



Maryland University
of **Integrative Health**

Academic Catalog

2023-2024

Effective September 3, 2023

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TABLE OF CONTENTS

Introduction	4	Course Audit Policy	52
A Message from Interim President Christina Sax	4	Course Drop and Withdrawal Policy	52
A Message from Interim Provost Gregory Ochoa	5	Program Withdrawal	53
A Community Dedicated to Wellness	6	Unofficial Withdrawal	54
Accreditation and Approvals	7	Grade of Incomplete Policy	54
Board and Administration	9	Grade of Incomplete in Clinic Courses	55
Learning and Physical Resources	10	Earning Multiple Degrees or Certificates	57
Change of Institutional Ownership	11	Voluntary Break in Enrollment	59
Admissions and Student Finances	13	Academic Integrity	60
Honoring Diversity	14	Academic Citation	62
Policies and Procedures	14	Academic Communication Standard	63
Discrimination Policy	14	Student Observance of Religious Holidays	63
Application and Admissions Procedures	15	Student Refunds	63
Financial Aid	22	Tuition Refund Percentages	64
Scholarship Eligibility Requirements	25	University Resources and Services	65
Grant Eligibility Requirements	26	Policies and Procedures	65
Articulations and Advanced Standing	30	Support Services	65
ACHS Course Equivalencies and Transfer Credits	30	Family Education Rights and Privacy Act (FERPA)	66
FAES Course Equivalencies and Transfer Credits	31	Disabilities Services Policy – Students	67
Academic Calendar and Policies	35	Canvas and IT Support	69
MUIH Academic Calendar	35	The Registrar’s Office	70
Academic and Student Policies	36	Professional and Continuing Education	70
Attendance and Participation Standard	36	Policies of the Programs	70
Schedule Adjustment Period	37	Residency and Housing	70
Program Completion and Program Extension	38	Introduction to MUIH Academics	71
Change of Program	39	University Learning Outcomes	71
Transfer Credit Policy	39	Healing Presence	71
Academic Standing	42	Course Formats	72
Academic Reinstatement	44	Program Formats	72
Satisfactory Academic Progress	44		
Grading in Academic Courses	50		

Acupuncture and Herbal Medicine	73	Integrative Health Studies	110
Acupuncture And Herbal Medicine Department	73	Integrative Health Studies Department	110
Master of Acupuncture	74	Master of Arts in Integrative Health Studies	110
Master of Acupuncture with a Chinese Herbal Medicine Specialization	77	Post-Baccalaureate Certificate in Integrative Health Studies	111
Doctor of Acupuncture	81		
Doctor of Acupuncture with a Chinese Herbal Medicine Specialization	86	Nutrition	113
Post-Baccalaureate Certificate in Chinese Herbal Medicine	91	Nutrition and Herbal Medicine Department	113
Licensure, Certification, and Credentialing	93	Doctor of Clinical Nutrition	113
		Master of Science in Nutrition and Integrative Health	116
Ayurveda	95	Post-Master’s Certificate in Nutrition and Integrative Health	120
Ayurveda Department	95	Post-Baccalaureate Certificate in Culinary Health and Healing	122
Post-Baccalaureate Certificate in Ayurvedic Wellness Practices	95		
		Yoga Therapy	124
Health And Wellness Coaching	97	Yoga Department	124
Health And Wellness Coaching Department	97	Master of Science in Yoga Therapy	124
Master of Arts in Health and Wellness Coaching	97	Post-Master’s Certificate in Therapeutic Yoga Practices	126
Post-Baccalaureate Certificate in Health and Wellness Coaching	99		
		Applied Integrative Health and Health Management	128
Health Promotion	102	Applied Integrative Health and Health Management Department	128
Health Promotion Department	102		
Master of Science in Health Promotion	102	Applied Philosophy and Practice	129
Post-Baccalaureate Certificate in Workplace Wellness	103		
		Integrative Health Sciences	130
Herbal Medicine	105	Research	131
Nutrition and Herbal Medicine Department	105		
Master of Science in Clinical Herbal Medicine	105	Programs Not Currently Enrolling	132
Master of Science in Herbal Product Design and Manufacture	106		
Post-Baccalaureate Certificate in Cannabis Science: Therapeutics, Product Design, and Quality Assurance	107	Non-Degree Courses	133
Post-Baccalaureate Certificate in Herbal Studies	108	Course Descriptions	135
		Faculty	181



INTRODUCTION

A MESSAGE FROM INTERIM PRESIDENT CHRISTINA SAX

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 a 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,

Christina M. Sax, Ph.D.
Interim President

A MESSAGE FROM INTERIM PROVOST GREGORY OCHOA

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, cultural responsiveness, 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,

Gregory Ochoa, Ed.D.

Interim Provost and Vice President for Academic 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. 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 (MSCHE)

MUIH is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) (www.msche.org). MUIH's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the University's accreditation status was to reaffirm accreditation on June 23, 2022. The University's scope of accreditation includes approval to offer educational programs at MUIH's campus in Laurel, MD and by distance education for the following credential levels: Post-baccalaureate Certificate, Master's Degree or Equivalent, Post-Master's Certificate, and Doctor's Degree - Professional Practice.

MSCHE is an institutional accrediting agency recognized by the [U.S. Secretary of Education](#) and the [Council for Higher Education Accreditation \(CHEA\)](#).

Specialized Program Accreditation

Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM)

The following programs offered by Maryland University of Integrative Health are accredited by the [Accreditation Commission for Acupuncture and Herbal Medicine \(ACAHM\)](#):

1. Master of Acupuncture
2. Master of Acupuncture with a Chinese herbal medicine specialization
3. Doctor of Acupuncture
 - including a Doctor of Acupuncture degree completion track
4. Doctor of Acupuncture with a Chinese herbal medicine specialization
 - including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
5. Certificate in Chinese herbal medicine [currently named Post-Baccalaureate Certificate in Chinese Herbs]

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Maryland University of Integrative Health has voluntarily ceased enrolling students in all ACAHM-accredited programs and has instituted ACAHM-approved teach-out plans for all currently enrolled students. During the teach-out period, the programs maintain the current accredited status.

Accreditation status and notes may be viewed on the [ACAHM Directory](#).

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, MN 55331; phone 952/212-2434; www.acaahm.org.

Public Disclosure Statement Effective as of 9 August 2023.

Accreditation Council for Nutrition Professional Education (ACNPE)

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, 9 East 8th Street, #145, New York, NY 10003.

International Association of Yoga Therapists (IAYT)

MUIH's M.S. Yoga Therapy program is accredited by the [International Association of Yoga Therapists](#), 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.

International Coaching Federation (ICF)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the [International Coaching Federation \(ICF\)](#) and is embedded in 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. Additional details are provided in the descriptions of the Post-Baccalaureate Certificate in Health and Wellness Coaching and M.A. Health and Wellness Coaching programs. For more information, contact ICF, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504; phone 888-423-3131.

National Board for Health & Wellness Coaching (NBHWC)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program with the [National Board for Health & Wellness Coaching \(NBHWC\)](#) and is embedded in the Master of Arts in Health and Wellness Coaching program. Additional details are provided in the descriptions of the Post-Baccalaureate Certificate in Health and Wellness Coaching and M.A. in Health and Wellness Coaching programs. For more information, contact NBHWC, PO Box 16307, San Diego, CA 92176; phone 866-535-7929.

State Approval

Maryland Higher Education Commission (MHEC)

MUIH is authorized to operate in the state of Maryland by the [Maryland Higher Education Commission \(MHEC\)](#), which is Maryland's higher education coordinating agency. All of MUIH's credit-bearing degree and certificate programs are approved by MHEC. For more information, contact MHEC, 6 North Liberty Street, Baltimore, MD 21201; phone 410-767-3300.

BOARD AND ADMINISTRATION¹

Board of Trustees

- John Rosa, D.C., Chair
- Angelo Falcone, M.D., Vice Chair
- Mark E. Behm, M.B.A.
- Bruce A. Harvey
- Janet Kahn, Ph.D.
- Janice Trey, C.P.A.
- 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
- Lesly Elvard, M.S., Vice President of Information Technology
- Michelle McNear, Ph.D., Vice President of the Natural Care Center
- Gregory Ochoa, Ed.D. Dean, Academic Affairs
- Christina M. Sax, Ph.D., Provost and Vice President for Academic and Student Affairs

University Leadership Council

- Erica Thompson Briggs, Director of Marketing
- Rob Brooks, M.A., Director of Career Services
- Suzanne Carmack, Ph.D., Department Chair, Yoga Therapy and Ayurveda
- Michelle Coleman, M.Ed., Dean of Student Affairs
- Lisa Conboy, Sc.D., M.S., M.A., Director of Academic Research
- Kristina Dean, Director of Financial Aid and Staff Delegation Chair
- Lesly Elvard, M.S., Vice President of Information Technology
- Deneb Falabella, D.O.M., Associate Provost of Assessment and Accreditation
- Pamela Godfrey, M.S., Director of Business Services
- Carissa Hernandez, M.L.I.S., Director of the Library
- Sharon Jennings-Rojas, D.O.M., Department Chair, Acupuncture and Herbal Medicine
- Marc Levin, M.B.A., M.A., CPA, President and CEO

- Michelle McNear, Ph.D., Vice President of the Natural Care Center
- Marybeth Missenda, M.S., Program Director, Integrative Health Studies
- Duston Morris, Ph.D., Department Chair, Health and Wellness Coaching
- Gregory Ochoa, Ed.D. Dean, Academic Affairs
- Caresso Olivo, M.A., Director of Academic Advising and Registrar's Office
- Elizabeth Owens, M.S., Director of Experiential Programs and Program Director of Applied Integrative Health and Health Management
- Sarajeon Rudman, Faculty Senate Chair
- Dwight B. Sanchez, Director of Admissions
- Christina Sax, Ph.D., Provost and Vice President, Academic and Student Affairs
- James Snow, D.C.N., Department Chair, Nutrition and Herbal Medicine
- Mimi West, Ph.D., Director of Academic Success and Accessibility
- Claudia Joy Wingo, M.P.H., Department Chair, Health Promotion

¹ See the [Introduction: Change of Institutional Ownership](#) section for information about the administrative structure during MUIH's change of ownership transition period.

