits)
ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
ISCI615	Mind Body Science (3 credits)
ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
ISCI637	Exploring Acupuncture Research (2 credits)
ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
ISCI652	Physical Assessment (2 credits)
ISCI752	Advanced Diagnostic Studies (3 credits)
ISCI754	Biomedicine: Safe Practices (2 credits)
ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
NUTR676	Chinese and Western Nutrition Therapy (2 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)
RSCH811	Case Reports in Integrative Health (3 credits)

Choose one of AOM719A1 or AOM719A2 or AOM719A3:

AOM719A1	Pain Management in Oriental Medicine (3 credits)
AOM719A2	Women's Health in Oriental Medicine (3 credits)
AOM719A3	Advanced Constitutional Five Element Acupuncture (3 credits)

Doctoral Clinic (Choose 4 credits from the following)

FPD790ad	Supervised Advanced Clinical Practice 2.0 (2 credits)
FPD790ae	Supervised Advanced Clinical Practice 1.0 (1 credit)
FPD790id	Integrative Case Discussion and Treatment (1 credit)
FPD790x1	External Integrative Clinical Partnership 1.0 (1 credit)
FPD790x2	External Integrative Clinical Partnership 2.0 (2 credits)



### **ELECTIVES** (Choose 3 credits)

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
ISCI630A	Survey of Complementary Health Approaches (3 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
ISCI667	Science of Addiction (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
RSCH610	Introduction to Scientific Writing (1.5 credits)

### **ADDITIONAL DEGREE 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.

- Acupuncture Treatment: students are required to receive ongoing acupuncture treatment
- AOM096 Pre-Clinic Retreat (0 credits): an off-campus multiday experience
- Bloodborne Pathogens Training (0 credits)
- MUIH500 University Wide Orientation for New Students (0 credits)

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from a degree-granting college or university accredited by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (international students)
- Complete essay questions in application

### **PROGRAM SPECIFIC REQUIREMENTS**

Applicants must have completed the following undergraduate prerequisites (or may complete credit coursework in these areas at an accredited college or university or through StraighterLine's low-cost courses):

- General Chemistry I
- Introduction to Biology
- Introduction to Psychology

## **POST-BACCALAUREATE CERTIFICATE IN CHINESE HERBAL MEDICINE**

### **PROGRAM OVERVIEW**

The Post-Baccalaureate Certificate in Chinese Herbal Medicine is unique in the U.S. for integration of Constitutional Five Element perspectives, classical Chinese medicine, Eight Principle diagnosis, and Zang-Fu pattern differentiation. The program provides a deep and thorough understanding of individual herbs and formulas and applies them to the practical enhancement of health and wellness. It is rooted in the history of ideas of Chinese herbal medicine from the classics to contemporary practice. Graduates are confident in their ability to be effective and knowledgeable practitioners of Chinese

herbal medicine. This program is designed for licensed acupuncturists, and its flexible weekend format is tailored to their needs. Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

### PROGRAM DESCRIPTION

The program provides licensed acupuncturists with the opportunity to add the use of Chinese herbs to their practice, and to broaden their skill base and their ability to offer patients an alternative or enhancement to treatment with needles. This unique program integrates Constitutional Five Element diagnosis into a deep understanding of Classical Chinese Medical perspectives.

### PROGRAM FORMAT

This program is delivered primarily on campus with some online courses. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### PURPOSE

The Post-Baccalaureate Certificate in Chinese Herbal Medicine 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 gain knowledge and wisdom that carries the Chinese herbal tradition forward into an increasingly prominent place in the current healthcare landscape.

### 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.

### LEARNING OUTCOMES

Students who complete the Post-Baccalaureate Certificate in Chinese Herbs are able to:

- Demonstrate 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.
- Demonstrate an understanding of Chinese dietary therapy.

- Demonstrate the clinical skills and training (diagnosis, formula planning, treatment delivery, and patient management) necessary to become a confident Chinese herbalist.

## CURRICULUM AND DEGREE REQUIREMENTS

### CORE CREDIT REQUIREMENTS (41 credits)

AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
CHP721A	Clinical Internship (2 credits)
CHP721B	Clinical Internship (2.5 credits)
CHP721C	Clinical Internship (2.5 credits)
CHP731A	Clinical Thought Process (0.5 credits)
CHP731B	Clinical Thought Process (0.5 credits)
CHP751	Chinese Herbal Preparations (1 credit)
CHP780A	Core Group I (0.5 credits)
CHP780B	Core Group II (0.25 credits)
CHP780C	Core Group III (0.25 credits)
ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
MUIH550	Academic Research and Scholarship (0 credits)

### ADDITIONAL DEGREE 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.

- MUIH500 University Wide Orientation for New Students (0 credits)

### ADMISSION REQUIREMENTS

- Bachelor's Degree from a degree-granting college or university accredited by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (international students)
- Complete essay questions in application

### PROGRAM-SPECIFIC REQUIREMENTS

Applicants must meet **one** of the following criteria:

- Graduate or current student of MUIH's Master of Acupuncture program
- Graduate or current student of an acupuncture or Chinese herbal medicine program that is accredited by, or in candidacy with, the [Accreditation Commission for Acupuncture and Oriental Medicine](#) (ACAOM) and have completed prerequisite coursework
- Currently-licensed acupuncturist in the United States

- Professional healthcare provider currently licensed in the United States to practice acupuncture within the scope of a medical practice

## LICENSURE, CERTIFICATION, AND CREDENTIALING

### LICENSURE

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, Master of Acupuncture with a Chinese Herbal Medicine Specialization degree, Doctor of Acupuncture degree, and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization degree. These programs conform to Maryland laws and regulations regarding the practice of acupuncture. For licensure requirements in Maryland, contact:

Maryland Board of Acupuncture  
4201 Patterson Avenue, Room 311  
Baltimore, MD 21215; phone 410-764-4766  
800-530-2481  
<https://health.maryland.gov/bacc>

For eligibility to apply for licensure, other states may stipulate additional requirements, such as completion of a course in Chinese herbal medicine or clinical hours beyond what is required by MUIH. Individuals who wish to practice in a state other than Maryland are advised to check the licensing requirements of that state by contacting the medical or acupuncture regulating agency in each state.

### CERTIFICATION

Many states require certification by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). For certification eligibility requirements, contact:

NCCAOM  
2001 K Street NW, 3<sup>rd</sup> Floor North  
Washington DC, 20006  
888-381-1140  
[info@nccaom.org](mailto:info@nccaom.org)  
<https://www.nccaom.org>

### PROGRAM ACCREDITATION

The following MUIH programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM):

- Master of Acupuncture
- Master of Acupuncture with a Chinese Herbal Medicine Specialization
- Post-Baccalaureate Certificate in Chinese Herbal Medicine

Accreditation status and notes may be viewed on the [ACAOM Directory](#). ACAOM is recognized by the [United States Department of Education](#) as the specialized accreditation agency for institutions/programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at:

ACAOM  
8941 Aztec Drive  
Eden Prairie, Minnesota 55347  
952-212-2434  
fax 952/657-7068

[www.acaom.org](http://www.acaom.org).

MUIH's Doctor of Acupuncture and Doctor of Acupuncture with a Chinese Herbal Medicine Specialization, approved to begin enrolling students, are not yet accredited or pre-accredited by ACAOM. Graduates of these programs are not considered to have graduated from an ACAOM-accredited or pre-accredited program and may not rely on ACAOM accreditation or pre-accreditation for professional licensure or other purposes. The doctoral programs are eligible for ACAOM accreditation, and MUIH is currently in the process of seeking ACAOM pre-accreditation/accreditation for the program. However, MUIH can provide no assurance that pre-accreditation or accreditation will be granted by ACAOM.

## SECTION 7: AYURVEDA

### AYURVEDA DEPARTMENT

Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

#### ADMINISTRATION

Diane Finlayson, M.L.A., M.F.A.  
Department Chair

Suzanne Zolnick, M.A.S.  
Department Manager

Matthew Mazick, M.S.  
Academic Advisor

#### CONTACT THE AYURVEDA DEPARTMENT

410-888-9048 ext. 6700  
[yoga@muih.edu](mailto:yoga@muih.edu)

### POST-BACCALAUREATE CERTIFICATE IN AYURVEDIC WELLNESS PRACTICES

#### PROGRAM OVERVIEW

MUIH's Ayurvedic Wellness Practices Post-Baccalaureate Certificate (PBC) program provides a solid foundation in modern Ayurvedic practices, incorporating a progressive scientific perspective while maintaining its roots in traditional practices.

This program offers graduate-level education that prepares graduates to enhance their professional health and wellness and health care practices with Ayurvedic wellness approaches and to apply this healing framework when considering disease prevention and management. This online 12-credit program can be completed in eight months (two trimesters).

#### PROGRAM DESCRIPTION

The program is designed to provide students with practical exposure to Ayurveda. Students gain 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; experiential healing and energy points; and seasonal rejuvenation and health restorative measures.

Graduates assess and educate clients using general Ayurvedic approaches to promote, build, and maintain functional levels of health and vitality in daily life and apply the principles of Ayurveda to enhance their current professional practice with a unique set of assessment and health promotion skills.

The program's design aligns with the general educational principles outlined by the World Health Organization's (WHO) Benchmarks for Ayurveda, Association of Ayurvedic Professionals of North America (AAPNA), and the International Association of Yoga Therapists (IAYT). Graduates of

this program are qualified for certification by the Association of Ayurvedic Professionals of North America (AAPNA) as an Ayurvedic Lifestyle Consultant.

### **PROGRAM FORMAT**

This program is offered in the online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### **LEARNING OUTCOMES**

Upon completion of this program 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.

### **CURRICULUM AND DEGREE REQUIREMENTS**

The program consists of 12 credits in the following required courses. See section 20 of the catalog for course descriptions.

AYUR630	Foundations of Ayurveda (3 credits)
AYUR631	Ayurveda and the Mind (3 credits)
AYUR633	Ayurvedic Nutrition and Herbs (3 credits)
AYUR635	Ayurvedic Lifestyle Skills and Self-Care (3 credits)
MUIH550	Academic Scholarship and Research (0 credits)

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

### **LICENSURE, CERTIFICATION, AND CREDENTIALING**

Students who complete the program are eligible to be certified as an Ayurvedic Lifestyle Consultant through the Association of Ayurvedic Professionals of North America (AAPNA), [www.aapna.org](http://www.aapna.org).

## SECTION 8: 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

Duston Morris, Ph.D.

Department Chair

Suzanne Zolnick, M.A.S.

Department Manager

Caressa Olivo, M.A.

Academic Advisor

#### CONTACT THE COACHING DEPARTMENT

410-888-9048 ext. 6700

[coaching@muih.edu](mailto:coaching@muih.edu)

### MASTER OF ARTS IN HEALTH AND WELLNESS COACHING

#### PROGRAM OVERVIEW

The Master of Arts in Health and Wellness Coaching prepares students with the advanced skills and expertise to help clients clarify and implement health and wellness goals and sustain life-changing behaviors. MUIH graduates are eligible for credentialing by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC). This 30-credit program can be completed in five trimesters.

#### PROGRAM DESCRIPTION

The program provides a comprehensive suite of knowledge in behavior change theories and principles, skills in coaching competencies for individuals, groups, and populations, and evidence-informed abilities to help clients adopt individually designed attitudes and lifestyle changes most conducive to their health and wellness. Students develop a broad view of health and wellness that incorporates conventional measures of health from the domains of disease prevention and health promotion, as well as additional measures of health found in complementary and integrative health practices. Students experience peer coaching, mentor coaching, volunteer client coaching, coaching supervision, and coach-assessor feedback. Finally, students finish their program with a business plan, a professional development plan, and a prospectus describing their interest area or niche to begin their client-centered health and wellness coaching practice.

#### PROGRAM FORMAT

This program is offered in the online and hybrid formats. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.



## LEARNING OUTCOMES

Upon completion of this program graduates will be able to:

- Master the professional qualities, relational skills, and behaviors that promote healing presence and a client-centered coaching practice.
- Appraise and apply from a wide range of practice- and evidence-informed coaching skills to facilitate sustainable behavior change among diverse individuals, groups, populations, and settings.
- Develop tailored approaches from a wide variety of coaching theories, principles, and practices for use with diverse individuals, groups, populations, and settings.
- Demonstrate proficiency in the coaching competencies and Code of Ethics as established by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC), as well as in the Scope of Practice as established by the NBHWC.
- Integrate conventional, complementary, and integrative health perspectives into a comprehensive evidence-informed health and wellness coaching approach.
- Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to an evidence-informed coaching practice.
- Create a personalized business plan, professional development plan, and prospectus based upon concepts and principles of an integrative health and wellness coaching practice.

## CURRICULUM AND DEGREE REQUIREMENTS

### CORE CREDIT REQUIREMENTS

The program consists of 30 credits in the following required courses. See section 20 of the catalog for course descriptions.

APP606	Becoming a Healing Presence (3 credits)
APP700	Mindfulness, Meditation, and Health (3 credits)
COA605	Foundations of Healthy Lifestyles (1.5 credits)
COA610	Fundamentals of Health and Wellness Coaching (3 credits)
COA616	Theories and Principles of Behavior Change (3 credits)
COA620	Applied Healing Strategies (3 credits)
COA665	Advanced Coaching: Groups, Populations, and Settings (3 credits)
COA670	Advanced Coaching Skills for Health and Wellness (3 credits)
COA705	Professional Development for Health and Wellness Coaches (1 credit)
COAPSA	Practical Skills Assessment (0 credits)
IHM650	Practice Management in Coaching (2 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
MUIH550	Academic Research and Scholarship (0 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)

### ADDITIONAL DEGREE 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.

### ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)

- Complete essay question(s) in application

### LICENSURE, CERTIFICATION, AND CREDENTIALING

In addition to the academic credential, the Master of Arts in Health and Wellness Coaching program offers two professional credentialing pathways. Students who complete this program are eligible for credentialing by the National Board for Health & Wellness Coaching (NBHWC) and by the International Coaching Federation (ICF).

#### **National Board for Health & Wellness Coaching (NBHWC)**

The core coaching courses (first 15 credits) of the Master of Arts in Health and Wellness Coaching are approved by the NBHWC. These courses in the first half of the Master of Arts provide the Approved Training Program (ATP) hours required to become an NBHWC-credentialed coach. Students who complete the Master of Arts in Health and Wellness Coaching and meet NBHWC's additional requirements will qualify to sit for the national board exam, the HWC Certifying Examination. The HWC Certifying Examination was developed by NBHWC in conjunction with the National Board of Medical Examiners (NBME). Individuals who pass this exam will hold the designation of National Board Certified Health & Wellness Coach (NBC-HWC).

Additional requirements may apply for this credential. Interested individuals are encouraged to check for the most recent requirements with NBHWC at [nbhwc.org](http://nbhwc.org)

#### **International Coaching Federation (ICF)**

The core coaching courses (first 15 credits) of the Master of Arts in Health and Wellness Coaching are approved by the International Coaching Federation (ICF). The courses in these programs provide the Approved Coach Specific Training Hours (ACSTH) required to become an ICF-certified coach. The program format students select determines the ICF credentials for which they will be eligible. All formats have the same courses, course content, and learning outcomes. The key difference between the formats is the number of synchronous (real-time) hours students experience; the number of synchronous hours experienced determines eligibility for ICF's various levels of certification.

Additional requirements may apply for each of these credentials, and requirements beyond coach training increase with higher level of credentials. Interested individuals are encouraged to check for the most recent requirements with ICF at [coachingfederation.org/](http://coachingfederation.org/).

##### **Online Format – 60-Hour Synchronous Training Hours**

Students who complete the all-online format of these programs fulfill the minimum synchronous 60-hour training requirement to apply for ICF's Associate Certified Coach (ACC) credential.

##### **Hybrid Format – 125-Hour Synchronous Training Hours**

Students who complete the hybrid format of these programs may complete up to 125 ICF-approved synchronous hours, depending on the courses they select. Students who complete the synchronous 125-hour requirement fulfill the training requirement to apply for ICF's Associate Certified Coach (ACC) and Professional Certified Coach (PCC) credentials.

### PROGRAM ACCREDITATION

The core coaching courses (first 15 credits) of the Master of Arts in Health and Wellness Coaching are approved by the NBHWC and ICF. Students who complete these programs are eligible

for professional credentialing by both organizations. See the Licensure, Certification, and Credentialing section above for additional information.

## POST-BACCALAUREATE CERTIFICATE IN HEALTH AND WELLNESS COACHING

### PROGRAM OVERVIEW

The Post-Baccalaureate Certificate in Health and Wellness Coaching prepares students with the skills and expertise to help clients clarify and implement health and wellness goals and sustain life-changing behaviors. MUIH graduates are eligible for credentialing by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC). This 15-credit program can be completed in three trimesters.

### PROGRAM DESCRIPTION

The program provides knowledge in behavior change theories and principles, skills in coaching competencies, and abilities to help clients adopt individually-designed attitudes and lifestyle changes most conducive to their health and wellness. Students develop a broad view of health and wellness that incorporates conventional measures of health from the domains of disease prevention and health promotion, as well as additional measures of health found in complementary and integrative health practices. Students experience peer coaching, mentor coaching, volunteer client coaching, and coach-assessor feedback.

### PROGRAM FORMAT

This program is offered in the online and hybrid formats. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### LEARNING OUTCOMES

Upon completion of this program graduates 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 variety of theories, principles, and coaching practices that promote behavior change.
- Demonstrate proficiency in the coaching competencies and Code of Ethics as established by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC), as well as in the Scope of Practice as established by the NBHWC.
- Integrate conventional and complementary health perspectives for a comprehensive understanding of health and wellness in a variety of settings.

### CORE CREDIT REQUIREMENTS

The program consists of 15 credits in the following required courses. See section 20 of the catalog for course descriptions.

APP606	Becoming a Healing Presence (3 credits)
COA605	Foundations of Healthy Lifestyles (1.5 credits)
COA610	Fundamentals of Health and Wellness Coaching (3 credits)
COA616	Theories and Principles of Behavior Change (3 credits)

COA620	Applied Healing Strategies (3 credits)
COAPSA	Practical Skills Assessment (0 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
MUIH550	Academic Research and Scholarship (0 credits)

### **ADDITIONAL DEGREE 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.

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

### **LICENSURE, CERTIFICATION, AND CREDENTIALING**

In addition to the academic credential, the Post-Baccalaureate Certificate in Health and Wellness Coaching program offers two professional credentialing pathways. Students who complete this program are eligible for credentialing by the National Board for Health & Wellness Coaching (NBHWC) and by the International Coaching Federation (ICF).

#### **National Board for Health & Wellness Coaching (NBHWC)**

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program (ATP). Students who complete the Post-Baccalaureate Certificate and have met NBHWC's additional requirements will qualify to sit for the national board exam, the HWC Certifying Examination. The HWC Certifying Examination was developed by NBHWC in conjunction with the National Board of Medical Examiners (NBME). Individuals who pass this exam will hold the designation of National Board Certified Health & Wellness Coach (NBC-HWC).

Additional requirements may apply for this credential. Interested individuals are encouraged to check for the most recent requirements with NBHWC at [nbhwc.org](http://nbhwc.org).

#### **International Coaching Federation (ICF)**

The Post-Baccalaureate Certificate in Health and Wellness Coaching is approved by the International Coaching Federation (ICF). The courses in these programs provide the Approved Coach Specific Training Hours (ACSTH) required to become an ICF-certified coach. The program format students select determines the ICF credentials for which they will be eligible. All formats have the same courses, course content, and learning outcomes. The key difference between the formats is the number of synchronous (real-time) hours students experience; the number of synchronous hours experienced determines eligibility for ICF's various levels of certification.

Additional requirements may apply for each of these credentials, and requirements beyond coach training increase with higher level of credentials. Interested individuals are encouraged to check for the most recent requirements with ICF at [coachingfederation.org/](http://coachingfederation.org/).

#### **Online Format – 60-Hour Synchronous Training Hours**

Students who complete the all-online format of these programs fulfill the minimum synchronous 60-hour training requirement to apply for ICF's Associate Certified Coach (ACC) credential.

**Hybrid Format – 125-Hour Synchronous Training Hours**

Students who complete the hybrid format of these programs may complete up to 125 ICF-approved synchronous hours, depending on the courses they select. Students who complete the synchronous 125-hour requirement fulfill the training requirement to apply for ICF's Associate Certified Coach (ACC) and Professional Certified Coach (PCC) credentials.

**PROGRAM ACCREDITATION**

The Post-Baccalaureate Certificate in Health and Wellness Coaching program holds approvals from the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC). Students who complete these programs are eligible for professional credentialing by both organizations. See the Licensure, Certification, and Credentialing section above for additional information.

## SECTION 9: HEALTH PROMOTION

### HEALTH PROMOTION DEPARTMENT

Master of Science in Health Promotion  
Post-Baccalaureate Certificate in Workplace Wellness

#### ADMINISTRATION

Claudia Joy Wingo, M.P.H., RN  
Department Chair

Suzanne Zolnick, M.A.S.  
Department Manager

Caressa Olivo, M.A.  
Academic Advisor

#### CONTACT THE HEALTH PROMOTION DEPARTMENT

410-888-9048 ext. 6700  
[healthpromotion@muih.edu](mailto: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) is a unique and innovative program preparing 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 such 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.

#### PROGRAM DESCRIPTION

This program 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 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.

#### PROGRAM FORMAT

This program is offered in the online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## LEARNING OUTCOMES

Upon completion of this program graduates will be able to:

- 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.

## CURRICULUM AND DEGREE REQUIREMENTS

The program consists of 35 credits. Students will complete 23 core credits in Health Promotion and an additional 12 credits in the chosen area of concentration. See section 20 of the catalog for course descriptions.

### CORE CREDIT REQUIREMENTS

IHED 610	Fundamentals of Health Education and Health Behavior (3 credits)
IHED 615	Health Promotion Administration, Management and Resource Development (3 credits)
IHED 621	Communication Strategies in Health Education (3 credits)
IHED 623	Health Education Program Evaluation (2 credits)
IHED 625	Research Methods in Health Education: Quantitative and Qualitative (3 credits)
IHED 626	Health Education Needs Assessment and Program Planning (3 credits)
IHED 631	Topics in Diversity for Health and Healing (3 credits)
ISCI 630A	Survey of Complementary Health Approaches (3 credits)
MUIH 550	Academic Research and Scholarship (0 credits)

### COMMUNITY HEALTH EDUCATION AREA OF CONCENTRATION (AOC)

6 Required Credits

IHED 639	Community Health Education Program Implementation (3 credits)
IHED 641	Health Promotion Capstone (3 credits)

6 Elective Credits chosen from the following:

APP 606	Becoming a Healing Presence (3 credits)
APP 700	Mindfulness, Meditation, and Health (3 credits)
IHED 777	Health Care Systems: From Macro to Micro (3 credits)
ISCI 671	Physical Activity and Health (3 credits)
NUTR 602	Nutrition: Food and Balance (3 credits)
HRB 600	Fundamentals of Herbal Medicine (3 credits)

### WORKPLACE WELLNESS AREA OF CONCENTRATION (AOC)

6 Required Credits

IHED638	Workplace Wellness Program Implementation (3 credits)
IHED641	Health Promotion Capstone (3 credits)

6 Elective Credits chosen from the following:

APP606	Becoming a Healing Presence (3 credits)
APP700	Mindfulness, Meditation, and Health (3 credits)
IHED777	Health Care Systems: From Macro to Micro (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
HRB600	Fundamentals of Herbal Medicine (3 credits)

### ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

### LICENSURE, CERTIFICATION, AND CREDENTIALING

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](http://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. The program teaches students how to develop innovative integrative workplace wellness programs designed to instill sustainable behavior changes and positive lifestyle choices and create a powerful impact on individuals and organizations. By increasing organizations' and businesses' wellness offerings and commitment to supporting the health of their employees, professionals in the field of workplace wellness can assist in reducing healthcare costs and improving employee productivity, resilience, satisfaction, and morale.

### PROGRAM DESCRIPTION

This PBC builds on MUIH's expertise in integrative health, with courses specifically designed for the workplace setting. It establishes an understanding of workplace wellness, the practices of sustainable health behavior changes and self-care, and the principles of population health and health



education. Students also build competencies around program needs assessment, development, and evaluation to increase the depth and breadth of knowledge and skills required to support positive lifestyle choices and preventative practices, and formulate practical applications for innovative integrative health promotion programs in the workplace setting. It also offers an opportunity to achieve advanced standing for the M.S. in Health Promotion.

### **PROGRAM FORMAT**

This program is offered in the online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### **LEARNING OUTCOMES**

Upon completion of this program graduates will be able to:

- Effectively educate employees to initiate and maintain behavioral changes that support health and wellness.
- 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-informed understanding of employee health and wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices.

### **PBC CURRICULUM REQUIREMENTS**

The program consists of 13 credits in the following required courses. See section 20 of the catalog for course descriptions.

IHED 621	Communication Strategies in Health Education (3 credits)
IHED 623	Health Education Program Evaluation (2 credits)
IHED 626	Health Education Needs Assessment & Program Planning (3 credits)
IHED 633	A Culture of Wellness: Introduction to Workplace Wellness (1.5 credits)
IHED 635	Workplace Wellness: Fundamentals of Practice (2 credits)
IHED 637	Principles & Practices of Health Behavior and Self-Care (1.5 credits)
MUIH 550	Academic Research & Scholarship (0 credits)

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## LICENSURE, CERTIFICATION, AND CREDENTIALING

Graduates of the PBC in Workplace Wellness will have covered four of the nine required competencies needed to meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam.

## SECTION 10: 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 Cannabis Science: Therapeutics, Product Design, and Quality Assurance

Post-Baccalaureate Certificate in Herbal Studies

### ADMINISTRATION

Kathleen Warner, Ph.D.

Department Chair

Bevin Clare, M.S.

Program Director

Michael Tims, Ph.D.

Program Director

Rachel Voss, M.P.A.

Department Manager

Matthew Mazick, M.S.

Academic Advisor

### CONTACT THE HERBAL MEDICINE DEPARTMENT

410-888-9048 ext. 6789

[herbalmedicine@muih.edu](mailto:herbalmedicine@muih.edu)

## MASTER OF SCIENCE IN CLINICAL HERBAL MEDICINE

### PROGRAM OVERVIEW

The program is designed for clinicians and practitioners that wish to diversify and expand their modalities of care through the application of herbal medicine, and for individuals that wish to become a clinical herbalist as a stand-alone profession. Clinical herbalism combined with a second health and wellness discipline can enhance an individual's career and professional development.

### PROGRAM DESCRIPTION

This scientific and research-based program builds upon and combines with herbal medicine traditions. The program begins with extensive training in materia medica, herbal sciences, medicine making, and clinical theory and provides practical real-world experience in herbal medicine. Students complete an advanced residency in an herbal practice where they design, implement and synthesize learning in a clinical environment. Coursework allows students to deepen their competencies as practicing herbalists through the discussion of cases with peers and faculty. Students are also trained in group therapies in

herbalism, writing therapeutic and case study reports, and embodying the core concept of becoming a healing presence. Students who are already clinical practitioners will work within their specialty while absorbing peer review from other clinical disciplines to deepen the incorporation of herbal therapeutics into their practice.

### **PROGRAM FORMAT**

This program is offered in the online and hybrid format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### **LEARNING OUTCOMES**

Upon completion of this program graduates 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.

### **CURRICULUM AND DEGREE REQUIREMENTS**

The program consists of 36 credits in the following required courses. See section 20 of the catalog for course descriptions.

HRB600	Fundamentals of Herbal Medicine (3 credits)
HRB605	Materia Medica I (3 credits)
HRB622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal (3 credits)
HRB624	Applied Herbalism in Clinical Practice (3 credits)
HRB641	Safety of Botanical Medicine (3 credits)
HRB705	Materia Medica II (3 credits)
HRB731	Clinical Experience I (3 credits)
HRB732	Clinical Experience II (3 credits)
HRB738	Clinical Theory in Practice (3 credits)
HRB759	Applied Therapeutics (3 credits)
ISCI547A	Physiology I: Healthy Function (3 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)

### **ADDITIONAL DEGREE 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.

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## MASTER OF SCIENCE IN HERBAL PRODUCT DESIGN & MANUFACTURE

### PROGRAM OVERVIEW

This program is designed for individuals with a wide range of interests in the growing herbal supplement industry. Graduates of the program will be poised to contribute as change agents for quality, rigor, and efficacy in diverse areas of the herbal product field. The program is ideal for individuals interested in herbal product development, formulary, sustainable production, quality control, research, education, retail, marketing, and sales.

### PROGRAM DESCRIPTION

Graduates of the M.S. in Herbal Product Design and Manufacture will acquire the skills and knowledge in herbal medicine and scientific practice and research necessary to contribute to the growth of the herbal manufacturing field with an understanding of product development. They will be able to engage with existing 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 claims, and New Dietary Ingredient (NDI) claims.

### PROGRAM FORMAT

This program is offered in the hybrid format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### LEARNING OUTCOMES

Upon completion of this program graduates 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.
- 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 and identity of botanical ingredients used in commercial products.

### CURRICULUM AND DEGREE REQUIREMENTS

The program consists of 37 credits of the following required courses. See section 20 of the catalog for course descriptions.