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.

Main Campus

7750 Montpelier Road
Laurel, MD 20723
410-888-9048

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 consultations 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.

The Sherman Cohn Library

Phone: 443-906-5782

Email: librarydesk@muih.edu

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

The Meeting Point

Email: bookstore@muih.edu

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.

The Natural Care Center

7750 Montpelier Road
Laurel, MD 20723

Phone: 443-906-5794

Email: naturalcarecenter@muih.edu

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

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.

CHANGE OF INSTITUTIONAL OWNERSHIP

Maryland University of Integrative Health (MUIH) will be acquired by Notre Dame of Maryland University (NDMU) in early 2024. In accordance with applicable regulatory requirements, NDMU will initially operate MUIH as a separately-authorized and separately-accredited postsecondary institution during a transition period following the change in ownership. Following the transition period, and again subject to applicable regulatory and third-party approvals, NDMU intends to merge MUIH into its operations and this could take a year or more from the date of the change in ownership to receive approval for the ultimate merger. At that time, upon the final merger, MUIH will cease to exist as a separate institution and instead operate as the School of Integrative Health within NDMU.

During the transition period, enrolled students will be admitted based on the admissions and transfer policies established by an agreement between MUIH and NDMU, and as published on the MUIH Admissions Requirements webpage and in the MUIH Academic Catalog. During the transition period,

students will follow the academic and student policies published on the MUIH Student Policies, Forms and Handbooks webpage.

During the transition period and after the final merger, students' curriculum and program requirements will remain the same throughout their enrollment as specified in the MUIH Academic Catalog in effect at the time of their enrollment into the program.

Students who complete their degree before the final merger of MUIH into NDMU will receive their degree, diploma, and transcript from MUIH. Students who complete their degree after the final merger of MUIH into NDMU will receive their degree, diploma, and transcript from NDMU.

During the transition period, MUIH's administrative structure will include the following roles and individuals:

- Arjun Banjade, Director of Institutional Research
- Scott Briell, Vice President, Enrollment Management & Student Services
- Rob Brooks, M.A., Director of Career Services
- Suzanne Carmack, Ph.D., Department Chair, Yoga Therapy and Ayurveda
- Meaghan Davidson, Associate Vice President of Student Life
- Kristina Dean, Director of Financial Aid
- Sean Delaney, Vice President for Finance & Administration
- Deneb Falabella, D.O.M., Associate Provost of Assessment and Accreditation
- Greg FitzGerald, Chief of Staff, Vice President for Planning and External Affairs
- Carol Galvin, Ph.D., Vice President for Institutional Advancement & University Communications
- Carissa Hernandez, M.L.I.S., Director of the Library
- Sharon Jennings-Rojas, D.O.M., Department Chair, Acupuncture and Herbal Medicine
- Michelle McNear, Ph.D., Director of the Natural Care Center

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- Marybeth Missenda, M.S., Program Director, Integrative Health Studies
 - Duston Morris, Ph.D., Department Chair, Health and Wellness Coaching
 - Gregory Ochoa, Ed.D., Interim Provost
 - Caressa Olivo, M.A., Director of Academic Advising
 - Damali Olukayode-Health, Director of Career Center
 - Elizabeth Owens, M.S., Director of Experiential Programs and Program Director of Applied Integrative Health and Health Management
 - Susanna Price, Registrar
 - Christina Sax, Ph.D., Interim President
 - Peter Scanlan, Associate Vice President of Enrollment Management
 - James Snow, D.C.N., Department Chair, Nutrition and Herbal Medicine
 - Rebecca Teaff, Director of Marketing
 - Doug Wannall, Director of Information Technology
 - Mimi West, Ph.D., Director of Academic Success and Accessibility
 - Claudia Joy Wingo, M.P.H., Department Chair, Health Promotion



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 dynamic career and life 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,

The Admissions Team

Contact the Office of Graduate Admissions

443-906-5745
admissions@muih.edu

Contact the Office of Financial Aid

443-906-5761
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.

POLICIES AND PROCEDURES²

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 in this section of the Academic Catalog can be found at:**

- <https://muih.edu/admissions/>
- <https://muih.edu/academics/office-of-the-registrar/student-policies/>.

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 Dean of Student Affairs or students or to the Vice President 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

² See the [Introduction: Change of Institutional Ownership](#) section for information about admissions and transfer policies during MUIH's change of ownership transition period.

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.

Maryland University of Integrative Health is restricted in the programs and courses into which it can enroll individuals who reside in certain states. This list may change. Please refer to <https://muih.edu/admissions/out-of-state-authorization-for-online-education/> for updates. Individuals residing in these states are encouraged to contact MUIH's Office of Graduate Admissions at 443-906-5745 or admissions@muih.edu to discuss and understand their enrollment options.

Transcripts

Official transcripts are required from all postsecondary 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.

All MUIH programs require an applicant to have completed the equivalent of a U.S. bachelor's degree or higher at the time he or she begins the program.

For those whose bachelor's degree was not completed at a degree-granting college or university accredited by an accrediting body 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 Road
Laurel, MD 20723 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://muh.edu/admissions/application-process/>.

Applications will still be accepted and reviewed after the priority application deadline has passed. 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 and 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 Department Chair 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](#) 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. Conditionally accepted students are considered officially admitted to the degree or certificate program and are regular students who are eligible for federal financial aid. 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. Provisionally accepted students are not considered regular students and are not eligible for federal financial aid until they have satisfied all admission requirements. 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.

MUIH individually reviews all transcripts to determine their validity. If MUIH has reason to believe an applicant's transcript is not valid or was not obtained from an entity that provides postsecondary education, it will complete additional steps to determine if the document is acceptable. These additional steps may include contacting the granting institution. A student's self-certification of validity is not acceptable if MUIH has reason to believe a document or the granting entity may be invalid. MUIH reports all suspected fraud to the U.S. Department of Education's Office of the Inspector General.

International Students

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

The University is authorized under United States law to enroll non-resident alien students. All prospective international students applying for admission and

seeking an F-1 student visa must fulfill all admissions requirements and be accepted a minimum of 60 days prior to the start of the first trimester.

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

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

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

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

Maintaining Legal F-1 Status

It is essential that all international students adhere to the Department of Homeland Security regulations that govern a student's status. This is the individual

student's responsibility of which they must be aware and for which they are accountable.

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

Ensure that your passport is valid at all times. Contact your embassy regarding extension issues at least six months prior to your passport expiration date (<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. To pay the I-901 SEVIS Fee, visit FMJfee.com to access the SEVIS Form I-901. For more information on the SEVIS I-901 non-refundable fee, please see the website at <https://studyinthestates.dhs.gov/students/prepare/paying-the-i-901-sevis-fee>.

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 an accrediting body recognized by the U.S. Department of Education 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. Students taking non-degree courses are not eligible for federal financial aid.

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 and courses into which it can enroll individuals who reside in certain states. This list may change. Please refer to <https://muih.edu/admissions/out-of-state-authorization-for-online-education/> for updates. Individuals residing in these states are encouraged to contact MUIH's Office of Graduate Admissions at 443-906-5745 or admissions@muih.edu to discuss and understand their enrollment options.

MUIH is not permitted to enroll individuals from these states in online courses. Individuals from these states may not enroll in other MUIH programs because such programs require the completion of at least one online course. MUIH is also unable to enroll individuals from these states into stand-alone online courses. There are various reasons for these restrictions, governed by federal regulations, the higher education agency and regulations of these states, and/or by the state's participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA). MUIH continues to keep lines of communication open with state policy makers and with NC-SARA to determine MUIH's eligibility to accept students from these and other states into our programs.

For up-to-date information on the affected states and programs, visit <https://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 443-906- 5745 or admissions@muih.edu to discuss and understand their enrollment options.

State Licensure Disclosures

MUIH offers several programs leading to professional licensure or certification in certain

States. The University publishes a list of all States for which it has A) determined that its curriculum meets the State educational requirements for licensure or certification; B) determined that its curriculum does not meet the State educational requirements for licensure or certification; and (C) not made a determination that its curriculum meets the State educational requirements for licensure or certification. For up-to-date information on State Licensure Determination for MUIH's programs, visit the University's [Student Consumer Information](#) web page or download the [State Licensure Disclosures](#) document.

TUITION, FEES, AND ADDITIONAL COSTS

Application Fee

- Doctoral degrees: \$50
- Master's degrees: \$50
- Academic Certificates: \$50
- Re-application fee for all programs: \$25
- Military students (active duty, veterans, and reservists; military spouses): \$25
- MUIH Alumni: \$25

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 Chinese Medicine: \$150
- Master's degrees, except Acupuncture and Chinese 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 Chinese 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.

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. This may include vaccinations and flu shots. 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.

Financial Aid Eligibility Requirements

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 more than 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 www.studentaid.gov. Students will need to create a Federal Student Aid ID (FSA ID) online at www.studentaid.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 to their MUIH email address. Additional time will be required for applications that are flagged or require verification. Students must log in to the [MyMUIH Data Portal](#) and navigate to My Financial Aid to view and make a decision regarding the financial aid offer.