HRB600            Fundamentals of Herbal Medicine (3 credits)

HRB605	Materia Medica I (3 credits)
HRB622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal (3 credits)
HRB641	Safety of Botanical Medicine (3 credits)
HRB636	Botany Intensive: Exploring Sustainable Supply Chains (3 credits)
HRB642	Dispensary Practices and Quality Assessment of Herbal Medicine (3 credits)
HRB653	Extraction, Analytical Methods, and Formulation Strategies (3 credits)
HRB656	Phytochemistry, Pharmacology and Introduction to Analytical Methods (3 credits)
HRB691	Internship (1 credit)
HRB705	Materia Medica II (3 credits)
HRB781	Research in Botanical Pharmacognosy (3 credits)
HRB794	Case Studies in Herbal Product Design and Manufacture (3 credits)
ISCI522	Foundations in Organic Chemistry (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)

### **ADDITIONAL DEGREE 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.

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## **POST-BACCALAUREATE CERTIFICATE IN CANNABIS SCIENCE: THERAPEUTICS, PRODUCT DESIGN, AND QUALITY ASSURANCE**

### **PROGRAM OVERVIEW**

The program educates students about cannabis-based products with an emphasis on health effects, safety, formulation, and quality assurance. The program addresses CBD-dominant hemp-based dietary supplements and wellness products, as well as THC-dominant medical and recreational marijuana. The program is 15 credits, can be completed in one year, and is delivered fully online.

### **PROGRAM DESCRIPTION**

The Post-Baccalaureate Certificate in Cannabis Science: Therapeutics, Product Design, and Quality Assurance educates students about cannabis-based products with an emphasis on health effects, safety, formulation, and quality assurance. The program integrates the traditional herbal medicine knowledge and evidence-informed cannabis research needed to develop innovative strategies for commercializing safe and effective cannabis products. Uniquely in this program, students will investigate ways to combine cannabis with other herbs to optimize health benefits and reduce risks.

The program includes a scientific exploration of two distinct sets of cannabis-based products. The first group is the CBD-dominant hemp-based products that are not psychoactive, are legal in all fifty U.S. states, and are being integrated increasingly into the dietary supplement industry. The second set of

products are medical and recreational THC-dominant cannabis products that are psychoactive, regulated more strictly than hemp-based products, and mostly available through a limited number of licensed dispensaries. The program examines the science behind cannabis and explores the evidence for therapeutic benefits and risks, considerations in product design, and issues of quality assurance for both types of products.

### PROGRAM FORMAT

This program is offered in the online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### LEARNING OUTCOMES

Upon completion of the program graduates will be able to:

- Explain the endocannabinoid system and its role in the body's response to cannabis and other medicinal plants.
- Apply foundational knowledge of herbal pharmacology, clinical research, and traditional use to design and evaluate safe and effective cannabis-containing herbal supplements that support health and well-being.
- Utilize pharmacological and clinical research on cannabis to inform safe and effective therapeutic choices.
- Apply an ethical framework, along with regulatory and industry standards, to provide cannabis education and access to high-quality cannabis products in dispensaries and other retail environments.
- Apply best practices in quality assurance to develop quality control practices and assess cannabis-based products.

### CURRICULUM AND DEGREE REQUIREMENTS

The program consists of 15 credits of the following required courses. See section 20 of the catalog for course descriptions.

HRB610	The Endocannabinoid System and Phytocannabinoids (3 credits)
HRB611	Cannabis Therapeutics (3 credits)
HRB612	Cannabis Dispensary Practices (3 credits)
HRB613	Formulating Herbal Products using Cannabis (3 credits)
HRB614	Quality Assurance in Cannabis Products (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)

### ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## POST-BACCALAUREATE CERTIFICATE IN HERBAL STUDIES

### PROGRAM OVERVIEW

The Post-Baccalaureate Certificate in Herbal Studies provides the herbal enthusiast with a foundational knowledge of herbal sciences, as well as an understanding of wellness-based models of healthcare. For thousands of years, people across the world have had a vast knowledge of their local plants, using them as allies to tend to their health through the changing seasons. With the Post-Baccalaureate Certificate (PBC) in Herbal Studies students can recapture that wisdom and create greater health, wellness, and vitality for themselves and others using herbs, food, and an increased awareness of the natural world.

### PROGRAM DESCRIPTION

Combining modern scientific knowledge with traditional wisdom, the coursework uses the cycles of nature to guide the integration of herbs into daily life. The program's emphasis on practical skills ensures that students are familiar with the identification of local plants and possess the ability to make medicinal food and herbal preparations. The program empowers students with the knowledge and skills needed to support self-care through the safe and effective incorporation of herbs into daily life, using body care products, food preparations, and other herbal supplements. For students that choose to take classes on campus, the program provides unique experiential learning opportunities through MUIH's herbal dispensary and garden.

### PROGRAM FORMAT

This program is offered in the online and hybrid formats. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### LEARNING OUTCOMES

Upon completion of the program graduates 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.

### CURRICULUM REQUIREMENTS

The program consists of 12 credits of the following required courses. See section 20 of the catalog for course descriptions.

HRB600	Fundamentals of Herbal Medicine (3 credits)
HRB605	Materia Medica I (3 credits)
HRB622	Herbal Pharmacy (3 credits)
HRB641	Safety of Botanical Medicine (3 credits)

### ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application



## SECTION 11: INTEGRATIVE HEALTH STUDIES

### INTEGRATIVE HEALTH STUDIES DEPARTMENT

Master of Arts in Integrative Health Studies  
Post-Baccalaureate Certificate in Integrative Health Studies

#### ADMINISTRATION

Marybeth Missenda, M.S.  
Program Director

Rachel Voss, M.P.A.  
Department Manager

Caressa Olivo, M.A.  
Academic Advisor

#### CONTACT THE INTEGRATIVE HEALTH STUDIES DEPARTMENT

410-888-9048 ext. [6784](tel:410-888-9048)  
[IHS@muih.edu](mailto:IHS@muih.edu)

### MASTER OF ARTS IN INTEGRATIVE HEALTH STUDIES

#### PROGRAM OVERVIEW

The Master of Arts (M.A.) in Integrative Health Studies provides the opportunity to acquire advanced knowledge of integrative health care practices and of how complementary health approaches can be integrated with conventional health care approaches. This non-clinical interdisciplinary program covers a broad spectrum of integrative practices, rather than focusing on a single modality as is the case for all other MUIH programs. The program is 30 credits and can be completed in five trimesters (1.5 years).

#### PROGRAM DESCRIPTION

This program provides foundational knowledge (18 credits) in the theoretical and philosophical foundations of integrative health practices, the efficacy and effectiveness of such practices, and practical and business models for the inclusion of integrative practices in conventional care settings. The opportunity for direct relevance and application of learning is achieved through a capstone course whose project focuses on incorporating integrative health practices into each student's unique profession and/or health care organization.

Students personalize their study through the addition of elective curriculum (12 credits) which provides the opportunity to explore particular integrative health care practices in greater depth through areas of concentration.

#### PROGRAM FORMAT

This program is offered in the online format. [Click here](#) to view MUIH's definition of online, hybrid and on-campus course and program formats.

## LEARNING OUTCOMES

Upon completion of this program students 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.

## CURRICULUM AND DEGREE REQUIREMENTS

### CORE CREDIT REQUIREMENTS

For all areas of concentration, the program includes 18 credits in the following required courses.

See section 20 of catalog for course descriptions:

APP606	Becoming a Healing Presence (3 credits)
INHS610	Complementary and Integrative Health Interventions for Conditions (3 credits)
INSH620	Integrative Care Models (3 credits)
INHS710	Seminar in Integrative Health Studies (3 credits)
ISCI630a	Survey of Complementary Health Approaches (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)

### ELECTIVE CREDIT REQUIREMENTS

This program includes 12 additional credits selected from the following offerings from various departments in the University. See section 20 of catalog for course descriptions:

#### Nutrition and Herbal Medicine

HRB600	Fundamentals of Herbal Medicine (3 credits)
HRB605	Materia Medica I (3 credits)
NUTR601	Redefining Nutrition (1 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR672	Mindful Eating and Nourishment (2 credits)

#### Health Promotion, and Education

IHED610	Fundamental of Health Education and Health Behavior (3 credits)
IHED621	Communication Strategies in Health Education (3 credits)
IHED626	Needs Assessment and Program Planning (3 credits)
IHED637	Principles & Practices of Health Behavior and Self Care (1.5 credits)

#### Mind-Body Practices, Self-Care and Whole Medical Systems

AOM601*	History of Acupuncture and Oriental Medicine (2 credits)
APP700	Mindfulness, Meditation and Health (3 credits)
AYUR630	Foundations of Ayurveda and Medical Theory (3 credits)
AYUR631	Ayurveda and The Mind and Mindbody Wellness (3 credits)
ISCI671 P	Physical Activity and Health (3 credits)

*\*If AOM601 is selected, the student will need to add a minimum of one credit from one of the other areas of concentrations above.*

### **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## **POST-BACCALAUREATE CERTIFICATE IN INTEGRATIVE HEALTH STUDIES**

### **PROGRAM OVERVIEW**

The Post-Baccalaureate Certificate (PBC) 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. This 12-credit program can be completed in two trimesters (8 months).

### **PROGRAM DESCRIPTION**

The program provides students with an understanding of 1) the fundamental principles and effectiveness of a range of complementary and integrative health practices; 2) how complementary health practices can be integrated with conventional care in a responsible way; 3) research literacy skills unique to the field of integrative health, including how to find, interpret, and apply integrative health research to disease and health challenges; 4) how complementary and conventional health care practitioners can work alongside one another; and 5) the practical considerations of incorporating complementary health approaches in conventional health care settings, including business models, insurance coverage, and professional and legal requirements.

### **PROGRAM FORMAT**

This program is offered in the online format. [Click here](#) to view MUIH's definition of online, hybrid and on-campus course and program formats.

### **LEARNING OUTCOMES**

Upon completion of this program students 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.

### **CURRICULUM AND DEGREE REQUIREMENTS**

This program consists of 12 credits in the following required courses. See section 20 of catalog for course descriptions.

INHS610	Complementary and Integrative Health Interventions for Conditions (3 credits)
INSH620	Integrative Care Models (3 credits)
ISCI630a	Survey of Complementary Health Approaches (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)

#### ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## SECTION 12: NUTRITION

### NUTRITION AND HERBAL MEDICINE DEPARTMENT

Doctor of Clinical Nutrition

Master of Science in Nutrition and Integrative Health

Post-Master's Certificate in Nutrition and Integrative Health

Post-Baccalaureate Certificate in Culinary Health and Healing

Post-Baccalaureate Certificate in Sports Performance and Integrative Nutrition

### ADMINISTRATION

Kathleen Warner, Ph.D.

Department Chair

Liz Lipski, Ph.D.

Director, Academic Development

Eleonora Gafton, M.S.

Director, Cooking Labs

Elizabeth Owens, M.S.

Director of Experiential Programs, Nutrition

Alexandra Wick

Department Manager

Jennifer Swetz, M.S.

Online Nutrition Clinic Coordinator

Rachel Lucke, M.S.

On-Campus Nutrition Clinic Coordinator

Casey Simms, M.A.

Academic Advisor

Laura Steck

Academic Advisor

### CONTACT THE NUTRITION DEPARTMENT

410-888-9048 ext. 6654

[nutrition@muih.edu](mailto:nutrition@muih.edu)

## DOCTOR OF CLINICAL NUTRITION

### PROGRAM OVERVIEW

The Doctor of Clinical Nutrition (DCN) program integrates a systems biology approach with contemporary perspectives in functional nutrition. The program produces compassionate, skillful, and creative practitioners who are capable of working collaboratively to support individuals and groups with personalized plans that move people to health. Students entering the DCN 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.

### PROGRAM DESCRIPTION

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 curriculum 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.

### PROGRAM FORMAT

This program is offered in the hybrid format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### LEARNING OUTCOMES

Upon completion of this program graduates 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.

## CURRICULUM AND DEGREE REQUIREMENTS

### CORE CREDIT REQUIREMENTS

The program consists of 48 credits in the following required courses. See section 20 of the catalog for course descriptions.

MUIH550	Academic Research & Scholarship (0 credits)
NUTR800	Graduate Colloquium (1.5 credits)
NUTR801	Principles of Integrative & Functional Nutrition (3 credits)
NUTR802	Nutritional Approaches to Detoxification (3 credits)
NUTR810	Special Topics in Nutrition I (1.5 credits)
NUTR811	Special Topics in Nutrition II (1.5 credits)

NUTR821	Bioethics in Clinical Nutrition (3 credits)
NUTR822	Epigenetics and Nutritional Genomics (3 credits)
NUTR824	Research Literacy in Nutrition (3 credits)
NUTR831	Integrative and Functional Nutrition in Gastrointestinal Health and Disease (3 credits)
NUTR832	Integrative and Functional Nutrition in Immune Health (3 credits)
NUTR833	Integrative and Functional Nutrition in Cardio-Metabolic Health (3 credits)
NUTR834	Integrative and Functional Nutrition in Neurological Health (3 credits)
NUTR835	Integrative and Functional Nutrition in Endocrine and Energy Health (3 credits)
NUTR850	Nutrition Focused Physical Exam (1.5 credits)
NUTR8EXI	Nutrition DCN Comprehensive Exam (0 credits)
RSCH811	Case Reports in Integrative Health (3 credits)
RSCH821	Designing Research in Clinical Practice (3 credits)

Choose one of the following for 3.0 credits:

NUTR900	Advanced Clinical Nutrition Residency & Research Project I (3 credits)
NUTR902	Advanced Clinical Strategies in Nutrition I* (3 credits)

Choose one of the following for 3.0 credits:

NUTR901	Advanced Clinical Nutrition Residency & Research Project II (3 credits)
NUTR903	Advanced Clinical Strategies in Nutrition II* (3 credits)

*\*Course alternatives for students who live in states with internship restrictions*

### **ADDITIONAL DEGREE 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.

### **ADMISSIONS**

#### **Admission Requirements common to the Master's Pathway and the RD/RDN pathway to the DCN**

- Resume
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Minimum of a master's degree from a regionally accredited institution, with a Minimum of a 3.0 GPA, or if a school uses a Pass/Fail system, passing grades in all coursework
- Official transcripts of all coursework to verify degree completion
- Email addresses for two people who have worked with you in an academic or professional setting who are willing to submit an online recommendation

#### **For the Master's Pathway:**

Meet **one** of the following criteria:

1. Demonstrate the completion of the following prerequisite requirements from a regionally accredited college or university:
  - Nutrition (9 graduate level credits including macronutrients, micronutrients, and life cycle nutrition)
  - Biochemistry (6 graduate or undergraduate level credits)
  - Physiology or Anatomy and Physiology (3 credits at graduate or undergraduate level acceptable)

- Clinical, Life or Physical Sciences (12 credits – graduate or undergraduate level acceptable; including 3 credits of graduate level statistics/research literacy. Typical courses include biology, botany, micro-biology, nutrition science, pathophysiology, and organic or inorganic chemistry.
- 2. Hold one of the following credentials which is equivalent to the pre-admissions requirements:
  - Certified Nutrition Specialist (CNS) by the Board of Certification of Nutrition Specialists (BCNS)
  - Certified Clinical Nutritionist (CCN) by the Clinical Nutrition Certification Board (CNCB)

**For the RD/RDN pathway:**

1. Bachelor’s degree from a program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) with a minimum of 3.0 GPA , or if a school uses a Pass/Fail system, passing grades in all coursework
2. Verification of completion of a post-bachelor's internship experience accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND)
3. Hold the Registered Dietitian Nutritionist (RDN) credential issued by the Commission on Dietetic Registration (CDN)

**LICENSURE, CERTIFICATION, AND CREDENTIALING**

**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 <https://theana.org/advocate>.

**CERTIFICATION**

**Certified Nutrition Specialist (CNS)**

The Board for Certification of Nutrition Specialists (BCNS) administers the advanced certification for personalized nutrition practitioners: 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. BCNS also requires that applicants complete 1000 hours of supervised practice experience and pass the CNS Certifying exam. The board reviews each applicant individually to determine eligibility. Interested individuals are encouraged to check for the most recent requirements with the Board for Certification of Nutrition Specialists at <https://theana.org/advocate>.

**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, 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. Interested individuals are encouraged to check for the most recent requirements with the American Clinical Board of Nutrition at [acbn.org](http://acbn.org).

**Certified Clinical Nutritionist (CCN)**

The Clinical Nutrition Certification Board (CNCB) reviews each applicant individually. They review all transcripts to determine eligibility. Interested individuals are encouraged to check for the most recent requirements with the Clinical Nutrition Certification Board at [cncb.org](http://cncb.org).



## MASTER OF SCIENCE IN NUTRITION AND INTEGRATIVE HEALTH

### PROGRAM OVERVIEW

The Master of Science in Nutrition and Integrative Health integrates traditional systems and nature-based knowledge of food and health with contemporary biochemical and physiological perspectives of the complex role of nutrition in human health. While building foundational skills in the sciences and introductory nutrition, students enhance the scope of their knowledge and skills by selecting an area of concentration in Community Nutrition Education, Herbal Medicine, or Human Clinical Nutrition. Depending on Area of Concentration, the degree is 50 or 58 credits and can be finished in two to four years.

### PROGRAM DESCRIPTION

The Master of Science in Nutrition and Integrative Health is unique in integrating biochemical assessments, basic science, and applied nutrition coursework 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.

Experiences unique to the MUIH Master's degree include the cooking labs and hands-on practice in nutritional assessment and counseling or in the planning, development and delivery of nutrition education programs.

#### **HUMAN CLINICAL NUTRITION AREA OF CONCENTRATION (50 credits)**

The Human Clinical Nutrition Area of Concentration prepares graduates to be clinical nutritionists who apply the scientific and psycho-social aspects of integrative nutrition and provide individualized and personalized nutritional assessments and counseling for others. It is designed for individuals who wish to work in a clinical setting and pursue the Certified Nutrition Specialist (CNS) offered through the Certification Board of Nutrition Specialists.

#### **HERBAL MEDICINE AREA OF CONCENTRATION (58 credits)**

The Herbal Medicine Area of Concentration prepares graduates to be clinical nutritionists who apply the scientific and psycho-social aspects of integrative nutrition and herbal medicine to provide individualized and personalized nutritional assessments and counseling for others. It is designed for individuals who wish to work in a clinical setting and pursue Certified Nutrition Specialist (CNS) offered through the Certification Board of Nutrition Specialists.

#### **COMMUNITY NUTRITION EDUCATION AREA OF CONCENTRATION (50 credits)**

The Community Nutrition Education Area of Concentration prepares graduates to apply the scientific and psycho-social aspects of integrative nutrition to develop and deliver community education programs. It is designed for individuals who wish to work in community settings with groups of individuals, and includes courses that involve community work experiences. Students are eligible to sit for the Certified Nutrition Specialist (CNS) offered through the Certification Board of Nutrition Specialists and the Certified Health Education Specialist (CHES) exam offered by the National Commission for Health Education Credentialing by taking coursework in addition to that provided in this Area of Concentration.

## PROGRAM FORMAT

This program is offered in online, hybrid, and on-campus formats. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## LEARNING OUTCOMES

### CORE LEARNING OUTCOMES

Upon completion of this program graduates 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.

### LEARNING OUTCOMES FOR HUMAN CLINICAL AREA OF CONCENTRATION

Upon completion of this area of concentration graduates will be able to:

- Serve in leadership roles as nutrition professionals in the field of clinical nutrition.
- Offer services to clients, clinicians, and other practitioners in order to earn a livelihood as a nutrition professional.

### LEARNING OUTCOMES FOR HERBAL MEDICINE AREA OF CONCENTRATION

Upon completion of this area of concentration graduates will be able to:

- Serve in leadership roles as nutrition professionals with knowledge of the role of both foods and herbs in promoting human health.
- Work as nutritionists with an herbal background through comprehensive study of herbal pharmacology, herbal pharmacy (herbal preparation), and principles of herbal therapeutics.

### LEARNING OUTCOMES FOR COMMUNITY NUTRITION EDUCATION AREA OF CONCENTRATION

Upon completion of this area of concentration graduates will be able to:

- Serve in leadership roles in the field of nutrition education and behavior change in a variety of settings including individual, community, and policy.
- Assess population needs, assets, and capacity for nutrition education.

## CURRICULUM AND DEGREE REQUIREMENTS

### CORE CREDIT REQUIREMENTS

For all areas of concentration, the program consists of 29 credits in the following required courses. See section 20 of the catalog for course descriptions.

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
ISCI522	Foundations in Organic Chemistry (3 credits)

ISCI547A	Physiology I: Healthy Function (3 credits)
ISCI626	Nutritional Biochemistry (3 credits)
ISCI631	Intro to Complementary and Integrative Health (1.5 credits)
ISCI647B	Physiology II: Movement Away from Health (3 credits)
NUTR601	Redefining Nutrition (1 credits)
NUTR612	Human Nutrition II: Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
NUTR641	Life Cycle Nutrition (3 credits)
NUTR6EX1	Nutrition MSNIH Comprehensive Exam (0 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)

Required Cooking Labs:

NUTR681	Cooking with Whole Foods Lab I (0.5 credits)
NUTR682	Cooking with Whole Foods Lab II (0.5 credits)

Choose 2 additional cooking labs from the following for a total of 1.0 credit:

NUTR683	Cooking with Whole Foods Lab III (0.5 credits)
NUTR684	Cooking with Whole Foods Lab IV (0.5 credits)
NUTR686	Cooking with Whole Foods Lab VI (0.5 credits)
NUTR687	Cooking with Whole Foods Lab VII (0.5 credits)
NUTR688	Cooking with Whole Foods Lab VIII (0.5 credits)

### HUMAN CLINICAL AREA OF CONCENTRATION

This area of concentration consists of 21 required credits. See section 20 of the catalog for course descriptions.

#### Core Credit Requirements

The following courses are required for a total of 16 credits:

NUTR622	Advanced Biochemistry, Pathophysiology, and Assessment (3 credits)
NUTR635	Applied Clinical Nutrition I Nutritional Assessment (2 credits)
NUTR636	Applied Clinical Nutrition II Nutritional Assessment (2 credits)
NUTR651A	Clinical Skills I (2 credits)
NUTR651B	Clinical Skills II (2 credits)
NUTR672	Mindful Eating and Nourishment (2 credits)

Choose one of the following course sets for a total of 3 credits:

NUTR654C	Clinic (1.5 credits) <i>and</i> NUTR654D Clinic (1.5 credits)
NUTR656C	Clinical Strategies in Nutrition Care (1.5 credits) <i>and</i> NUTR656D Clinical Strategies in Nutrition Care (1.5 credits)

#### Elective Credit Requirements

Choose a total of 5 credits from the following elective course options:

APP606	Becoming a Healing Presence (3 credits)
APP607	Introduction to Healing Presence (1 credit)
HRB600	Fundamentals of Herbal Medicine (3 credits)
HRB605	Materia Medica I (3 credits)
HRB622	Herbal Pharmacy (3 credits)
HRB633	Medicinal Plants and Cultures: A Bioregional Exploration (2 credits)
IHED610	Fundamentals of Health Education and Health Behavior (3 credits)

IHED615	Health Promotion Administration, Management and Resource Development (3 credits)
IHED621	Communication Strategies in Health Education (3 credits)
IHM620	Marketing for Health & Wellness Professionals (1 credit)
IHM665	Practice Management for Nutrition Professionals (1 credit)
ISCI615	Mind Body Science (3 credits)
ISCI630A	Survey of Complementary Health Approaches (3 credits)
NUTR625	Introduction to Nutritional Genomic Counseling (1 credit)
NUTR634	Diabetes Education: An Integrative Approach (1 credit)
NUTR637	Nutrition and Digestive Health (1 credit)
NUTR643	Public Health Nutrition (1 credit)
NUTR663	Sports Nutrition (1 credit)
NUTR664	Food Systems and Policy (2 credits)
NUTR665	The Dynamics of Food and Healing (1 credit)
NUTR668	Culinary Herbs in the Kitchen and Beyond (1 credit)
NUTR671	Food and Culture (1 credit)
NUTR675	Chinese Nutrition Therapy (2 credits)
NUTR722	Advanced Laboratory Assessment (2 credits)

## HERBAL MEDICINE AREA OF CONCENTRATION

### Core Credit Requirements

This area of concentration consists of 29 credits in the following required courses. See section 20 of the catalog for course descriptions.

HRB600	Fundamentals of Herbal Medicine (3 credits)
HRB605	Materia Medica I (3 credits)
HRB622	Herbal Pharmacy (3 credits)
HRB624	Applied Herbalism in Clinical Practice (3 credits)
HRB641	Safety of Botanical Medicine (3 credits)
NUTR622	Advanced Biochemistry, Pathophysiology, and Assessment (3 credits)
NUTR635	Applied Clinical Nutrition I Nutritional Assessment (2 credits)
NUTR636	Applied Clinical Nutrition II Nutritional Assessment (2 credits)
NUTR651A	Clinical Skills I (2 credits)
NUTR651B	Clinical Skills II (2 credits)

Choose one of the following course sets for a total of 3 credits:

NUTR654C	Clinic (1.5 credits) <i>and</i> NUTR654D Clinic (1.5 credits)
NUTR656C	Clinical Strategies in Nutrition Care (1.5 credits) <i>and</i> NUTR656D Clinical Strategies in Nutrition Care (1.5 credits)

## COMMUNITY NUTRITION EDUCATION AREA OF CONCENTRATION

This area of concentration consists of 21 required credits. See section 20 of the catalog for course descriptions.

### Core Credit Requirements

The following courses are required for a total of 20 credits:

IHED610	Fundamentals of Health Education and Health Behavior (3 credits)
IHED623	Health Education Program Evaluation (2 credits)
IHED626	Health Education Needs Assessment and Program Planning (3 credits)
NUTR643	Public Health Nutrition (2 credits)

NUTR664 Food Systems and Policy (2 credits)  
NUTR672 Mindful Eating and Nourishment (2 credits)

Choose one of the following courses for a total of 3 credits:

IHED615 Health Promotion Administration, Management and Resource Development (3 credits)  
IHED621 Communication Strategies in Health Education (3 credits)

Choose one of the following course sets for a total of 3 credits:

NUTR691C Practicum (1.5 credits) *and* NUTR691D Practicum (1.5 credits)  
NUTR692C Capstone Project (1.5 credits) *and* NUTR692D Capstone Project (1.5 credits)

### Elective Credit Requirements

Choose at least 1 credit from the following elective course options. Elective offerings vary by trimester.

IHED615 Health Promotion Administration, Management and Resource Development\* (3 credits)  
IHED621 Communication Strategies in Health Education\* (3 credits)  
IHED639 Community Health Education Program Implementation\* (3 credits)  
NUTR622 Advanced Biochemistry, Pathophysiology, and Assessment \*\* (3 credits)  
NUTR634 Diabetes Education: An Integrative Approach (1 credit)  
NUTR635 Applied Clinical Nutrition I Nutritional Assessment† (2 credits)  
NUTR636 Applied Clinical Nutrition II† (2 credits)  
NUTR651A Clinical Skills I (2 credits)  
NUTR651B Clinical Skills II (2 credits)  
NUTR671 Food and Culture (1 credit)

*\*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.*

### ADDITIONAL DEGREE 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 Serv-Safe™ Food Safety Manager Course from the National Restaurant Association. Certification must be obtained prior to graduation or before enrolling in NUTR686 Cooking with Whole Foods Lab VI or NUTR691c Practicum. Students are encouraged to obtain the certification sooner because the knowledge is helpful in all cooking labs. The course is offered by MUIH as NUTR 001 for \$200.
- In order to gain a perspective as a client in the client-practitioner relationship, on-campus and online students are required to become a client of an integrative nutritionist in their area or through the on-campus clinic, the Natural Care Center, for at least three nutrition consultations.
- Earn a passing grade on a comprehensive exam (NUTR 6EXI) at the end of the academic program.

Students in this program may also 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.

## **ADMISSION REQUIREMENTS**

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application-

## **LICENSURE, CERTIFICATION, AND CREDENTIALING**

### **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 <https://theana.org/advocate>.

### **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.

This program does not prepare students to sit for the Commission on Dietetics Registration dietetics exam.

### **Certified Nutrition Specialist (CNS)**

Certified Nutrition Specialist (CNS) is offered through the [Certification Board of Nutrition Specialists](#). 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.

### **Certified Clinical Nutritionist (CCN)**

Graduates of the Master of Science in Nutrition and Integrative Health program are exempt from taking the postgraduate 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. Interested individuals are encouraged to check for the most recent requirements at [cncb.org](http://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. Interested individuals are encouraged to check for the most recent requirements with the [National Commission for Health Education Credentialing](#).

### **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. Interested individuals are encouraged to check for the most recent requirements at [nanp.org/board-certification](http://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 \(SNEB\)](#).

### **PROGRAM ACCREDITATION**

MUIH's M.S. Nutrition and Integrative Health program 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  
20 West 20th Street, Suite 204  
New York, NY 10011  
646-455-1149.

## **POST-MASTER'S CERTIFICATE IN NUTRITION AND INTEGRATIVE HEALTH**

### **PROGRAM OVERVIEW**

The Post-Master's Certificate (PMC) in Nutrition and Integrative Health provides evidence-based nutrition training specifically for health professionals and those with advanced science training, and integrates a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole-person health and wellness care.

### **PROGRAM DESCRIPTION**

This program provides 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. Students integrate a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole-person health and wellness care. Students focus on practical patient/client applications such as creating treatment plans using whole foods and nutritional supplementation, helping patients distinguish among food fads, trends, and sound nutrition information, and learning to apply and teach whole foods cooking.

### **PROGRAM FORMAT**

This program is offered in an online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### **LEARNING OUTCOMES**

Upon completion of this program graduates 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.

## CURRICULUM AND DEGREE REQUIREMENTS

The program consists of a total of 15 credits. See section 20 of the catalog for course descriptions.