The Office of Financial Aid will begin disbursing funds to the student's account 3-6 weeks after the first day of the first class of the trimester. Subsequent disbursements are made weekly on a weekly basis. 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 offer online on the My Financial Aid page in the [MyMUIH Data Portal](#)
- Meet SAP requirements
- Complete online Entrance Counseling at www.studentaid.gov and Master Promissory Note (New Students Only) at www.studentaid.gov

Refund checks are released to students that have 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 disbursement date. Subsequent disbursements are made on a weekly basis.

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 www.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 www.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
- **Summer trimester:** January 1 – May 1 (Kathleen B. Warner Memorial Scholarship Only)

The online institutional scholarship application may be accessed at

<https://muih.edu/admissions/financial-aid/types-of-aid/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/financial-aid/types-of-aid/scholarships-fellowships-and-grants/>.

SCHOLARSHIP ELIGIBILITY REQUIREMENTS

Name	Program	Award/Year
Michael Moore Herbal Scholarship	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 [2022-2023 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)

Candidates for the Maryland University of Integrative Health Diversity Grant must be from one or more of the following underrepresented groups:

- Black or African American
- Native American or Alaska Native

- Hispanic or Latino
- Native Hawaiian Pacific Islander
- Students with disabilities
- Asian
- LGBTQ+

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?

Dr. Kathleen B. Warner Memorial Scholarship

Dr. Kathy Warner was widely recognized as an excellent teacher and administrator and who was always focused on ensuring the success of students. As the co-chair of the Retention and Persistence Committee, Kathy was dedicated to enhancing the student experience at the Maryland University of Integrative Health. She was passionate about identifying students who were experiencing barriers to success and providing comprehensive support to

address those barriers. Of particular interest to Dr. Warner was developing strategies to assist students who were towards the end of their academic program and at risk of separating from the university due to financial or other non-academic constraints.

This scholarship is available to students who meet MUIH’s general scholarship eligibility requirements and who have also completed at least 75% of their program.

ELIGIBILITY REQUIREMENTS

- Returning students
- Already enrolled as a student in Master’s or Doctoral program at MUIH
- Student must have at least 75% of their program curriculum completed
- Student must have maintained Satisfactory Academic Progress as defined by the policy see details in University student handbook.
- Student is U.S. citizen or eligible non-citizen or

international

- Students must enroll and register for at least 3.0 credits to be eligible for this scholarship. The only exceptions are:
 - a) there are less than 3.0 credits available due to the course schedule for the upcoming trimester, or
 - b) the student has less than 3.0 credits needed for program completion.

The 200–400-word 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?

GRANT ELIGIBILITY REQUIREMENTS

Name	Program	Award/Year
MUIH Diversity Grant	Master’s or Doctoral program	Up to \$4,500
Kathleen Warner Memorial Scholarship	Master’s or Doctoral program	

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 <https://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 for a list of scholarship websites.

Why Financial Literacy Matters

The aim of financial literacy is to help you achieve your financial goals. Research shows less than half of Americans have basic financial literacy. Financial matters may be intimidating however education is key. We continue to identify and add tools to help you gain practical knowledge to improve your financial health.

iGrad

MUIH is proud to offer [iGrad](#), an award-winning online financial literacy platform, to our community. Once an iGrad profile is created, you will have access

to a personalized data board that will enable you to improve your financial literacy.

With recommended video tips, quick financial lessons, and money management tools you will be well equipped to ensure your financial well-being in college and beyond.

To log in to iGrad, all MUIH students, faculty and staff can utilize their MUIH credentials.

HOW TO SET UP YOUR IGRAD ACCOUNT:

1. Visit <https://muih.igrad.com/dashboard>.
2. If you are a current student, you can use SSO and log in with your MUIH credentials.
3. Follow the prompts to set up your profile.
4. You are now able to explore the tools available and earn badges for completing courses!
5. Sign Up for iGrad!

Return of Title IV Funds

The law specifies how MUIH must determine the amount of Title IV aid (i.e., federal financial aid) you earned if you cease attendance without completing the period for which the Title IV aid was awarded. The Title IV programs at MUIH that are covered by this law include Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans.

Although Title IV aid is disbursed to your student account approximately 10 days before the trimester begins, you earn the funds as you complete the trimester. If you withdraw, drop out, are dismissed, or take a voluntary break in enrollment before completing a trimester or period of enrollment, MUIH is required to determine the amount of Title IV aid you earned on a pro rata basis using a Return of Title IV (R2T4) calculation. For example, if you complete 30% of the trimester, you earn 30% of the Title IV aid you were originally scheduled to receive. Once you have completed more than 60% of the trimester, you earned 100% of the Title IV aid you were scheduled to receive for that period.

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

Any breaks of five days or more are excluded from the calculation.

You will not be subject to the R2T4 calculation if you meet one of the following exemptions:

- You cease attending due to completing all requirements for graduation;
- You successfully complete a class or multiple classes that comprise at least 49 percent of the days in the term (in a program offered in modules); or
- You successfully complete a class or multiple classes that comprise at least half-time enrollment (in a program offered in modules).

A module is a course that does not span the length of the trimester.

RETURNING UNEARNED FUNDS

If as a result of the R2T4 calculation MUIH determines you received more in Title IV aid than you earned, any unearned funds must be returned to the U.S. Department of Education as soon as possible but no later than 45 days after the date MUIH determines you have withdrawn.

MUIH must return a portion of the excess funds equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

MUIH must return this amount even if it didn't keep this amount of your Title IV funds. If MUIH is not required to return all of the excess funds, you may be required to return the remaining amount according to the terms of your promissory note. That is, you will not be required to repay any loan funds immediately, but instead, you will make scheduled payments to the holder of the loan over a

period of time.

Funds will be returned to the U.S. Department of Education in the following order:

- Federal Direct Unsubsidized Loans
- Federal Direct Graduate (PLUS) Loans

After the R2T4 calculation is performed, the Financial Aid Office will notify you of the results and the aid that has been returned (if applicable). Any balance remaining on your account will be promptly due to MUIH.

The requirements for Title IV program funds when you withdraw are separate from MUIH's refund policy. You may still owe funds to MUIH to cover unpaid institutional charges and MUIH will charge you for any Title IV program funds it was required to return as a result of your withdrawal.

POST-WITHDRAWAL DISBURSEMENTS

If as a result of the R2T4 calculation MUIH determines you did not receive all the federal loan funds you earned prior to withdrawing, MUIH will determine if any earned loan funds can be offered to you as a post-withdrawal disbursement. If you are offered a post-withdrawal disbursement of loan funds, you will receive at least 14 days to accept any portion of the loan funds or to decline the post-withdrawal disbursement of loan funds. MUIH must receive your response in writing, and if you do not respond the post-withdrawal disbursement of loan funds will not be disbursed to your student account. You will be notified of your eligibility for a post-withdrawal disbursement of loan funds within 30 days of the date MUIH determined you withdrew.

If you accept a post-withdrawal disbursement of loan funds, it will first be applied to any outstanding balance of institutional charges due to MUIH. A credit balance that occurs as a result of a post-withdrawal disbursement will be refunded to you as soon as possible but no later than 14 days after the credit balance occurs on your student account.

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 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 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 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/>.

ARTICULATIONS AND ADVANCED STANDING

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 (<https://muih.edu/admissions/admission-requirements-by-program/>).

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

ACHS COURSE EQUIVALENCIES AND TRANSFER CREDITS

ACHS Course(s)

CHEM 501 General, Organic, and Biochemistry (3 credits)

CHEM 502 Principles of Pharmacognosy and Phytochemistry (3 credits)

The set of three courses:

HERB 502 Advanced Herbal Materia Medica I (3 credits)

HERB 503 Advanced Herbal Materia Medica II III (3 credits)

HERB 504 Advanced Herbal Materia Medica (3 credits)

The set of two courses:

NAT 501 Anatomy and Physiology I (3 credits)

NAT 502 Anatomy and Physiology II (3 credits)

NUT 501 Advanced Applied Holistic Nutrition (3 credits)

NUT 504 Advanced Sports Nutrition (3 credits)

NUT 509 Graduate Topics in Holistic Nutrition (3 credits)

NUT 510 Nutrition and Dietary Supplements (3 credits)

TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine (3 credits)

MUIH Course Equivalent(s)

ISCI 522 Foundations in Organic Chemistry (3 credits)

HRB 654B Herbal Pharmacology & Phytochemistry II (3 credits)

The set of two courses:

HRB 605 Materia Medica I (3 credits)

HRB 705 Materia Medica II (3 credits)

ISCI 547A Physiology I: Healthy Function (3 credits)

NUTR 602 Nutrition: Food and Balance (3 credits)

NUTR 663 Sports Nutrition (1 credit)

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

HRB 645 Foundations of Toxicology and Herb-Drug Interactions (3 credits)

Center for Mind-Body Medicine – Food as Medicine

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

Foundation for Advanced Education in the Sciences

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

FAES COURSE EQUIVALENCIES AND TRANSFER CREDITS

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

George Washington University

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

standing consideration up to 6 credits in MUIH’s Master of Nutrition and Integrative Health and Doctor of Clinical Nutrition programs. Graduates and current students in good academic standing in the GW M.S. Health Sciences in Integrative Medicine program who seek Certified Nutrition Specialist (CNS) credentials may take up to 9 credits from MUIH.

Georgetown University Medical Center

Students in the Georgetown University Medical Center Master of Science in Physiology — Complementary and Alternative Medicine (CAM-MS) program have the opportunity to apply for preferred admission and advanced standing in an MUIH degree program to further their education in the field of integrative health. Candidates for preferred admission or advanced standing should indicate their status with Georgetown University Medical Center at the time of application for admission to MUIH and must provide documentation, such as transcripts and course descriptions, prior to approval. Similarly, students enrolled in one of MUIH's degree programs can 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 are eligible for 3 credits of advanced standing and course exemption for NUTR801 (3 credits) in MUIH's Doctor of Clinical Nutrition (DCN) program. To receive advanced standing, students must indicate IFM certification at the time of their application for admission and must submit official documentation of IFM certification before starting their first class at MUIH.