### CORE CREDIT REQUIREMENTS

The following courses are required for a total of 11 credits:

ISCI626	Nutritional Biochemistry (3 credits)
NUTR601	Redefining Nutrition (1 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR633	Integrative Client Care: Nutrition Assessment, Applied Biochemistry, and Treatment Planning (4 credits)

### ELECTIVES

Choose 4 credits from the following elective course options. Elective offerings vary by trimester.

NUTR622	Advanced Biochemistry, Pathophysiology, and Assessment (3 credits)
NUTR634	Diabetes Education: An Integrative Approach (1 credit)
NUTR641	Life Cycle Nutrition (3 credits)
NUTR651A	Clinical Skills I (2 credits)
NUTR651B	Clinical Skills II (2 credits)
NUTR663	Sports Nutrition (1 credit)
NUTR665	Dynamics of Food and Healing (1 credit)
NUTR668	Culinary Herbs in the Kitchen and Beyond (1 credit)
NUTR672	Mindful Eating and Nourishment (2 credits)
NUTR675	Chinese Nutrition Therapy (2 credits)
NUTR681	Cooking with Whole Foods Lab I (0.5 credits)
NUTR682	Cooking with Whole Foods Lab II (0.5 credits)
NUTR683	Cooking with Whole Foods Lab III (0.5 credits)
NUTR684	Cooking with Whole Foods Lab IV (0.5 credits)
NUTR686	Cooking with Whole Foods Lab VI (0.5 credits)
NUTR687	Cooking with Whole Foods Lab VII (0.5 credits)
NUTR688	Cooking with Whole Foods Lab VIII (0.5 credits)

### ADMISSION REQUIREMENTS

- Master's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Official transcripts of all coursework to verify degree completion and copies of any licenses or certifications in the field of healthcare
- Demonstrate completion of the following prerequisite requirements (eligibility to test out or be exempt from the prerequisite requirements is at the discretion of the Department Chair):
  - 3 semester credits of Organic/Biological Chemistry (graduate or bachelor's level acceptable)



- 4 semester credits of Physiology and/or Pathophysiology (graduate or bachelor's level acceptable)

## LICENSURE, CERTIFICATION, AND CREDENTIALING

### 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 <https://theana.org/advocate>.

### 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. Interested individuals are encouraged to check for the most recent requirements with the [Board for Certification of Nutrition Specialists](#), which administers the advanced certification for personalized nutrition practitioners: 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 BCNS also requires that applicants complete 1000 hours of supervised practice experience and pass the CNS Certifying exam. MUIH offers the [Nutrition Practice Experience](#) to complete the remaining supervised clinical practice hours. The board reviews each applicant individually to determine eligibility. Interested individuals are encouraged to check with the BCNS for the most recent requirements.

#### **Certified Clinical Nutritionist (CCN)**

The Clinical Nutrition Certification Board (CNCB) reviews each applicant individually. They review all transcripts to determine eligibility. Interested individuals are encouraged to check for the most recent requirements with the Clinical Nutrition Certification Board at [cncb.org](http://cncb.org).

#### **Board Certified in Holistic Nutrition®**

Requires at least one herbal elective course. Interested individuals are encouraged to check for the most recent requirements with the [Holistic Nutrition Credentialing Board](#).

#### **Nutrition Practice Experience**

[The Nutrition Practice Experience](#) is designed to prepare post-graduates to pursue the Board for Certification of Nutrition Specialists' (BCNS) advanced certification for personalized nutrition practitioners: Certified Nutrition Specialist (CNS). It provides up to 1000 hours of CNS-Approved Supervision for practice experience in the field of nutrition. Graduates of MUIH's Master of Science in Nutrition & Integrative Health or Post-Master's Certificate in Nutrition and Integrative Health are eligible to enroll in this practice experience.

## POST-BACCALAUREATE CERTIFICATE IN CULINARY HEALTH AND HEALING

### PROGRAM OVERVIEW

The Post-Baccalaureate Certificate (PBC) in Culinary Health and Healing educates students in the selection and preparation of whole foods as a foundation for health and wellness. Students learn scientifically based principles and practices of food selection and preparation and apply those skills to translate nutritional assessments and goals into personalized, family, and community meal plans.

### PROGRAM DESCRIPTION

In this program, students learn strategies for adapting meal plans based on specific health conditions, food sensitivities, and allergies as well as grocery budget and food availability. The program celebrates global cuisine and students explore multicultural and culturally specific meal plans. The role of the culinary educator in promoting healthy diets is investigated as well as how to partner with healthcare practitioners and a variety of clients to support health and healing through nutrition.

### PROGRAM FORMAT

This program is offered in an online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### COURSE OUTCOMES

Upon completion of the program graduates will be able to:

- Demonstrate how to select and prepare nutrient-dense whole foods.
- Devise meal plans to support disease prevention and optimal health.
- Adapt healthy whole foods menus to meet the needs of individuals of diverse demographic, cultural, and clinical groups.
- Collaborate with nutrition professionals and other healthcare practitioners to support dietary health and healing for individuals and populations.

### CURRICULUM AND DEGREE REQUIREMENTS

This program consists of 12 credits and 13 courses.

#### Core Credit Requirements

NUTR601	Redefining Nutrition (1 credit)
NUTR668	Culinary Herbs in the Kitchen and Beyond (1 credit)
NUTR671	Food and Culture (1 credit)
NUTR672	Mindful Eating (2 credits)
NUTR678	Culinary Educator (2 credits)
NUTR680	Behavior Change in Selection and Preparation of Meals (2 credits)
MUIH 550	Academic Research and Scholarship (0 credits)
NUTR681	Whole Foods Cooking Lab I (0.5 credits)
NUTR682	Whole Foods Cooking Lab II (0.5 credits)
NUTR683	Whole Foods Cooking Lab III (0.5 credits)
NUTR684	Whole Foods Cooking Lab IV (0.5 credits)
NUTR687	Whole Foods Cooking Lab VII (0.5 credits)
NUTR688	Whole Foods Cooking Lab VIII (0.5 credits)

### **Additional Requirements**

- Complete the Serv-Safe™ Food Safety Manager Course offered by the National Restaurant Association

### **Admissions Requirements**

- Bachelor's Degree from a degree-granting college or university accredited by an accrediting body recognized by the U.S. Department of Education, with a minimum GPA of 2.5
- Official transcript(s) for prior undergraduate and graduate course work and degrees
- Resume
- Essay questions
- TOEFL/IELTS/PTE for international students

## **POST-BACCALAUREATE CERTIFICATE IN SPORTS PERFORMANCE AND INTEGRATIVE NUTRITION**

### **PROGRAM OVERVIEW**

This program prepares individuals to blend foundational knowledge in holistic nutrition with a broader perspective on the role of nutrition in sports and athletic performance. The program combines a holistic view of the impact of nutrition, physical and mental performance in sports, and an emphasis on whole foods cooking. Students examine diets that maximize nutrients and learn how to plan and prepare meals to support both physical and mental athletic performance. This 13-credit program can be completed fully online in eight months (two trimesters).

### **PROGRAM DESCRIPTION**

This program prepares students with the knowledge and skills to enhance sports performance through the application of scientific and holistic nutritional principles and practices. 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. It equips students with the skills to plan diets and prepare meals that maximize nutrients and support athletic performance. Unique to MUIH's program is the opportunity to participate in a whole foods cooking lab focused on athletes.

### **PROGRAM FORMAT**

This program is offered in an online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### **LEARNING OUTCOMES**

Upon completion of this program graduates 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.

### **CURRICULUM AND DEGREE REQUIREMENTS**

This program consists of 13 credits of the following required courses. See section 20 of the catalog for course descriptions.

ISCI671	Physical Activity and Health (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR615	Nutrient Optimization for Mental Performance in Athletes (3 credits)
NUTR616	Nutrient Optimization for Physical Performance in Athletes (3 credits)
NUTR689	Whole Foods Cooking to Support High Performance (1 credits)

### ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

## SECTION 13: YOGA THERAPY

### YOGA DEPARTMENT

Master of Science in Yoga Therapy  
Post-Master's Certificate in Therapeutic Yoga Practices

### ADMINISTRATION

Diane Finlayson, M.L.A.  
Department Chair

Suzanne Zolnick, M.A.S.  
Department Manager

Matthew Mazick, M.S.  
Academic Advisor

### CONTACT THE YOGA THERAPY DEPARTMENT

410-888-9078 ext. 6700  
[yoga@muih.edu](mailto:yoga@muih.edu)

### MASTER OF SCIENCE IN YOGA THERAPY

#### PROGRAM OVERVIEW

The Master of Science in Yoga Therapy program provides yoga professionals with a comprehensive foundation in the theoretical, scientific, and experiential training of yogic teachings and practices. Students learn to apply this learning to address their clients' unique health goals and challenges. Graduates work in a wide variety of settings within the health and wellness field as well as conventional medical settings. This 39.5-credit program is delivered in the hybrid format and can be completed in six trimesters (two years).

#### PROGRAM DESCRIPTION

The program provides a comprehensive understanding of the classical and theoretical foundations of the field of yoga therapy, as well as extensive knowledge of biomedical systems from an integrative and holistic perspective. The program provides the skills to integrate the teachings from this curriculum with those gained in previous yoga teacher trainings to assess the needs of clients, design and implement effective programs, and evaluate the effectiveness of these programs. Students engage in a unique mentored clinical experience with clinic supervisors in MUIH's Natural Care Center and off campus in conventional healthcare and medical settings.

As an academic program, the Master of Science in Yoga Therapy provides the critical thinking and information and research literacy skills needed to excel in the program and in a future career.

#### PROGRAM FORMAT

This program is offered in a hybrid format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

## LEARNING OUTCOMES

Upon completion of this program graduates will be able to:

- Describe the classical and theoretical foundations of the field of yoga therapy.
- Explain biomedical systems from an integrative and holistic perspective, as needed for the practice of yoga therapy.
- 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.
- Effectively use yoga as a therapeutic modality through the integration of diverse approaches to this field.
- Use professional conduct during the practice of yoga therapy.
- Use relationship-based approaches to catalyze positive change or transformation with clients.
- Use critical thinking skills and science-based literacy to advance the evolution of yoga therapy as an integrative health practice.

## CURRICULUM AND DEGREE REQUIREMENTS

This program consists of 39.5 credits of the following required courses. See section 20 of the catalog for course descriptions:

IHM662	Professional Practices for Yoga Therapy Practitioners I (1 credit)
IHM663	Professional Practices for Yoga Therapy Practitioners II (1 credit)
ISCI613	Mental Health and Mind Body Science (3 credits)
ISCI643	Anatomy and Kinesiology (2.5 credits)
ISCI644	Physiology and Pathology: The Internal Organs (3 credits)
ISCI651	Structural Pathology in Integrative Health (3 credits)
YOGA611	Theoretical Foundations for Yoga Therapy (2 credits)
YOGA612	Health and Disease: Yogic Perspectives and Practices (3 credits)
YOGA614	Theoretical Foundations and Practical Applications of Yoga Therapy for Mind and Spirit (2.5 credits)
YOGA615	Breath and Health (1 credit)
YOGA634	Therapeutic Relationship and Client Education I (1.5 credits)
YOGA635	Therapeutic Relationship and Client Education II (3 credits)
YOGA640	Yoga Therapy: Principles and Practices (2 credits)
YOGA642	Yoga Therapy: Principles and Practices II (2 credits)
YOGA643	Yoga Therapy: Principles and Practices III (2 credits)
YOGA644	Mentored Yoga Therapy Student Clinic I (1.5 credits)
YOGA645	Mentored Yoga Therapy Student Clinic II (1.5 credits)
YOGA646	Mentored Yoga Therapy Student Clinic III (2 credits)
YOGA649	Clinical Case Reporting in Yoga Therapy (2 credits)
YOGA6EX1	Comprehensive First Year Examination (0 credits)
MUIH550	Academic Research and Scholarship (0 credits)

## ADDITIONAL DEGREE 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.

## ADMISSION REQUIREMENTS

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Earned a minimum of 200-hour Teacher Training, through a Yoga Alliance 200-hr registered school program or its equivalent
- One year of documented personal practice of yoga
- 100 hours of documented teaching experience after the 200-hr Teacher Training and by the time of application to the program. Documentation should include the list of teaching experiences, locations, and hours that comprise this 100 hours.
- A professional letter of recommendation from an employer in the yoga industry

### LICENSURE, CERTIFICATION, AND CREDENTIALING

Graduates of the Master of Science in Yoga Therapy are eligible to apply for the Certified Yoga Therapist (C-IAYT) credential offered by the [International Association of Yoga Therapists](#) and the RYT300 credential offered by [Yoga Alliance](#). Interested individuals are encouraged to check for the most recent requirements.

### PROGRAM ACCREDITATION

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

International Association of Yoga Therapists  
 PO Box 251563  
 Little Rock, AR 72225  
 928-541-0004

### ADDITIONAL INFORMATION

Students who wish to participate in the additional clinical practicum experiences will need to complete the requirements of the partner institutions. This may include background checks, vaccinations and flu shots. Students can gain all their practicum experience in the Natural Care Center, and the off-site experiences are not required for graduation.

## POST-MASTER'S CERTIFICATE IN THERAPEUTIC YOGA PRACTICES

### PROGRAM OVERVIEW

This program is designed for the licensed health care provider (LHCP) who understands the value of yoga and meditation for their clientele and wants to add yoga therapy tools to their practice without becoming a fully certified yoga therapist. This program provides LHCPs the opportunity to learn the tools that are appropriate to their scope of practice and how to apply those tools while allowing them to earn a professional development certification from International Association of Yoga Therapists (IAYT).

### PROGRAM DESCRIPTION

This online program enables the healthcare professional to understand the framework of yoga therapy and its application to healthcare practice. The student will learn the mechanisms and evidence through which yoga therapy works for various patient populations, how to integrate practices in their professional practice, and how to refer and collaborate with yoga therapists.

### PROGRAM FORMAT

This program is offered in an online format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

### LEARNING OUTCOMES

Upon completion of the program students will be able to:

- Describe the yoga therapy framework and its application to integrative healthcare practice.
- Apply yoga therapy principles and evidence-informed practices within the licensed health care provider's scope of practice.
- Identify opportunities for appropriate referral and collaboration with yoga therapists.