Institute for Integrative Nutrition (IIN)

IIN Health Coach Training Program graduates will receive 1.5 credits of advanced standing in MUIH's M.S. Nutrition and Integrative Health program and will be exempt from taking the MUIH course IHED637 Principles and Practices of Health Behavior and Self-Care. 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/>.

Integrative Nurse Coach Academy (ICNA)

Graduates of the Integrative Nurse Coach Academy (ICNA) Program are eligible for three (3) graduate elective credits of advanced standing in MUIH's M.A. Integrative Health Studies program and M.S. Health Promotion program. To receive advanced standing, students must indicate ICNA Program completion at the time of their application for admission and must submit official documentation of ICNA Program completion before starting their first class at MUIH.

International Association of Yoga Therapists Certification (C-IAYT)

Individuals who hold the C-IAYT certification from the International Association of Yoga Therapists (IAYT) are eligible for up to 6 credits of advanced standing in MUIH's M.S. Yoga Therapy program. Advanced standing reduces credits, costs, and time to program completion. To receive advanced standing, students must complete three steps prior to the start of the student's first course in the program. Step 1: Students must indicate C-IAYT certification at the time of their application for admission. Step 2: Students must submit official documentation of C-IAYT certification. Step 3: Upon approval by the yoga therapy department chair, students can then complete an equivalency exam administered by MUIH. Student's success on the equivalency exam has the potential to exempt them from any or all of the following courses: YOGA611 Theoretical Foundations for Yoga Therapy (2 cr), YOGA615 Breath and Health (1 cr), and ISCI613 Mental Health and Mind Body Science (3 cr). The exam is administered in August of each year and is only permissible in the summer immediately before students' enrollment in the M.S. Yoga Therapy program.

International Coaching Federation (ICF) Certified Coaches

Individuals who are an ICF Associate (ACC), Professional (PCC), or Master (MCC) Certified Coach are eligible for 6 credits of advanced standing in MUIH's M.A. Health and Wellness Coaching program. Such students will receive advanced standing for the following courses at MUIH:

- COA610 Fundamentals of Health and Wellness Coaching (3 cr)
- COA620 Applied Healing Strategies (3 cr)
- COAPSAI Practical Skills Assessment (0 cr)

This program can be completed in as little as one year for individuals with such advanced standing. To receive advanced standing, students must indicate ICF certification at the time of their application for admission and submit official documentation of ICF certification before starting their first class at MUIH. For more information visit

<https://muih.edu/academics/health-wellness-coaching/master-of-arts-in-health-wellness-coaching/>.

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 programs. Candidates for these advanced standings must indicate graduation from IHCU on their application for admission to MUIH and must submit their official IHCU transcript before starting their first class 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)

National Board for Health and Wellness Coaching (NBHWC) Certified Coaches

Individuals who are an NBHWC National Board-Certified Health and Wellness Coach are eligible for 10.5 credits of advanced standing in MUIH's M.A. Health and Wellness Coaching program. Such students will receive advanced standing for the following courses at MUIH:

- COA605 Foundations of Healthy Lifestyles (1.5 cr)
- COA610 Fundamentals of Health and Wellness Coaching (3 cr)
- COA616 Theories and Principles of Behavior Change (3 cr)
- COA620 Applied Healing Strategies (3 cr)
- COAPSAI Practical Skills Assessment (0 cr)

This program can be completed in as little as one year for individuals with such advanced standing. To receive advanced standing, students must indicate NBHWC certification at the time of their application for admission and must submit official documentation of NBHWC certification before starting their first class at MUIH. For more information visit <https://muih.edu/academics/health-wellness-coaching/master-of-arts-in-health-wellness-coaching/>.

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 M.S. 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.

StraighterLine Courses

StraighterLine provides low-cost credit-bearing courses that are eligible for transfer to colleges and universities. The American Council on Education’s Credit Recommendation Service has evaluated and recommended StraighterLine courses for credit. MUIH has entered into an articulation agreement with StraighterLine for the following circumstances:

MUIH’s ISCI522 Foundations in Organic Chemistry Course: Students who have completed StraighterLine’s CHEM250 Organic Chemistry I AND CHEM251 Organic Chemistry II courses can transfer these credits and be exempt from taking MUIH’s ISCI522 Foundations in Organic Chemistry course in MUIH’s M.S. Nutrition and Integrative Health program.

MUIH’s ISCI547a Physiology I Course: Students who have completed StraighterLine’s BIOL201 Anatomy & Physiology I AND BIOL202 Anatomy & Physiology II courses can transfer these credits and be exempt from taking MUIH’s ISCI547a Physiology I course in MUIH’s M.S. Nutrition and Integrative Health and M.S. Clinical Herbal Medicine programs.

MUIH’s Doctor of Clinical Nutrition Admission Requirements: Applicants for MUIH’s Doctor of Clinical Nutrition program can fulfill the necessary admission requirements by completing the following StraighterLine courses. The physiology or anatomy and physiology admission requirement can be fulfilled by completing StraighterLine’s BIOL201 Anatomy & Physiology I AND BIOL202 Anatomy &

Physiology II courses. 3 credits of the biochemistry admission requirement can be fulfilled by completing StraighterLine’s CHEM450 Biochemistry course. The clinical or life sciences admission requirement can be fulfilled by completing StraighterLine’s BIOL101 Introduction to Biology, BIOL250 Microbiology, and/or CHEM101 General Chemistry I courses. The behavioral science admission requirement can be fulfilled by completing StraighterLine’s PSY101 Introduction to Psychology course. (These courses may only be used to fulfill admission requirements and credit for these courses may not be transferred to MUIH’s doctoral programs.)

MUIH’s Post-Master’s Certificate Nutrition and Integrative Health Admission Requirements: Applicants for MUIH’s Post-Master’s Certificate Nutrition and Integrative Health program can fulfill the necessary organic/biological chemistry admission requirements by completing StraighterLine’s CHEM250 Organic Chemistry I AND CHEM251 Organic Chemistry II courses. The physiology and/or pathophysiology admission requirement can be fulfilled by completing StraighterLine’s BIOL201 Anatomy & Physiology I AND BIOL202 Anatomy & Physiology II courses. (These courses may only be used to fulfill admission requirements and credit for these courses may not be transferred to MUIH’s doctoral programs.)

MUIH’s Doctoral Acupuncture Admission Requirements: Applicants for MUIH’s doctoral acupuncture programs who have not previously taken courses in chemistry, biology, and psychology can fulfill these admission requirements by completing StraighterLine’s BIOL101 Introduction to Biology, CHEM101 General Chemistry I, and PSY101 Introduction to Psychology courses. (These courses may only be used to fulfill admission requirements and credit for these courses may not be transferred to MUIH’s doctoral programs.)

ACADEMIC CALENDAR AND 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 2023

Aug 23	Last day to Submit Satisfactory Academic Progress (SAP) Appeal
Aug 29	Last day for new students to confirm admission for the Fall 2023 trimester
Sep 3	Fall 2023 trimester and classes begin; Fall 2023 schedule adjustment period and fee begin
Sep 3	First day to submit the Fall 2023 graduation application
Sep 2-4	Labor Day Holiday observed; University closed
Sep 7	Last day to register for Fall 2023 classes; last day of schedule adjustment period
Sep 8	Spring 2024 trimester class schedule becomes viewable in SIS
Sep 25	Registration opens for Spring 2024 trimester
Sep 29	Deadline to submit the Fall 2023 graduation application
Oct 1	2024-2025 FAFSA Available
Nov 20	Spring 2024 late registration period and fee begin
Nov 23-26	Thanksgiving Holiday observed; University closed
Dec 9	Last day of Fall 2023 trimester
Dec 10-11	Designated Make-up Days
Dec 12	Final grades due for classes ending Dec 9
Dec 13-22	Satisfactory Academic Progress (SAP) Review
Dec 13	Fall 2023 graduation degree conferral date

Dec 23 Winter Break begins, University closed

Spring 2024

Jan 2	Last day for new students to confirm admission for Spring 2024 trimester
Jan 3	Last day to Submit Satisfactory Academic Progress (SAP) Appeal
Jan 7	Spring 2024 trimester and classes begin; Spring 2024 schedule adjustment period and fee begin
Jan 7	First day to submit the Spring 2024 graduation application
Jan 11	Last day to register for Spring 2024 classes; last day of schedule adjustment period
Jan 12	Summer 2024 trimester class schedule becomes viewable in SIS
Jan 15	Dr. Martin Luther King, Jr. Holiday observed; University closed
Jan 29	Registration opens for Summer 2024 trimester
Feb 2	Deadline to submit the Spring 2024 graduation application
Mar 1	Deadline for Maryland Residents to complete FAFSA 2024-2025 for Senatorial or Delegate Scholarships
Mar 25	Summer 2024 late registration period and fee begin
Mar 31	University Closed
Apr 14	Last day of Spring 2024 trimester
Apr 14-15	Designated Make-up Days
Apr 16	Final grades due for classes ending Apr 13
Apr 17-23	Satisfactory Academic Progress (SAP) Review
Apr 18	Spring 2024 graduation degree conferral date
Apr 22	Restorative Day; University closed

Summer 2024

Apr 23	Last day for new students to confirm admission for the Summer 2024 trimester
Apr 24	Last day to submit Satisfactory Academic Progress (SAP) appeal
Apr 28	Summer 2024 trimester and classes begin; Summer 2024 schedule adjustment period and fee begin
Apr 28	First day to submit the Summer 2024 graduation application
May 2	Last day to register for Summer 2024 trimester; last day of schedule adjustment period
May 3	Fall 2024 trimester class schedule becomes viewable in SIS
May 18-19	2023-2024 Commencement Ceremony & Student and Faculty Awards Ceremony
May 20	Registration opens for Fall 2024 trimester
May 24	Deadline to submit the Summer 2024 graduation application
May 25-27	Memorial Day Holiday observed; University Closed
Jun 19	June 19 Juneteenth Holiday observed; University closed
Jul 1	First day to apply for Graduate Plus loan for Fall 2024 trimester
Jul 4	Independence Day Holiday observed; University closed
Jul 15	Fall 2024 late registration period and fee begin
Aug 3	Last Day of Summer 2024 trimester
Aug 4-5	Designated Make-up Days
Aug 6	Final grades due for classes ending Aug 3
Aug 7-20	Satisfactory Academic Progress (SAP) Review

Aug 8 Summer 2024 graduation degree conferral

Aug 12 Restorative Day; University Closed

ACADEMIC AND STUDENT POLICIES³

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;

³ See the [Introduction: Change of Institutional Ownership](#) section for information about academic and student policies during MUIH's change of ownership transition period.