### CURRICULUM AND DEGREE REQUIREMENTS

The program consists of 12 credits of the following required courses:

YOGA 650 Theoretical Foundations of Yoga for the LHCP (3 credits)

YOGA 660 Theoretical Foundations Health and Disease for LHCP (3 credits)

YOGA 670 Professional Practices for LHCP (3 credits)

YOGA 680 Integrating Practices for LHCP (3 credits)

### ADMISSION REQUIREMENTS

- Master's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Earned a minimum of 200-hour Teacher Training, through a Yoga Alliance 200-hr registered school program or its equivalent
- Those entering the program must be working as a licensed health care provider: e.g., Nurse, Doctor, Psychiatrist, Occupational Therapist, Physical Therapist, licensed naturopath or Registered Dietician



## **SECTION 14: APPLIED INTEGRATIVE HEALTH & HEALTH MANAGEMENT**

### Applied Integrative Health & Health Management Department

#### **ADMINISTRATION**

Elizabeth Owens, M.S.  
Program Director

Rachel Voss, M.P.A.  
Department Manager

#### **CONTACT APPLIED INTEGRATIVE HEALTH & HEALTH MANAGEMENT**

410-888-9078 ext. 6775  
[eowens@muih.edu](mailto:eowens@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.

#### **LEARNING OUTCOMES**

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**

IHM courses are part of the curriculum in the following programs:

#### **DOCTORAL DEGREES**

- Doctor of Acupuncture
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

#### **MASTER'S DEGREES**

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Nutrition
- Master of Science in Yoga Therapy

## SECTION 15: APPLIED PHILOSOPHY AND PRACTICE

### OVERVIEW

Applied Philosophy and Practice (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.

### LEARNING OUTCOMES

Students in APP courses 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

APP courses are part of the curriculum in the following programs:

#### DOCTORAL DEGREES

- Doctor of Acupuncture
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

#### MASTER'S DEGREES

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Arts in Integrative Health Studies
- Master of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Health Promotion
- Master of Science in Nutrition and Integrative Health

#### 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.

### LEARNING OUTCOMES

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 Acupuncture with a Chinese Herbal Medicine Specialization

#### MASTER'S DEGREES

- Master of Acupuncture
- Master of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Arts in Health and Wellness Coaching
- Master of Arts in Integrative Health Studies
- Master of Science in Clinical Herbal Medicine
- 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 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 Nutrition
- Post-Master's Certificate in Nutrition and Integrative Health

## SECTION 17: RESEARCH

## ADMINISTRATION

Steffany Moonaz, Ph.D.  
Department Chair

Rachel Voss, M.P.A.  
Department Manager

## CONTACT THE RESEARCH DEPARTMENT

410-888-9048 ext. 6789  
[research@muih.edu](mailto: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.

## DEPARTMENT 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.

## LEARNING OUTCOMES

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

RSCH courses are part of the curriculum in the following programs:

### DOCTORAL DEGREES

- Doctor of Acupuncture
- Doctor of Clinical Nutrition
- Doctor of Acupuncture with a Chinese Herbal Medicine Specialization

### MASTER'S DEGREES

- Master of Acupuncture
- Master of Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Science in Clinical Herbal Medicine

- Master of Science in Nutrition and Integrative Health
- Master of Arts in Health and Wellness Coaching

## SECTION 18: DISCONTINUED PROGRAMS

*Note: The following programs have been discontinued but may contain active students. The descriptions below reflect the requirements for the programs and may be used to track degree requirements. Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term “oriental.” The University has removed the term from the department name, program names, course descriptions, and program materials; however, the term must remain in “discontinued programs” since these descriptions must accurately reflect the historical record. We appreciate your patience and understanding during this transition.*

### MASTER OF ORIENTAL MEDICINE

#### PROGRAM OVERVIEW

In addition to the fundamental skills and knowledge of the theory, philosophy, and practice of acupuncture found in the Master of Acupuncture program (above), this program prepares graduates to integrate Chinese herbal medicine into their practice. Graduates are prepared to work in various health and wellness settings, especially private and small group practices. This program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

#### PROGRAM DESCRIPTION

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 multi-disciplinary 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.

#### CURRICULUM AND DEGREE REQUIREMENTS

The program consists of 168.25 credits in the following required courses. See section 20 of the catalog for course descriptions:

##### **CORE CREDIT REQUIREMENTS (165.25 credits)**

AOM014	Five Element Project (0 credits)
AOM095	Orientation to Clinical Practice (0 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)
AOM615A	Patterns of Disharmony II (2 credits)
AOM615B	Treatment Planning and Design (2 credits)
AOM615C	Point Functions and Applications (3 credits)

AOM622	Point Location I (3 credits)
AOM623	Point Location II (3 credits)
AOM624	Point Location III (3 credits)
AOM625	Point Location IV (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)
AOM632	Diagnostic Skills II (1 credit)
AOM633	Diagnostic Interaction (1.25 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)
AOM634B	Diagnostic Skills Lab I (0.75 credits)
AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM643	Treatment Skills I (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)
AOM654	Clinical Observation II (0.75 credits)
AOM655	Clinical Theater (1 credit)
AOM681	Self-Cultivation I (0.5 credits)
AOM682	Self-Cultivation II (0.5 credits)
AOM683	Self-Cultivation III (0.5 credits)
AOM685	Self-Cultivation IV (0.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)
AOM690C	Supervised Community Practice III (0.25 credits)
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM717A	Visiting Scholar Intensive II (1 credit)
AOM717B	Advanced Treatment Planning (2 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM726	Point Location V (2 credits)
AOM746	Transforming and Healing the Emotions (1 credit)
AOM747	Advanced Treatment Skills (0.75 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)
APP613	Becoming a Healing Presence I (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)
APP615	Becoming a Healing Presence III (1.5 credits)



APP616	Becoming a Healing Presence IV (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
CHP721A	Clinical Internship (2 credits)
CHP721B	Clinical Internship (2.5 credits)
CHP721C	Clinical Internship (2.5 credits)
CHP731A	Clinical Thought Process (0.5 credits)
CHP731B	Clinical Thought Process (0.5 credits)
CHP770A	Pharmacy Practicum (0.25 credits)
CHP770B	Pharmacy Practicum (0.25 credits)
CHP770C	Pharmacy Practicum (0.5 credits)
CHP780A	Core Group I (0.5 credits)
CHP780B	Core Group II (0.25 credits)
CHP780C	Core Group III (0.25 credits)
IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
ISCI615	Mind Body Science (3 credits)
ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
ISCI637	Exploring Acupuncture Research (2 credits)
ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
ISCI652	Physical Assessment (2 credits)
ISCI754	Biomedicine: Safe Practices (2 credits)
ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
NUTR676	Chinese and Western Nutrition Therapy (2 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)

Choose one of AOM719A1 or AOM719A2 or AOM719A3:

AOM719A1	Pain Management in Oriental Medicine (3 credits)
AOM719A2	Women's Health in Oriental Medicine (3 credits)
AOM719A3	Advanced Constitutional Five Element Acupuncture (3 credits)

**ELECTIVES** (Choose 3 credits)

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
ISCI630A	Survey of Complementary Health Approaches (3 credits)

ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
ISCI667	Science of Addiction (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
RSCH610	Introduction to Scientific Writing (1.5 credits)

### **ADDITIONAL DEGREE 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.

- Acupuncture Treatment: students are required to receive ongoing acupuncture treatment
- AOM096 Pre-Clinic Retreat (0 credits): an off-campus multiday experience
- Bloodborne Pathogens Training (0 credits)
- MUIH500 University Wide Orientation for New Students (0 credits)

## **DOCTOR OF ORIENTAL MEDICINE**

### **PROGRAM OVERVIEW**

The Doctor of Oriental Medicine 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. A graduate of this program will be recognized as a doctor, both professionally and publicly, and will be prepared to work as a vital part of multidisciplinary healthcare team.

### **PROGRAM DESCRIPTION**

In addition to the advanced foundation in the theory, philosophy, and practice of acupuncture found in the Doctor of Acupuncture program (above), this program prepares graduates to integrate Chinese herbal medicine into their practice. Graduates are prepared to work in a variety of clinical environments and work as part of a multidisciplinary healthcare team.

### **CURRICULUM AND DEGREE REQUIREMENTS**

The program consists of 190.25 credits in the following required courses. See section 20 of the catalog for course descriptions.

#### **CORE CREDIT REQUIREMENTS (187.25 credits)**

AOM014	Five Element Project (0 credits)
AOM095	Orientation to Clinical Practice (0 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)

AOM612B	Constitutional Five Element Acupuncture I (2 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)
AOM615A	Patterns of Disharmony II (2 credits)
AOM615B	Treatment Planning and Design (2 credits)
AOM615C	Point Functions and Applications (3 credits)
AOM622	Point Location I (3 credits)
AOM623	Point Location II (3 credits)
AOM624	Point Location III (3 credits)
AOM625	Point Location IV (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)
AOM632	Diagnostic Skills II (1 credit)
AOM633	Diagnostic Interaction (1.25 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)
AOM634B	Diagnostic Skills Lab I (0.75 credits)
AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM643	Treatment Skills I (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)
AOM654	Clinical Observation II (0.75 credits)
AOM655	Clinical Theater (1 credit)
AOM681	Self-Cultivation I (0.5 credits)
AOM682	Self-Cultivation II (0.5 credits)
AOM683	Self-Cultivation III (0.5 credits)
AOM685	Self-Cultivation IV (0.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)
AOM690C	Supervised Community Practice III (0.25 credits)
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM717A	Visiting Scholar Intensive II (1 credit)
AOM717B	Advanced Treatment Planning (2 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM726	Point Location V (2 credits)
AOM746	Transforming and Healing the Emotions (1 credit)
AOM747	Advanced Treatment Skills (0.75 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)

AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM794	Collaborative Care (2 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)
APP613	Becoming a Healing Presence I (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)
APP615	Becoming a Healing Presence III (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
CHP721A	Clinical Internship (2 credits)
CHP721B	Clinical Internship (2.5 credits)
CHP721C	Clinical Internship (2.5 credits)
CHP731A	Clinical Thought Process (0.5 credits)
CHP731B	Clinical Thought Process (0.5 credits)
CHP770A	Pharmacy Practicum (0.25 credits)
CHP770B	Pharmacy Practicum (0.25 credits)
CHP770C	Pharmacy Practicum (0.5 credits)
CHP780A	Core Group I (0.5 credits)
CHP780B	Core Group II (0.25 credits)
CHP780C	Core Group III (0.25 credits)
FPD779	Point Functions (2 credits)
FPD781	Qi Cultivation (1.5 credits)
FPD850	Interdisciplinary Diagnosis and Treatment (0.5 credits)
IHED777	Health Care System: From Macro to Micro (3 credits)
IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
IHM768	Advanced Practice Management (2 credits)
ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
ISCI615	Mind Body Science (3 credits)
ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
ISCI637	Exploring Acupuncture Research (2 credits)
ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
ISCI652	Physical Assessment (2 credits)
ISCI752	Advanced Diagnostic Studies (3 credits)

ISCI754	Biomedicine: Safe Practices (2 credits)
ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)
NUTR676	Chinese and Western Nutrition Therapy (2 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)
RSCH811	Case Reports in Integrative Health (3 credits)

Choose one of AOM719A1 or AOM719A2 or AOM719A3:

AOM719A1	Pain Management in Oriental Medicine (3 credits)
AOM719A2	Women's Health in Oriental Medicine (3 credits)
AOM719A3	Advanced Constitutional Five Element Acupuncture (3 credits)

Doctoral Clinic (Choose 4 credits from the following)

FPD790ad	Supervised Advanced Clinical Practice 2.0 (2 credits)
FPD790ae	Supervised Advanced Clinical Practice 1.0 (1 credit)
FPD790id	Integrative Case Discussion and Treatment (1 credit)
FPD790x1	External Integrative Clinical Partnership 1.0 (1 credit)
FPD790x2	External Integrative Clinical Partnership 2.0 (2 credits)

**ELECTIVES** (Choose 3 credits)

IHED637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
ISCI630A	Survey of Complementary Health Approaches (3 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
ISCI667	Science of Addiction (3 credits)
ISCI671	Physical Activity and Health (3 credits)
NUTR602	Nutrition: Food and Balance (3 credits)
NUTR613	Human Nutrition: Macronutrients and Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
RSCH610	Introduction to Scientific Writing (1.5 credits)

### **ADDITIONAL DEGREE 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.

- Acupuncture Treatment: students are required to receive ongoing acupuncture treatment
- AOM096 Pre-Clinic Retreat (0 credits): an off-campus multiday experience
- Bloodborne Pathogens Training (0 credits)
- MUIH500 University Wide Orientation for New Students (0 credits)

## **POST-BACCALAUREATE CERTIFICATE IN CHINESE HERBS**

### **PROGRAM OVERVIEW**

The Post-Baccalaureate Certificate in Chinese Herbs integrates Constitutional Five-Element perspectives, classical Chinese medicine, Eight Principle diagnosis, and Zang-Fu pattern differentiation. The program provides a deep and thorough understanding of Chinese herbs and formulas and applies them to the practical enhancement of health and wellness. It is rooted in the history of ideas of Chinese herbal

medicine from the classics to contemporary practice. Graduates are confident in their ability to be effective and knowledgeable practitioners of Chinese herbal medicine. This program is designed for licensed acupuncturists, and its flexible weekend format is tailored to their needs.

## PROGRAM DESCRIPTION

The program provides licensed acupuncturists with the opportunity to add the use of Chinese herbs to their practice, and to broaden their skill base and their ability to offer patients an alternative or enhancement to treatment with needles. This unique program integrates Constitutional Five Element diagnosis into a deep understanding of Classical Chinese Medical perspectives. Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

## CURRICULUM AND DEGREE REQUIREMENTS

### CORE CREDIT REQUIREMENTS (41 credits)

AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
CHP721A	Clinical Internship (2 credits)
CHP721B	Clinical Internship (2.5 credits)
CHP721C	Clinical Internship (2.5 credits)
CHP731A	Clinical Thought Process (0.5 credits)
CHP731B	Clinical Thought Process (0.5 credits)
CHP770A	Pharmacy Practicum (0.25 credits)
CHP770B	Pharmacy Practicum (0.25 credits)
CHP770C	Pharmacy Practicum (0.5 credits)
CHP780A	Core Group I (0.5 credits)
CHP780B	Core Group II (0.25 credits)
CHP780C	Core Group III (0.25 credits)
ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
MUIH550	Academic Research and Scholarship (0 credits)

### ADDITIONAL DEGREE 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.

- MUIH500 University Wide Orientation for New Students (0 credits)

## POST-MASTER'S CERTIFICATE IN NUTRITIONAL GENOMICS IN CLINICAL PRACTICE

### PROGRAM OVERVIEW

This program prepares individuals to explore and apply the emerging field of nutritional genomics research in clinical practice. 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, which tailors healthcare approaches to individuals based on their unique genetic makeup. This 12-credit program can be completed in two trimesters (eight months).

### PROGRAM DESCRIPTION

The PMC in Nutritional Genomics in Clinical Practice prepares clinicians with the knowledge and skills to address the relationship between nutrition and gene expression in the context of health and wellness and overall clinical care. The program provides an overview of the principles of nutritional genomics and studies at the molecular level that have led to the emergence of new fields such as proteomics, metabolomics and glycomics. Nutritional genomics focuses on the interactions between nutrients and an individual's genome; students will gain knowledge regarding genetics and genomics, nutritional genomics, epigenetics, and genomic testing. 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.