- 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. As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester. See Section 2.2.3 below for additional information and examples.

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, students 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.). See Section 2.2.3 below for additional information and examples.

For Both Online and On Campus Courses

As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester, in accordance with Policy 6065: Assignment of Credit Hours.

For example, in both a 3-credit course offered over 14 weeks and a 1.5 credit course offered over 7 weeks, students should expect to spend a minimum of nine hours per week engaging in the modules and work that accompanies the course.

Example 1: A 3-Credit Course Offered Over 14 Weeks

A 3-credit course = (3 credits) x (45 hours/credit) = 135 hours

Students should expect to spend 135 hours divided by 14 weeks in the course = 9.6 hours per week

Example 2: A 1.5-Credit Course Offered Over 7 Weeks

A 1.5-credit course = (1.5 credits) x (45 hours/credit) = 67.5 hours

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 two different groups of students:

1. Current students who have registered in a previous semester.
2. Confirmed new students. These are students who have confirmed their intent to enroll at MUIH.

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. Confirmed new students may register without penalty throughout the Schedule Adjustment Period. A fee is assessed to current students who register during the Schedule Adjustment Period while no fee is assessed for confirmed new students as follows:

- Current students - \$150 per course
- Confirmed new students - \$0 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.

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 seven years of matriculation. This standard applies to doctoral programs, master's degree programs, and graduate certificates. Students who do not complete their program within seven years may request a one-year extension by submitting a Request for Extension Form. The Department Chair will determine whether the extension is granted based on current progress and the plan for program completion. Students who are granted an extension must remain actively enrolled until graduation requirements are completed.

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.

Note: Due to accreditation standards, time to program completion in Acupuncture and herbal medicine (AHM) cannot exceed 200% of the published program length. Published program length at the semester of entry will be used for this calculation. In situations where this leads to a maximum time frame that is less than the general University policy, the shorter time frame will be implemented. No program extensions can be granted that exceed the 200% standard.

Procedures to request a program exception:

1. Student: Submit a Request for Extension Form to the Academic Advisor who will then forward the form to the Department Chair. The form must be approved by the Department Chair, before the student can register for courses in the trimester beyond the 7-year time frame for program completion. The Request for Extension must include: a) Reason for request of one-year extension, b) Anticipated timeline for completion of remaining requirements, and c) Supporting documentation for any extenuating circumstances that prevented timely completion of courses.
2. Department Chair: Provide the form to the student, Registrar, Academic Advisor, and Financial Aid within two weeks of submission of the request.
3. Dean of Academic Affairs/Provost: Program extensions beyond the initial one-year extension must be approved by the Dean of Academic Affairs or Provost. If a second extension is requested, the student should complete the same steps noted above. If the Department Chair endorses the additional extension, they must obtain the approval of the Dean or Provost before submitting the form to the student, Registrar, Academic Advisor, and Financial Aid.

CHANGE OF PROGRAM

Students may change from one academic program or curriculum to another, or add an academic program, without reapplying through the Admissions Office, if all the following criteria are met. If any of these criteria are not met, the student must apply through the Admissions Office for the new program. They will also need to withdraw from their current program if they are making a program change as opposed to program addition.

Program/Curriculum Criteria:

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

When a student changes from one program or curriculum to another, the student's degree requirements are those that are in effect at the time the student initiates the change. The degree requirements will be those within the academic catalog of the current academic year; however, students who submit a Change or Addition of Program or Curriculum 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. Students may not be placed into a new curriculum or degree for which they have already completed all the requirements. In addition, students may not add or change programs or curriculum if it leads to a violation of Policy 6075 Earning Multiple Degrees or Certificates.

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

1. In the case of a program or curriculum change, the Academic Advisor will use the Change or Addition 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 addition or change on the availability of funds.
3. The student, Academic Advisor, and Financial Aid Officer will sign the Change or Addition 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 or addition request. Once a decision is made, the Department Chair must sign the Change or Addition 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 or addition 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 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.

Transfers will only be accepted for courses prior to enrollment in the MUIH program with the exception of 500-level courses. Transfer of 500 level courses can be completed while enrolled in the MUIH degree.

**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, including no more than 25% of the credits for the program clinical training requirements. 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.

See [Appendix 1 of this policy](#) for details of the maximum allowable number of transfer credits by program. Beyond the maximum transfer allowances listed in Appendix 1, all credits applied towards completion of a degree must be earned at MUIH. In some cases, these credits may have been completed at MUIH as part of a different degree or certificate. For example, if two different MUIH degrees require the same course, the relevant credits completed as part of the first degree may be applied towards the second degree. In such cases, the credits would not

be considered 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 Nov 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. The only exception is transfers for 500-level courses that are completed subsequent to receiving the W or F grade.

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. However, if a student is enrolled in two-vertically-stacked programs (e.g., a PBC embedded in a master's degree), academic standing will only be calculated for the larger of the two programs.

For the purpose of this policy, failed grades are defined as grades of F or U. F or U grades that have been remediated (i.e., the course retaken and passed) do not count towards the failed credit totals that trigger probation or suspension. Remediation of failed grades therefore allows students to retake failed courses as soon as possible.

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). For example, if a student is placed on Academic Probation at the end of the fall trimester, they have until the end of the next fall trimesters to return to good academic standing. 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 Standing Review Committee as described below.

Academic Dismissal

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

- a. Reinstatement is denied following review by the Academic Standing 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.

Procedures

Academic standing is calculated for students by program at the end of each trimester. Students are contacted by their academic advisor if the student's academic standing has changed from the previous trimester.

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 Standing 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.

- 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. 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.

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 at least two full trimesters before re-applying for admission. For example, a student dismissed during or at the end of the fall trimester, could not reapply to start any program commencing in either the spring or summer trimesters of the following year. In addition to the application for admission, the student must submit an Academic Appeals Petition form to 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 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. 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 Academic Standing Policy above 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).

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 for each program. Grades of "P" and "R" are considered successfully completed in the qualitative SAP calculation.

For programs that are two or more academic years in length, a qualitative assessment of SAP is performed at the end of the student's second academic year to ensure the student has an academic standing consistent with graduation requirements.

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:

3.00 credit course = P

0.50 credit course = F

0.50 credit course = I

3.00 credit course = W

2.00 credit course = P

Per the SAP policy, 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 or certificate.

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 credits due to be successfully completed later in the program. The percentages in the chart below correspond to the credits the student must have successfully completed by that point in their program (i.e., 10% = 10% of credits required to complete 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 since the start of enrollment in a program, 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.

Post-Baccalaureate Certificates

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	10%
3-4	25%
5-6	50%
7-8	75%
9	100% (Final trimester of eligibility)

Master’s Degrees

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	5%
3-5	10%
6-8	25%
9-11	50%
12-14	75%
15	100% (Final trimester of eligibility)

Post-Master’s Certificates

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	10%
3-4	25%

5-6	50%
7-8	75%
9	100% (Final trimester of eligibility)

Doctoral Degrees

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	5%
3-5	10%
6-8	25%
9-11	50%
12-14	65%
15-17	75%
18-20	85%
21	100% (Final trimester of eligibility)

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 up to a one-year extension, if granted via a SAP Appeal). 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 program and decides to pursue a second program, the MTF would reset. The MTF is calculated from the first trimester of a student's enrollment in an academic program, 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). When 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 scholarships and federal funding is:

Program Type	Maximum Timeframe
Post-Baccalaureate Certificates	9 trimesters
Master's Degrees	15 trimesters
Post-Master's Certificates	9 trimesters
Doctoral Degrees	21 trimesters

With respect to the MTF, all degree-seeking students have the ability to submit a SAP appeal, and if approved, be granted up to an additional year (i.e., up to 3 trimesters) 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 (unless the student successfully appeals), 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 status resets after each trimester of successfully meeting cumulative 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 if his or her SAP

suspension is due to pace, qualitative completion rate, or if it is mathematically impossible for the student to complete within the MTF (unless the student has previously been granted an extension of MTF, and then no appeal is permitted). 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). The student also must explain what has changed in the situation so that the student is now able to meet the standards of SAP. All circumstances must be documented and approved by the Director of Financial Aid according to the below process.

Appeals must be submitted within seven calendar 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 Financial Aid Satisfactory Academic Progress Appeal Agreement is individualized and includes the agreed-upon Academic Plan.

The 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 determines the appeal cannot be approved, the suspension remains in place and financial aid eligibility

remains suspended.