### CURRICULUM AND DEGREE REQUIREMENTS

This program consists of 12 credits of the following required courses. See section 20 of the catalog for course descriptions:

- ISCI672 Introduction to Genetics, Genomics, and the Omics (3 credits)
- NUTR638 Genomic Testing in Clinical Practice (3 credits)
- NUTR639 Integrating Nutritional Genomics into Clinical Care (3 credits)
- NUTR822 Epigenetics & Nutritional Genomics (3 credits)



## SECTION 19: NON-DEGREE COURSES

Non-Degree Courses, formerly referred to as 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 Non-Degree Courses. 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 Non-Degree application and accompanying documents must be submitted and approved by the Office of Graduate Admissions by the desired trimester's application deadline. Registering for Non-Degree courses is subject to enrollment limits in the desired courses. Priority in the registration process will be given to MUIH degree-seeking students.

*Note: Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term "oriental." The University has removed the term from the department name, program names, course descriptions, and program materials. For technical reasons, it could not be removed from course names prior to the 2021-22 Catalog. We appreciate your patience and understanding during this transition. The course titles will be changed as soon as feasible.*

### NON-DEGREE COURSES

AOM 601	History of Acupuncture and Oriental Medicine (2 credits)
AOM 611	Foundations of Oriental Medicine I (2 credits)
AOM 612A	Foundations of Oriental Medicine II (2 credits)
AOM 612B	Constitutional Five Element Acupuncture I (2 credits)
AOM 631	Diagnostic Skills I (1.5 credits)
AOM 681	Self-Cultivation I (0.5 credit)
AOM 719	Theory: NCCAOM Exam Preparation (0 credits)
APP 606	Becoming a Healing Presence (3 credits)
APP 700	Mindfulness, Meditation, and Health
AYUR 630	Foundations of Ayurveda (3 credits)
HRB 600	Fundamentals of Herbal Medicine (3 credits)
HRB 605	Materia Medica I (3 credits)
HRB 622	Herbal Pharmacy (3 credits)
IHED 610	Fundamentals of Health Education and Health Behavior (3 credits)
IHED 615	Health Promotion Administration and Management (3 credits)
IHED 625	Research Methods (3 credits)
IHED 626	Needs Assessment and Program Planning (3 credits)
IHED 631	Topics in Diversity for Health and Healing (3 credits)
IHED 633	A Culture of Wellness: Introduction to Workplace Wellness (1.5 credits)
IHED 637	Principles and Practices of Health Behavior and Self-Care (1.5 credits)
IHM 611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
ISCI 522	Foundations in Organic Chemistry (3 credits)
ISCI 547A	Physiology I: Healthy Function (3 credits)
ISCI 615	Mind Body Science (3 credits)



ISCI 626	Nutritional Biochemistry (3 credits)
ISCI 630A	Survey of Complementary Health Approaches (3 credits)
ISCI 631	Introduction to CIH (1.5 credits)
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
ISCI 671	Physical Activity and Health (3 credits)
NUTR 601	Redefining Nutrition (1 credit)
NUTR 602	NUTRITION: Food and Balance (3 credits)
NUTR 614	Human Nutrition I: Macronutrients (2 credits)
NUTR 622	Advanced Biochemistry, Pathophysiology, and Assessment (3 credits)
NUTR 635	Applied Clinical Nutrition I (2 credits)
NUTR 665	The Dynamics of Food and Healing (1 credit)
NUTR 671	Food and Culture (1 credit)
NUTR 672	Mindful Eating and Nourishment (2 credits)
NUTR 675	Chinese Nutrition Therapy (2 credits)
NUTR 681	Cooking with Whole Foods Lab I (0.5 credit)
NUTR 682	Cooking with Whole Foods Lab II (0.5 credit)
NUTR 683	Cooking with Whole Foods Lab III (0.5 credit)
NUTR 684	Cooking with Whole Foods Lab IV (0.5 credit)
NUTR 687	Cooking with Whole Foods Lab VII (0.5 credit)
NUTR 688	Cooking with Whole Foods Lab VIII (0.5 credit)
RSCH 601	Research Literacy in Integrative Health (3 credits)

## SECTION 20: COURSE DESCRIPTIONS

*Note: Committed to an environment of cultural sensitivity and inclusivity, MUIH recognizes the offensive nature of the term “oriental.” The University has removed the term from the department name, program names, course descriptions, and program materials. For technical reasons, it could not be removed from course names prior to the 2021-22 Catalog. We appreciate your patience and understanding during this transition. The course titles will be changed as soon as feasible.*

### **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 herbal 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 herbal 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 AOM611, this course deepens students' understanding of acupuncture and herbal 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**

Students learn fundamental theories of AOM, including causes of disease, patho-mechanisms, pattern differentiation, and treatment principles and strategies. This course creates a solid foundation for AOM theory and practice in future courses.

**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 AOM611 and AOM612a, 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 previous courses, 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 herbal 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, 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, and will receive feedback and refinement of their assessment and treatment plan from their classmates and the instructor.

**Credits: 2.5**

**Prerequisites:** AOM623, AOM633, or 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 self-application of qi through the study of classical self-cultivation practices, such as Qi Gong and Daoist meditation.

**Credits: 0.5**

**Prerequisites:** none

**AOM682****Self-Cultivation II**

This experiential course expands upon the introduction to the philosophy, practice, and self-application of qi through the study of classical self-cultivation practices, such as Qi Gong and Daoist meditation.

**Credits: 0.5**

**Prerequisites:** AOM681

**AOM683****Self-Cultivation III**

This experiential course builds on previous self-cultivation courses. In addition to the philosophy, practice, and self-application of qi, students are introduced to therapeutic considerations of classical self-cultivation practices, such as Qi Gong and Daoist meditation.

**Credits: 0.5**

**Prerequisites:** AOM682

### **AOM685**

#### **Self-Cultivation IV**

This experiential course builds on previous self-cultivation courses. In addition to the philosophy, practice, and self-application of qi, students explore therapeutic applications of classical self-cultivation practices, such as Qi Gong and Daoist meditation, for patients.

**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 hours 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 RSCH601

#### **AOMCA700**

##### **California Supplemental Information**

This course reviews practical knowledge, skills, and topics in case and practice management related to the California Acupuncture Licensing Exam.

**Credits: 1.5**

**Prerequisites:** AOM790c6

#### **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

#### **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.

**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. Comparisons 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 is 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 is 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, 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, 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

### **CHP751**

#### **Chinese Herbal Preparations**

In this course, students identify and describe various parts of herbal medicinals and their preparations, including decoctions, pills, granules, wines and other topicals. Students prepare Chinese herbs according to what is the most suitable for the patient. Students also learn how to interpret the different processing and manufacturing techniques commonly utilized for the manufacturing of plant and nonbotanical medicinals while learning how to produce various forms of herbal preparations for topical and internal administration. Philosophical discussions concerning herbal cultivation through growing, harvesting, manufacturing and dispensing of herbs for the therapeutic administration will also be an integral aspect of this course. A materials fee will be required.

**Credits: 1**

**Prerequisites:** CHP623c

### **CHP 770A**

#### **Pharmacy Practicum**

This course enables students to dispense and compound formulas prescribed and generated by the Chinese Herbal Program's student teaching clinic. Emphasis is placed on reinforcing students' knowledge related to herb identification, classification, quality, storage, and special preparation.

**Credits: 0.25**

**Prerequisites:** AOM615a, AOM615b, or CHP 623c

### **CHP 770B**

#### **Pharmacy Practicum**

This course enables students to dispense and compound formulas prescribed and generated by the Chinese Herbal Program's student teaching clinic. Emphasis is placed on reinforcing students' knowledge related to herb and formula identification, classification, quality, storage, special preparation and category.

**Credits: 0.25**

**Prerequisites:** CHP770A

### **CHP 770C**

#### **Pharmacy Practicum**

This course enables students to dispense and compound formulas prescribed and generated by the Chinese Herbal Program's student teaching clinic. Emphasis is placed on deepening students' knowledge, advanced practice and explanations related to herb and formula name, formula classification (e.g., "formulas that tonify"), quality (e.g., restore/strengthen), storage, special preparation and category (e.g., "tonify the qi and blood" formulas).

**Credits: 0.5**

**Prerequisites:** CHP770B

### **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

### **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

### **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 coaching skills practice with class peers and mentors, develops observational skills, active listening, the art of evocative questioning, and the ability to guide clients through the process of goal setting and action planning. Students learn practical skills for structuring a coaching session with peer clients, including an initial discovery session, planning, goal-setting, 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 National Board for Health & Wellness Coaching (NBHWC) coaching competencies and Scope of Practice, and the core competencies identified by the International Coaching Federation (ICF), along with the theories, principles, tools and techniques learned and practiced in previous courses. 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 more about career options in the field of health and wellness coaching and have opportunities to talk with experienced coaches to discuss how to establish and operate a successful coaching business.

**Credits: 3**

**Prerequisites:** COA 610; and COA 616

**COA665****Advanced Coaching: Groups, Populations, and Settings**

This course provides students the fundamental knowledge, skills, and practice of group coaching; specific considerations for diversity in populations; and an examination of coaching in a variety of settings. Students continue honing their skills with volunteer clients and peer practice. Students also experience the value of reflecting on their coaching with a supervisor-mentor coach.

**Credits: 3**

**Prerequisites:** COA 620

**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:** COA665

**COA705****Professional Development for Health and Wellness Coaches**

In this course students focus on their professional development as health and wellness coaches. Students generate a professional development plan that describes the next steps in expanding and/or refining their coaching skills and abilities. Students also prepare an evidence-informed health and wellness coaching prospectus on a topic of interest to the student for a specific audience (e.g., potential clients, employers, or peer/networking groups).

**Credits: 1**

**Prerequisites:** none

**COAPSA****Practical Skills Assessment**

The Practical Skills Assessment (PSA) evaluates the students' ability to implement coaching skills and competencies while following the structure and process of a coaching session. Based on a recorded coaching session, students will receive written assessor feedback, required for professional credentialing by the International Coaching Federation (ICF). A certificate of completion, required for professional credentialing by the National Board for Health & Wellness Coaching (NBHWC), is provided with a passing score.

**Credits: 0**

**Prerequisites:** COA 610 and COA616

**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:** one 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

#### **FPD790ia**

##### **Accelerated Integrative Clinic**

Doctoral students document clinical experience in their private practice, or as an employee, treating patients in integrative settings. Licensed acupuncturists only.

**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

#### **FPD7910**

##### **Accelerated Clinic 1.0**

Doctoral students document clinical experience in their private practice, or as an employee, with an emphasis on evidence-informed treatments. Licensed acupuncturists only.

**Credits: 1**

**Prerequisites:** AOM790c9

#### **FPD7920**

##### **Accelerated Clinic 2.0**

Doctoral students document clinical experience in their private practice, or as an employee, with an emphasis on evidence-informed treatments. Licensed acupuncturists only.

**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 and 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 phyto-therapeutic 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:** HRB600

### **HRB610**

#### **The Endocannabinoid System and Phytocannabinoids**

This course investigates how the endocannabinoid system provides a foundation for rational cannabis therapeutics and formulation. Students learn the role and mechanisms of the endocannabinoid system in regulating biological functions in health and disease. They gain an understanding of the basic components of the endocannabinoid system including different types of cannabinoids and cannabinoid receptors. The course explores endogenous cannabinoids made by the body as well as the modulatory effects of phytocannabinoids (e.g., THC and CBD) from cannabis and other medicinal plants.

**Credits: 3**

**Prerequisites:** none

### **HRB611**

#### **Cannabis Therapeutics**

This course identifies balanced research summaries for pharmacological, toxicological, and clinical research on cannabis with attention to different cannabis chemotypes and phytochemicals. Students



learn to describe the evidence base for cannabis as a therapeutic intervention for disease and illness and as a tool for promoting health and well-being. They examine evidence and research gaps regarding both benefits and risks of cannabis use, and utilize current evidence to identify safe and effective cannabis-based therapies and inform decision making in case studies.

**Credits: 3**

**Prerequisites:** none

### **HRB612**

#### **Cannabis and Herbal Dispensary Practices**

This course addresses federally legal CBD-dominant cannabis products within the context of a good manufacturing practice (GMP) compliant herbal product dispensary. Students learn best practices in herbal dispensary operations. Grounded in the range of federal and state laws, students learn to use an ethical and legal framework to communicate professionally about cannabis and other medicinal plants, and to help individuals identify preferred products. (Cannabis-specific discussion will focus on federally legal CBD-dominant products. This is a non-experiential course; there is no hands-on work with cannabis as part of this curriculum.)

**Credits: 3**

**Prerequisites:** none

### **HRB613**

#### **Formulating Herbal Products using Cannabis**

This course explores the opportunities for combining cannabis with other medicinal plants to optimize cannabis' benefits and reduce risks. It reviews pharmacological, toxicological and clinical research as well as the traditional use of candidate medicinal plants. Students apply this information to evaluate cannabis-containing herbal products already on the market as well as to design new products. They learn to formulate a cannabis-containing multi-herb blend for a specific purpose and to explain the rationale behind the product. Emphasis is placed on designing CBD-dominant, hemp-based dietary supplements and wellness products. (This is a non-experiential course; there is no hands-on work with cannabis as part of this curriculum.)

**Credits: 3**

**Prerequisites:** none

### **HRB614**

#### **Quality Assurance in Cannabis and Herbal Products**

This course prepares students to identify and evaluate the authenticity and quality of cannabis raw material from federally legal types of cannabis and other medicinal plants. Students learn how to interpret assays and specification sheets required to produce good manufacturing practice (GMP) compliant products. They also learn how to apply procedures associated with GMP compliant manufacturing and herbal dispensary function to ensure the purity, strength, and composition and to prevent adulteration of products. (Cannabis-specific discussion will focus on federally legal CBD-dominant products. This is a non-experiential course; there is no hands-on work with cannabis as part of this curriculum.)

**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

## **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:** HRB759 and RSCH601

## **HRB633**

### **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

## **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:** HRB605

## **HRB641**

### **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:** HRB600

### **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 705

### **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:** HRB656

### **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:** ISCI 522

### **HRB690c**

#### **Internship**

Students complete three 0.5 credit supervised internships. The internships can take place in a variety of ways. They 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. Students with access to campus 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.

**Credits: 1.5**

**Prerequisites:** HRB650

### **HRB691**

#### **Internship**

The internship is an opportunity to explore the various aspects of the field of Herbal Medicine and Herbal Product Design. Areas for exploration include research, herbal product manufacturing elements, growing and wild crafting, Quality Control, Quality Assurance, and herbal education. Students with access to the MUIH campus have opportunities to work in the Dispensary, the gardens, and local companies, or to assist with faculty research projects. Internships at external organizations must be pre-approved by the program director.