- If the Director of Financial Aid determines the appeal is sufficient and the student should be able to achieve SAP by the end of their next trimester of enrollment and 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. If MUIH determines the student will require more than one trimester to meet the standards of SAP, the student will also be required to follow an Academic Plan.
- At the end of the trimester of Financial Aid Probation, the student's performance will be reviewed. If the student is meeting the SAP requirements, he or she remains financial aid eligible. If the student is not meeting the standards of SAP but adhered to an Academic Plan, the student remains financial aid eligible. Students on Academic Plans are reviewed at the end of every trimester to ensure they continue to adhere to their Academic Plans.
- If SAP requirements have not been met or the student did not adhere to the Academic Plan (if applicable), the student's eligibility for financial aid is again suspended, beginning with the next immediate trimester, 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 one trimester.

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. Adherence to an Academic Plan is required for any student who successfully appeals SAP suspension but will require more than one trimester to meet the standards of SAP. The student remains eligible for financial aid if he or she adheres

to the Academic Plan. A student must appeal to change his or her academic plan.

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 their academic record without the benefit of federal or state aid and by meeting SAP standards.
2. Appeals –
 - 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. (See above process).
 - 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 their academic record 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). Transfer credits are also included in the calculation of the qualitative component of SAP.
- **REPEATED COURSES** All attempts of courses are included in the calculation of the qualitative and quantitative components of SAP.
- **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 for the calculation of the qualitative or quantitative components of SAP. 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.

- **COVID-19:** During the COVID-19 National Emergency, if a student confirmed he or she withdrew from a course due to a COVID-19 related circumstance the student received an “E” grade. E grades are not considered attempted coursework for the calculation of SAP.
- **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 for the calculation of the qualitative or quantitative components of SAP.
- **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 for the calculation of the qualitative or quantitative components of SAP.
- **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 for the calculation of the qualitative or quantitative components of SAP.
- **AUDITED CREDITS** – Audited class credits are not considered attempted coursework and therefore are not included in the calculation of the qualitative or quantitative components of SAP. A student cannot receive financial aid for audited courses.
- **GRADE CHANGES** – 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. SAP recalculations due to grade changes are a rare occurrence.

Courses dropped during the Schedule Adjustment Period are not considered attempted credits and therefore are not included in the calculation of the qualitative or quantitative components of SAP.

MUIH does not offer remedial coursework and it therefore is not addressed in this policy.

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 will be notified and 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. Note: Final course grades are rounded to the nearest whole number. Final grades of 79.50-79.99% are rounded to 80% and receive a final course grade of P
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. More information is provided in Policy 6050 Course Withdrawals.

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, by phone, or by video 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.

Definitions

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

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

Academically-related activities do not include activities where a student may be present, but not

academically engaged, such as:

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

COURSE AUDIT POLICY

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

The following rules and regulations apply to all audits:

- Only students who are currently enrolled in a degree program at MUIH may audit courses.
- Students must meet a course’s pre-requisite requirements in order to audit the course.
- Not all courses or course sections are eligible for audit. Approval of specific audit requests is at the discretion of the course section instructor and the Department Chair.
- For any course required for completion of the student’s program, the student must first pass the course before they are eligible to audit the course (i.e., take it for a second time as a “refresher”).
- Students cannot change a course designation from audit to credit or from credit to audit once the course begins.
- Audited courses do not fulfill degree requirements and no academic credit is awarded for these courses.
- Course audits are not counted in the calculations determining full- and part-time enrollment status for financial aid purposes.
- Audited courses appear on transcripts with an audit designation.

- Tuition to audit a required course within a student’s current academic program is waived. All other audited courses are billed at 50 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 outlined below.

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 withdraws from the course in the data portal or submits the Course Add/Drop/Withdrawal form to their advisor or the registrar's office (see procedures below). 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.

Procedures

In most cases, students can drop or withdraw from courses by accessing the course in the data portal and selecting the appropriate action; however, if a drop or withdrawal takes the student below 3 credits for the trimester the student must instead 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 Student Accounts 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.

Once a "W" grade is approved, qualifying students can submit the Excused Withdrawal Due to Extenuating Circumstances Request Form online.

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, the Academic Advisor or Registrar may initiate an administrative withdrawal 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 (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 grade will be converted to an F.

UNOFFICIAL WITHDRAWAL

Maryland University of Integrative Health 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 Policy 6035 Grading in Academic Courses 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.

GRADE OF INCOMPLETE POLICY

Note: This policy does not apply to clinical courses. See Policy 6041 Request, Approval, and Contract for Grade of Incomplete in Clinic Courses for more details about 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 by completing the Request for Incomplete Grade Form. The student will complete the form with any attachments and send by email to the faculty member. The form must be submitted before the last day of the course.

To be eligible for an "I" grade, the student must have completed at least 60% of the required assignments for the course and there is a reasonable expectation that the student can pass the course based on the remaining available point values. Each faculty member will thoughtfully review the request, keeping in mind the circumstances for which an "I" grade is appropriate. The faculty member will approve or deny the student's request by completing the Faculty "I" Grade Approval Form (located in the Faculty Information Hub) and attaching the student's Request for Incomplete Grade Form. The faculty member is not required to offer the "I" grade. By submitting the Faculty "I" Grade Approval Form, notifications will automatically be sent to the offices of Instructional Design Services and the Registrar.

In the Faculty "I" Grade Approval 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.

Note: This policy does not apply to clinical courses. See Policy 6041 Request, Approval, and Contract for Grade of Incomplete in Clinic Courses for more details.

Procedures

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

1. Complete all sections of the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (ex: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Submit the form as well as any documentation to the faculty member for the course in which the Incomplete Grade is being requested by email.
2. The faculty member will review the request and the documentation and complete the Faculty "I" Grade Approval Form with the student's Request for Incomplete Grade form attached. The faculty member will notify the student within one week if the request is approved or denied.
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.

GRADE OF INCOMPLETE IN CLINIC COURSES

Note: This policy does not apply to non-clinical courses. See Policy 6040 Request, Approval, and Contract for Grade of Incomplete for more details about 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 by completing the Request for Incomplete Grade Form. The student will complete the form with any attachments and send by email to the faculty member. The form must be submitted before the last day of the course.

To be eligible for an "I" grade, the student must have completed at least 60% of a course's clinic/patient visit requirements and there is a reasonable expectation that the student can pass the course based on the remaining available point values. Each faculty member will thoughtfully review the request, keeping in mind the circumstances for which an "I" grade is appropriate. The faculty member will approve or deny the student's request by completing the Faculty "I" Grade Approval Form (located in the Faculty Information Hub) and attaching the student's Request for Incomplete Grade Form. The faculty member is not required to offer the "I" grade. By submitting the Faculty "I" Grade Approval Form, notifications will automatically be sent to the offices of Instructional Design Services and the Registrar.

In the Faculty "I" Grade Approval 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.

Procedures

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

1. Complete all sections of the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (ex: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Submit the form as well as any documentation to the faculty member for the course in which the Incomplete Grade is being requested by email. The faculty member will review the request and the documentation and complete the Faculty "I" Grade Approval Form with the student's Request for Incomplete Grade Form attached. The faculty member will notify the student within one week whether their request is approved or denied.
2. 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.
3. 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.

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.

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] 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.

- 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.
- If earning two master's degrees, a minimum of 60 independent (i.e., non-duplicate) credits must be completed (see example 1 below).
- 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.
- 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.

- 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 the same core discipline. 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

While it is generally to the benefit of students to complete programs according to the formal plan of study, there may be personal or professional circumstances that require a student to take a break in enrollment (i.e., enroll in no courses for a trimester). 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 (see below).

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 Advisor and the Financial Aid Office to assess the impact of a break in enrollment on the student's SAP status and loan

repayment. Additionally, students are still assessed the University Fee while on a Voluntary Break in Enrollment.

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 Advisor as well as the Financial Aid Office. Students will be assessed the University Fee each trimester they are on Voluntary Break in Enrollment.
- 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. Students will be allowed to complete outstanding incomplete (I) grades during their break in enrollment.
- 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, and they will be charged a University Fee for each VBE trimester. Failure to

enroll in courses after three trimesters, regardless of communication from the student, will result in administrative withdrawal from the University.

ACTIVE Status is a status which denotes that a student is either currently enrolled in courses or has been enrolled in courses at some point within the past three trimesters.

Active Student Taking a Voluntary Break in Enrollment is a student who is currently not taking any courses at the university but plans to return within three trimesters.

Enrolled Student is a student who is enrolled in at least one course during the current trimester.

ACADEMIC INTEGRITY

The purpose of this policy is to affirm MUIH's commitment to academic integrity and to list and describe violations of academic integrity as well as the procedures of investigation and possible sanctions for these violations.

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: Examples include, 1) use of unauthorized sources, notes, aids, or information on an exam or on any assessments, assignments, research papers, discussion posts, and quizzes; 2) allowing other individuals or entities to do one's work and submitting the work as your

own; 3) submitting identical or similar work for the same course or a different course without express written permission from the instructor of the course in which the re-purposed work will be submitted, and 4) use of artificial intelligence (AI) software to complete assignments or take exams is considered cheating unless there is expressed permission from the instructor.

- Plagiarism: Submission of work without attribution or with 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 or Program Director. All charges of academic dishonesty will be investigated and resolved by the faculty and/or Academic Department Chair or Program Director through the procedures specified below. Faculty members who find evidence of academic dishonesty will follow the procedures detailed below.

Procedures

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. Depending on the severity of the violation, the faculty member may issue a sanction ranging from points deduction for the relevant section of the assignment to a score of “0” for the entire assignment. The faculty will copy the Academic Department Chair, Dean of Academic Affairs, and Dean of Student 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.