**Credits: 1**

**Prerequisites:** HRB705

### **HRB705**

#### **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:** HRB605 and HRB 622

### **HRB731**

#### **Clinical Experience I**

In this course, 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:** HRB705 and HRB738

### **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:** HRB731 and RSCH601

### **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:** HRB641

### **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 will investigate a faculty-generated clinical case study through peer-to-peer interaction. A variety of faculty will support students 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:** HRB705, HRB738 and ISCI547a

**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 a peer-reviewed journal.

**Credits: 3**

**Prerequisites:** HRB653

**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 642

**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**

### **IHED621**

#### **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**

### **IHED623**

#### **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: IHED610 or IHED637**

### **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:** IHED610 or IHED637

### **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

### **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 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 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:** One 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

### **IHM611**

#### **Practice Management: Ethics for the Wellness Professional**

This course addresses professional ethics in acupuncture and herbal 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

### **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.

**Credits: 2**

**Prerequisites:** COA 620

### **IHM 601**

#### **Telehealth for the Wellness Professional**

The use of telehealth by integrative health and wellness practitioners is an important component of delivering whole-person services and for creating a sustainable private practice. Students explore the principles and practices of telehealth and gain an understanding of the legal and regulatory considerations for setting up a virtual practice. Through lectures, video presentations, and self-reflection, students will acquire basic knowledge and practical steps to begin implementing a telehealth practice that fosters healing presence at a distance.

**Credits: 0**

**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 student's vision for their practice and learning how to translate their passion into words in order to begin to attract clients to the practice.

**Credits: 1**

**Prerequisites:** IHM611

### **IHM661**

#### **Practice Management: The Practice and Business of Oriental Medicine II**

In this practice management series, 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. In this course, students will refine their unique brand and strategic marketing plan. They will examine current technological platforms for communicating their practice, with a focus on patients and the public.

**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**

Building on prior courses of the series, students will deepen their study of the skills and resources necessary to act as wellness professionals, with a focus on inter-professional relationships and patient management.

**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 focus on business planning, including budgeting, billing, and tax preparation; use of electronic health records or practice management software; and participation in health insurance networks. The course will also discuss risk management, including recordkeeping, insurance, forms and policies, and legal requirements.

**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, license portability, risk management, and practice systems including record keeping and billing methods.

**Credits: 2**

**Prerequisites:** one 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 and RSCH601

### **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:** none

### **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

### **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

### **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

### **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

### **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:** ISCI548C651

**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 (i.e., 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:** ISCI643

**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:** one 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



**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 herbal 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:** none

**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:** AOM615a and ISCI648

**ISCI758b****Biomedicine: Integration with Acupuncture and Oriental Medicine II**

This course deepens students' understanding of the integration of acupuncture and herbal 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

### **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 and 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

**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 ISCI626; and 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:** 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 is 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:** one 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 one 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 is 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:** NUTR612 and ISCI647b

#### **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 is 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

**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

## **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 one 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

### **NUTR673**

#### **Global Nutrition**

This course will provide students with an understanding of global nutrition principles in order to explore nutritional concepts and trends. Citizens in all countries have been rapidly adopting the Western diet for several decades. The result is a phenomenon epidemiologists call the nutrition transition, the shift from health conditions caused by insufficient nutrition to those caused by over-consumption. This course will cover the nutrition transition from the global perspective, examining the large-scale causes and potential solutions to this emerging crisis around the world; focus on specific countries to demonstrate the local issues and effects and how they are being addressed.

**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 one of the following: ISCI547a, or ISCI548

### **NUTR678**

#### **Culinary Educator**

Students develop foundational skills for effective oral and written communication and apply them to the topics of cooking, diet, and health. In health settings, they collaborate with nutrition professionals and healthcare practitioners in the education of individuals and populations about the role of nutrition in health and wellness. Each student demonstrates their cooking and educational skills by designing and implementing a whole foods cooking demonstration for a group or a community, with educational materials to support their topic.

**Credits: 2**

**Prerequisites:** NUTR682

### **NUTR680**

#### **Behavior Change in Selection and Prep of Meals**

Students learn how health behavior change can be critical for adapting meals to healthy alternatives. Students explore the personal, social, and cultural factors that impact meal choices, and learn how the principles and practices of health behavior change can be used to influence behavior. Students apply knowledge of behavior change principles to help individuals and groups make dietary changes to support health and wellness.

**Credits: 2**

**Prerequisites:** NUTR682

### **NUTR681**

#### **Cooking with Whole Foods Lab I**

Cooking with Whole Foods Lab I is the foundation lab upon which all other labs are built. 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 will 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, creating 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 lifestyle 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 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 one 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

**NUTR722****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:** one of the following: NUTR633, or NUTR635

## **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 for the philosophy and practice of Integrative and Functional Nutrition. Evidence-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: 3**

**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:** one 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**

Evidence-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:** None

**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 health 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

### **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:** one of the following: AOM790c8, or NUTR801

### **RSCH821**

#### **Designing Research in Clinical Practice**

This course discusses tools and techniques for designing evidence-informed interventions for research and clinical practice. Both objective and subjective outcomes are addressed with an emphasis on practical approaches for the busy integrative health (IH) clinician. The course teaches practitioners how to design interventions of value to themselves, their patients, and the broader clinical community.

**Credits: 3**

**Prerequisites:** NUTR801 and NUTR824

### **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 marma) 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

## **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 and spirit, 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 and yoga nidra that support meditation and relaxation as well as mantras, yantras and mudras along with their practical application.

**Credits: 2.5**

**Prerequisites:** YOGA 612

## **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

#### **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

#### **YOGA650**

##### **Theoretical Foundation of Yoga for LHPC**

This course covers the history of yoga teachings and philosophy that informs the yoga therapy framework and how yoga relates to modern biomedical and mind-body scientific knowledge. This includes the yogic perspective on health and disease; on the mind and how it contributes to suffering and illness; and mind-body connection. Additionally, the course allows students to begin to identify and apply appropriate tools and techniques of yoga within their licensed scope of practice.

**Credits: 3**

**Prerequisites:** none

### **YOGA660**

#### **Theoretical Foundations of Health and Disease for LHCP**

This course covers yogic practices and philosophy with a focus on promoting health and well-being. The interactions between body, breath, mind, intellect, emotions and spirit in health and well-being will be emphasized from both yogic and Western scientific perspectives. Students learn a range of yogic tools and techniques for common conditions along with relevant precautions and contraindications.

**Credits: 3**

**Prerequisites:** none

### **YOGA670**

#### **Professional Practices for LHCP**

This course outlines appropriate professional practices of yoga (including yama and niyama, asana, pranayama, meditation, relaxation) for use by the licensed healthcare provider. Professional skills and practices such as collaboration, communication, self-awareness and referrals are addressed.

**Credits: 3**

**Prerequisites:** YOGA660

### **YOGA680**

#### **Integrating Practices for LHCP**

In this course students apply and synthesize their learning by delivering an appropriate integrative plan of care within their licensed scope of practice. The student creates case reports from their licensed practice that demonstrate the integration of the yogic principles and practices learned. Opportunities for collaboration and referral are identified.

**Credits: 3**

**Prerequisites:** YOGA670

### **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 21: FACULTY

Atiera Abatemarco, M.P.H. Adjunct Faculty	Edna Brandt, M.Ac. Adjunct Faculty	C. Gail Coffin, Ed.D. Mentor Coach
Elizabeth Abel, M.S. Adjunct Faculty	Viktoriya Bruk, M.Ac. Adjunct Faculty, Clinic Faculty	John Courie, M.S. Adjunct Faculty
Barbara Abrams, M.Ac. Adjunct Faculty	Amy Burkholder, M.S. Adjunct Faculty	Abbe Creaney, M.Ac. Adjunct Faculty
Damilola Afolabi, N.D. Adjunct Faculty	Colleen Busher, M.S. Adjunct Faculty	Fushena Cruickshank, M.S. Adjunct Faculty
Elizabeth Ahmann, Sc.D. Professor, Health and Wellness Coaching, Curriculum Manager	Jo-Linda Butterfield, Ph.D. Mentor Coach	Julia Cubit, M.Ac. Adjunct Faculty
Diane Alberga, M.Ac. Adjunct Faculty	Lori Calvo, M.H.S.A. Adjunct Faculty, Mentor Coach	Colleen Curran, M.Ac. Adjunct Faculty
Noel Aldrich, Ph.D. Adjunct Faculty	Janice Campbell, D.O.M. Acupuncture Director of Clinical Education, Adjunct Faculty	Emily D'Angelo, M.S. Adjunct Faculty
Peggy Wickes Alexander, M.S. Mentor Coach	Kenneth Capps, Ph.D. Adjunct Faculty	Angela Dabbs, M.S. Adjunct Faculty, Mentor Coach
Sharon Atteh-Chi, M.S. Clinic Faculty	Lisa Carchedi, M.D. Clinic Faculty	Jamie Dant, M.S. Clinic Faculty
Jillian Bar-av, M.S. Adjunct Faculty, Clinic Faculty	Lindsey Carter, M.A. Adjunct Faculty, Mentor Coach	Mary Davidson, M.B.A. Adjunct Faculty
Lori Bednarchik, Ph.D. Adjunct Faculty	Amy Charnay, M.S. Adjunct Faculty	
Victoria Behm, M.S. Adjunct Faculty	Dorothy Clancy, M.S. Adjunct Faculty	Ronald DeMartin, M.A. Adjunct Faculty
Sherrie Black, M.Ac. Clinic Faculty	Bevin Clare, M.S. Professor, Program Director, Clinical Herbal Medicine	Cheryl Depetro, D.Ac. Adjunct Faculty, Clinic Faculty
	Oscar Coetzee, D.C.N. Associate Professor	Michelle Dexter, M.P.H. Adjunct Faculty



Rebecca Dimmerling, D.Ac. Adjunct Faculty	Dawn Furfaro-Strode, M.Ac. Adjunct Faculty, Clinic Faculty	Sharon Hipkins, M.Ac. Adjunct Faculty, Clinic Faculty
Keren Dolan, D.C.N. Adjunct Faculty	Eleonora Gafton, M.S. Associate Professor & Director of Cooking Labs	Wendy Hodsdon, N.D. Adjunct Faculty
Alaine Duncan, M.Ac. Adjunct Faculty	Randy Gastwirt, N.D. Instructor	Celeste Homan, D.Ac. Associate Professor
Laurie Ellington, M.A. Adjunct Faculty, Mentor Coach	Tyme Gigliotti, D.Ac. Assistant Professor	Raha Janka, M.P.H. Adjunct Faculty
Beth Farrar, M.Ac. Clinic Faculty	Steve Given, D.Ac., Om. Adjunct Faculty	Yael Joffe, Ph.D. Adjunct Faculty
	Joanne Givens, M.S. Adjunct Faculty	Mikschal Johanison, D.Ac. Adjunct Faculty
Dana Filatova, D.C.N. Adjunct Faculty, Clinic Faculty	Tamara Gondre, N.D. Adjunct Faculty	Jeffrey Kaminski, M.S. Clinic Faculty
Diane Finlayson, M.A., M.F.A. Department Chair, Yoga Therapy and Ayurvedic Wellness	Robert Gordon, M.A. Adjunct Faculty	Lisa Kate, M.Ac. Clinic Faculty
Kellie Finn, M.S. Adjunct Faculty, Clinic Faculty, Adjunct Faculty	Jane Grissmer, M.Ac. Adjunct Professor	Ann Keating, M.S. Adjunct Faculty
Courtney Fischer, M.S. Adjunct Faculty	Michael Guidry, M.S. Adjunct Faculty, Clinic Faculty	Aminah Keats, N.D. Adjunct Faculty
Katherine Freeman, D.C.N. Professor; Faculty Fellow in Course Development	Pamela Hall, D.O.M. Clinic Faculty	Dexter Kendrick, D.Ac Adjunct Faculty Clinic Faculty
Penny Friedberg, M.S. Adjunct Faculty	Mary Hamel, M.S. Adjunct Faculty	Elizabeth Kipphut, M.Ac. Adjunct Faculty
Mary Fry, N.D. Associate Professor, Faculty Fellow in Andragogy	Jonathan Hannan, M.S. Clinic Faculty	Jeanene Kleinman, M.Ac. Clinic Faculty

Leesa Klepper, J.D. Mentor Coach	Leslie Lloyd, M.S. Clinic Faculty	Marybeth Missenda, M.S. Assistant Professor, Program Director of Integrative Health Studies, Faculty Fellow in Technology
Lindsay Kluge, M.S. Clinic Faculty	Rachel Lucke, M.S. Clinic Faculty	Steffany Moonaz, Ph.D. Professor & Department Chair, Integrative Health Research
Ryan Knessi, N.D. Adjunct Faculty	Stacey Macfarlane, M.Ac. Adjunct Faculty	Heidi Most, D.Ac. Professor
Julie Kosey, M.S. Mentor Coach	Kathleen Madden, M.S. Adjunct Faculty	Thomas Nassif, Ph.D. Adjunct Faculty
Sophia Kuziel, M.P.H. Adjunct Faculty	Julia Mandes, D.O.M. Adjunct Faculty, Clinic Faculty	Daryl Nault, M.S. Assistant Professor
Sylvie Labelle, Ph.D. Mentor Coach	Shirley Marc, M.S. Adjunct Faculty	Steven Noseworthy, D.C.N. Adjunct Faculty
Karen Larson, M.S. Adjunct Assistant Professor	Mindy Maris, Ph.D. Adjunct Faculty	Raymond Nowicki, B.S. Adjunct Faculty
Sunday Law, M.S. Adjunct Faculty	Elizabeth McMillan, M.S. Clinic Faculty	Jennum O'Hara, D.O.M. Adjunct Faculty, Clinic Faculty
Erica Lazaro, M.Ac. Adjunct Faculty	Michelle McNear, Ph.D. Adjunct Faculty	Patricia Owen, D.Ac. Adjunct Faculty
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Suzanne Levy, A.S. Mentor Coach	Nicole Mensah, M.S. Adjunct Faculty	Janet Padgett, Ph.D. Director, Acupuncture Programs, Adjunct Faculty
Duston Morris, Ph.D Department Chair, Health and Wellness Coaching		
Yevgeniya Libkhen, M.S. Adjunct Faculty, Clinic Faculty	Betsy Miller M.S. Adjunct Faculty	Laritta Paolini, M.D. Adjunct Faculty

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Rebecca Pille, Ph.D. Adjunct Associate Professor & Chair of Faculty Senate	Christina Sax, Ph.D. Provost & Vice President of Academic and Student Affairs	James Snow, D.C.N. Dean of Academic Affairs
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	Julie Wendt, M.A. Adjunct Faculty
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Michael Tims, PhD. Instructor, Program Director, Herbal Product Design and Manufacture and Cannabis Science	Claudia Joy Wingo, M.P.H. Department Chair, Health Promotion
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Rose Truby, D.Ac. Adjunct Faculty, Clinic Faculty	Janet Young, D.Ac. Clinic Faculty
Sherryl Van Lare, M.S. Adjunct Faculty	Heming Zhu, Ph.D. Professor