If the student had a previous violation of academic integrity during their time at MUIH, the Department Chair, Dean of Academic Affairs, and Dean of Students Affairs will meet to discuss the appropriate action with approval of the Provost if the recommendation is for removal from the academic program.

Management of academic integrity matters and violations are led by Academic Affairs, with Student Affairs playing a supporting role. Faculty with questions about academic integrity matters including violation of the academic integrity policy and strategies to ensure academic integrity in their courses should consult their Academic Department Chair or Program Director.

Appeals Process and Decision

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 or Program Director. If requested by the student, the Academic Department Chair or Program Director will investigate and will notify the

Dean of Academic Affairs and the Dean of Student Affairs.

Note: If the Academic Department Chair or Program Director is the instructor of the course, the Dean of Academic Affairs serves in the role of Department Chair or Program Director for considering the student's appeal.

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 or Program Director, 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 Dean of Student Affairs. This decision will be within 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, or dismissal from the student's academic program. If the recommended sanction is dismissal from the program, the decision must be approved by the Provost in writing.

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/avoiding_plagiarism/index.html

Use of APA Citation Style:

https://owl.purdue.edu/owl/research_and_citation/apa6_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.

Online Etiquette

“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: Diwali, Eid al-Adha, Eid al-Fitr, Good Friday, Rosh Hashanah, and Yom Kippur.

Students who anticipate being absent for religious observance should notify their faculty member(s) as soon as possible, and a minimum of two weeks in advance so that proper consideration can be made.

STUDENT REFUNDS

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 receives an “E” grade will receive a full tuition refund for that course.
4. A student who drops a course that is considered a drop and the course does not appear on the transcript will receive a full tuition refund for the course.
5. 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 Course Add/Drop/Withdrawal Form during the course, is required to pay 100 percent tuition. The Course Add/Drop/Withdrawal Form is available on the [MUIH website](#) or from the Registrar's Office.

6. The amount of a tuition refund for withdraw (W) grades 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.

TUITION REFUND PERCENTAGES

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.

UNIVERSITY RESOURCES AND SERVICES

POLICIES AND PROCEDURES

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 and services in this section of the Academic Catalog can be found at:**

- <https://muih.edu/student-affairs/>
- <https://muih.edu/academics/office-of-the-registrar/student-policies/>.

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. Students seeking assistance should contact their assigned advisor or the Office of Academic Advising at advising@muih.edu.

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.

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.

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 dscoordinator@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.

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.

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 or visit our [website](#). 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 Wellness 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 Director of Business Services is responsible for campus security and informs the campus community of issues related to campus security. The Director of Business Services 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 Director of Business Services 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:

Michelle Coleman, Title IX Coordinator

443-906-5829

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.

MUIH's FERPA information is available on its website at <https://muih.edu/academics/office-of-the-registrar/ferpa/>.

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 (MUIH) is committed to ensuring equal access for qualified individuals with disabilities and complying with all relevant federal and state laws. At MUIH, no qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in access to services, benefits, and extracurricular activities at the University solely by reason of their disability.

A "qualified individual with a disability" is a person with a disability who has been certified by a professional qualified to evaluate the disability in question; meets the essential eligibility requirements

for participation in or receipt of a program or activity; and is capable with accommodations as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of their disability, against a qualified prospective or matriculated student.

Accommodation Requests and Determination Process

Requests for accommodations are considered on an individual, case-by-case basis. It is the responsibility of the student who has a disability and needs assistance in gaining equal access to University services, benefits, and activities to contact the Office of Disability Services and Accessibility with a completed Accommodation Request Form. The form should be submitted with documentation of the need for an accommodation. As appropriate to the disability, documentation should include:

- Evidence of issuance by an appropriate professional, such as a psychologist, psychiatrist, or physician. The credentials of the diagnosing professional should include information describing the certification, licensure, and/or the professional training of the person conducting the evaluation.
- A diagnostic statement identifying the existence and impact of the disability, date of the current diagnostic evaluation, and the date of the original diagnosis. The diagnostic systems used by the Department of Education, the State Department of Rehabilitative Services, or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.
- An explanation of how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria, or to perform certain duties or functions. It should address the accommodation that is necessary and

how the accommodation might mitigate the effect of the disability.

- A description of the impact of treatments and/or medications, assistive devices, accommodations, and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may affect physical, perceptual, behavioral, or cognitive performance should also be noted.
- A description of the diagnostic criteria and/or diagnostic test used. The description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available, the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

New documentation may be required if:

1. an individual's diagnosis changes;
2. the individual requests an accommodation that is new or different from the accommodation(s) included in the documentation;
3. if the documentation submitted is not pertinent to and/or does not support the accommodation request; or,
4. the documentation is outdated (three years or more).

If the Office of Disability Services and Accessibility determines that additional information regarding an individual's disability is necessary, the individual will be contacted in a timely manner.

The Office of Disability Services and Accessibility will verify the disability and collaborate with the student in identifying accommodations and ways to implement these accommodations.

Accommodations may include, but are not limited to, auxiliary aids and other services. Students will be notified of approved accommodations in writing within two weeks.

Grievance Procedures

Any person who believes that they have been subjected to discrimination on the basis of disability may file a grievance under this policy. It is against the law for MUIH to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Grievances must be submitted to the ADA Compliance Coordinator within 15 calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action. If the complaint is directed towards the ADA Compliance Coordinator, the grievance must be submitted to the Dean of Student Affairs. 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 Compliance Coordinator or their designee shall conduct an investigation of the complaint. This investigation may be informal, but will be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The ADA Compliance Coordinator will maintain the files and records of MUIH relating to such grievances.

The ADA Compliance Coordinator or their designee will issue a written decision on the grievance no later than 30 days after its filing.

The person filing the grievance may appeal the decision of the ADA Compliance Coordinator by writing to the Dean of Student Affairs or their designee. In the event that the Dean of Student Affairs initially heard the grievance, the Provost/Vice President of Academic and Student Affairs will hear

the appeal. The appeal officer shall issue a written decision in response to the appeal no later than 30 days after its filing.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights:

US Department of Education

Office for Civil Rights
Lyndon Baines Johnson
Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
phone 800-421-3481; email OCR@ed.gov

MUIH will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing notetaking, or assuring a barrier-free location for the proceedings. The Dean of Student Affairs will be responsible for such arrangements.

Persons with questions regarding this policy should contact:

Mimi West, Director of Academic Success and Accessibility, and ADA Compliance Coordinator

Maryland University of Integrative Health
7750 Montpelier Road Laurel, MD 20723
443-906-5808
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.

Canvas Support

844-414-5052
support@instructure.com

MUIH Information Technology Office Support

Contact the MUIH Information Technology (IT) Department at help@muih.edu or 443-906-5787 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.

Registrar

443-906-5806
registrar@muih.edu
<https://muih.edu/academics/office-of-the-registrar/>

PROFESSIONAL AND CONTINUING EDUCATION

MUIH promotes lifelong learning to support personal and professional development and career success. The Office of Professional and Continuing Education (PCE) offers non-credit learning opportunities for MUIH students and alumni at discounted rates. For information about PCE and its offerings visit www.muih.edu/ce or contact ce@muih.edu. Many PCE self-paced online courses are available to current students and alumni at no charge as part of the PCE MUIH Community Benefit Program; for additional information about these courses visit MyMUIH at <https://my.muih.edu/campus-resources-2/professional-and-continuing-education>.

POLICIES OF THE PROGRAMS

The policies, guidelines, regulations, and procedures of the University and its programs are located in the Student Handbook (<https://muih.edu/academics/office-of-the-registrar/student-policies/>) or on the University Policies page (<https://my.muih.edu/forms-policies-2/university-policies>). 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.

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.
- **Cultural Responsiveness:** Graduates demonstrate knowledge, skills, and attitudes to respectfully collaborate with individuals and groups of diverse and intersectional lived experiences, backgrounds, and identities.
- **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.

ACUPUNCTURE AND HERBAL MEDICINE

ACUPUNCTURE AND HERBAL MEDICINE DEPARTMENT

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

Administration

Sharon Jennings-Rojas, D.O.M., L.Ac., NADA(RT)
Department Chair, Acupuncture and Herbal Medicine

Janet Padgett, M.Ac., Ph.D.
Director, Acupuncture and Herbal Medicine Programs

Jennifer Schwing, M.A.
Department Manager, Acupuncture and Herbal Medicine Programs

Crystal Hoyte, M.S.
Associate Director of Academic Advising & Student Orientation Specialist

Contact the Acupuncture and Herbal Medicine Department

443-906-5729
443-906-5730
acupuncture@muih.edu
chineseherbs@muih.edu

INTRODUCTION

MUIH offers four master's and doctoral programs in acupuncture and herbal medicine: Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DACCHM), Doctor of Acupuncture (DAC), Master of Acupuncture with a Chinese Herbal Medicine Specialization (MACCHM), and Master of Acupuncture (MAC). 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 practices, 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 experiences 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: Eastern and Western nutritional therapies, qi gong, cupping, gua sha, moxibustion, scalp acupuncture and other microsystems, electro-acupuncture, and tuina.
- The opportunity to see patients from diverse backgrounds and community outreach settings.
- The opportunity to engage in specialty courses in the treatment of a variety of health conditions and populations, including, but not limited to, 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 rotations.

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 applications that are the foundations 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, including, private and small group practices. This program is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). 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 as well as rich and diverse clinical experiences. This program provides students with the fundamental skills and knowledge that afford them the opportunity to serve as licensed acupuncturists in various settings.

Program Format

This program is delivered primarily on campus with some online course offerings. [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 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:

- Demonstrate a comprehensive knowledge of the history and foundational theories of acupuncture and its different traditions.
- Demonstrate a comprehensive knowledge of the tradition of Constitutional Five Element Acupuncture and Eight Principle treatment strategies.
- Express an understanding of the biomedical theories of health and disease relevant to the practice of acupuncture and herbal medicine.
- Demonstrate effective communication with a wide variety of professional colleagues.
- Develop a healing presence both personally and professionally that will facilitate growth as a

- practitioner.
- Develop specialization in the treatment of certain health conditions and populations.
 - Demonstrate support of clients at all levels of being – body, mind, and spirit.
 - Understand the business and practice management skills that will ensure success in 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 2022-23 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 the catalog's Course Descriptions section for additional course details.

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)	APP615	Becoming a Healing Presence III (1.5 credits)
AOM719	Theory: NCCAOM Exam Preparation (0 credits)	APP616	Becoming a Healing Presence IV (1.5 credits)
AOM726	Point Location V (2 credits)	APP710	Becoming a Healing Presence V (1.5 credits)
AOM746	Transforming and Healing the Emotions (1 credit)	IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
AOM747	Advanced Treatment Skills (0.75 credits)	IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)	IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)	IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)	IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)	ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)	ISCI615	Mind Body Science (3 credits)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)	ISCI637	Exploring Acupuncture Research (2 credits)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)	ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)	ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
AOM790C5	Supervised Clinical Practice (0.5 credits)	ISCI652	Physical Assessment (2 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)	ISCI754	Biomedicine: Safe Practices (2 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)	ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)	ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)	MUIH500	University Wide Orientation for New Students (0 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)		

- 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 the following:

- 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 (3.00 credits)

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
- Active CPR Certification
- Bloodborne Pathogens Training (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 herbal medicine into their practice. Graduates are prepared to work in various health and wellness settings, including private and small group practices. This program is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). 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 herbal medicine. Thus, the MACCHM program enhances a graduate's ability to treat the whole person utilizing 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 herbal medicine in the cultivation of whole-person 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 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 a variety of health conditions and populations, including pain management and women's health.

- Possess 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:

- Demonstrate a comprehensive knowledge of the history and foundational theories of acupuncture and its different traditions.
- Demonstrate a comprehensive knowledge of the tradition of Constitutional Five Element Acupuncture and Eight Principle treatment strategies.
- Demonstrate a comprehensive knowledge of Chinese Herbs from a unique integration of Constitutional Five Element perspectives, classical Chinese medicine, Eight Principle diagnosis, and Zang-Fu differentiation.
- Express an understanding of the biomedical theories of health and disease relevant to the practice of acupuncture and herbal medicine.
- Demonstrate effective communication with a wide variety of professional colleagues.
- Develop a healing presence both personally and professionally that will facilitate growth as a practitioner.
- Develop specialization in the treatment of certain health conditions and populations.
- Demonstrate support of clients at all levels of being – body, mind, and spirit.
- Understand the business and practice management skills that will ensure success in the work force.

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 2022-23 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 the catalog's Course Descriptions section for additional course details.

Core Credit Requirements (165.25 credits)

AOM014	Five Element Project (0 credits)	AOM643	Treatment Skills I (1 credit)
AOM095	Orientation to Clinical Practice (0 credits)	AOM645	Clinical Theater Lab (0.5 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)	AOM653	Clinical Observation I (0.75 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)	AOM654	Clinical Observation II (0.75 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)	AOM655	Clinical Theater (1 credit)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)	AOM681	Self-Cultivation I (0.5 credits)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)	AOM682	Self-Cultivation II (0.5 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)	AOM683	Self-Cultivation III (0.5 credits)
AOM614	Patterns of Disharmony I (2 credits)	AOM685	Self-Cultivation IV (0.5 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)	AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)
AOM615A	Patterns of Disharmony II (2 credits)	AOM690B	Supervised Community Practice II (0.25 credits)
AOM615B	Treatment Planning and Design (2 credits)	AOM690C	Supervised Community Practice III (0.25 credits)
AOM615C	Point Functions and Applications (3 credits)	AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)
AOM622	Point Location I (3 credits)	AOM717A	Visiting Scholar Intensive II (1 credit)
AOM623	Point Location II (3 credits)	AOM717B	Advanced Treatment Planning (2 credits)
AOM624	Point Location III (3 credits)	AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM625	Point Location IV (2 credits)	AOM726	Point Location V (2 credits)
AOM631	Diagnostic Skills I (1.5 credits)	AOM746	Transforming and Healing the Emotions (1 credit)
AOM632	Diagnostic Skills II (1 credit)	AOM747	Advanced Treatment Skills (0.75 credits)
AOM633	Diagnostic Interaction (1.25 credits)	AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)	AOM758	Clinical Observations: Case Presentations (1 credit)
AOM634B	Diagnostic Skills Lab I (0.75 credits)	AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM635	Diagnostic Skills Lab II (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)	CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)	CHP721A	Clinical Internship (2 credits)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)	CHP721B	Clinical Internship (2.5 credits)
AOM790C5	Supervised Clinical Practice (0.5 credits)	CHP721C	Clinical Internship (2.5 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)	CHP731A	Clinical Thought Process (0.5 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)	CHP731B	Clinical Thought Process (0.5 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)	CHP751	Chinese Herbal Preparations (1 credit)
AOM790C9	Supervised Clinical Practice (5.75 credits)	CHP780A	Core Group I (0.5 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)	CHP780B	Core Group II (0.25 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)	CHP780C	Core Group III (0.25 credits)
APP613	Becoming a Healing Presence I (1.5 credits)	IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
APP614	Becoming a Healing Presence II (1.5 credits)	IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
APP615	Becoming a Healing Presence III (1.5 credits)	IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)	IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
APP710	Becoming a Healing Presence V (1.5 credits)	IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)	ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
CHP623B	Five Element Theory & Integration I (3 credits)	ISCI615	Mind Body Science (3 credits)
CHP623C	Five Element Theory & Integration II (5 credits)	ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)	ISCI637	Exploring Acupuncture Research (2 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)	ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)	ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 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)
- MUIH500 University Wide Orientation for New Students (0 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 the following:

- 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 (3.00 credits)

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
- Active CPR Certification
- Bloodborne Pathogens Training (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. This program is accredited by the Accreditation Commission for Acupuncture and

Herbal Medicine (ACAHM). Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

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 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

Demonstrate a comprehensive knowledge of the history and foundational theories of acupuncture and its different traditions.

- Demonstrate a comprehensive knowledge of the tradition of Constitutional Five Element Acupuncture, Eight Principle treatment strategies and its different traditions.
- Express an understanding of the biomedical theories of health and disease relevant to the practice of acupuncture and herbal medicine.
- Demonstrate effective communication with a wide variety of professional colleagues.
- Develop a healing presence both personally and professionally that will facilitate growth as a practitioner.
- Develop specialization in the treatment of certain health conditions and populations.
- Demonstrate support of clients at all levels of being – body, mind, and spirit.
- Apply business and practice management skills that will ensure success in the workforce.
- Develop a collaborative approach to health care.
- Be an effective clinician/educator in an integrative care setting.
- Be able to communicate effectively with other health care providers regarding the results of

- diagnostic studies.
- Understand research and scholarship in the field of health and wellness.

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 2022-23 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 the catalog's Course Descriptions section for additional course details.

Core Credit Requirements (147.25 credits)

AOM014	Five Element Project (0 credits)	AOM622	Point Location I (3 credits)
AOM095	Orientation to Clinical Practice (0 credits)	AOM623	Point Location II (3 credits)
AOM601	History of Acupuncture and Oriental Medicine (2 credits)	AOM624	Point Location III (3 credits)
AOM611	Foundations of Oriental Medicine I (2 credits)	AOM625	Point Location IV (2 credits)
AOM612A	Foundations of Oriental Medicine II (2 credits)	AOM631	Diagnostic Skills I (1.5 credits)
AOM612B	Constitutional Five Element Acupuncture I (2 credits)	AOM632	Diagnostic Skills II (1 credit)
AOM613A	Foundations of Oriental Medicine III (1.5 credits)	AOM633	Diagnostic Interaction (1.25 credits)
AOM613B	Constitutional Five Element Acupuncture II (2.5 credits)	AOM634A	Patient Intake and Assessment (2.5 credits)
AOM614	Patterns of Disharmony I (2 credits)	AOM634B	Diagnostic Skills Lab I (0.75 credits)
AOM614B	Visiting Scholar Intensive I (1 credit)	AOM635	Diagnostic Skills Lab II (0.5 credits)
AOM615A	Patterns of Disharmony II (2 credits)	AOM643	Treatment Skills I (1 credit)
AOM615B	Treatment Planning and Design (2 credits)	AOM645	Clinical Theater Lab (0.5 credits)
AOM615C	Point Functions and Applications (3 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)	APP710	Becoming a Healing Presence V (1.5 credits)
AOM747	Advanced Treatment Skills (0.75 credits)	FPD779	Point Functions (2 credits)
AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)	FPD781	Qi Cultivation (1.5 credits)
AOM758	Clinical Observations: Case Presentations (1 credit)	FPD850	Interdisciplinary Diagnosis and Treatment (0.5 credits)
AOM776A	Five Element Theory Integration Intensive I (0.5 credits)	IHED777	Health Care System: From Macro to Micro (3 credits)
AOM776B	Five Element Theory Integration Intensive II (0.5 credits)	IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
AOM790B6	Supervised Clinical Practice: Core Group (1 credit)	IHM660	Practice Management: The Practice and Business of Oriental Medicine I(1 credit)
AOM790B7	Supervised Clinical Practice: Core Group (1 credit)	IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
AOM790B8	Supervised Clinical Practice: Core Group (1 credit)	IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
AOM790B9	Supervised Clinical Practice: Core Group (1 credit)	IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
AOM790C5	Supervised Clinical Practice (0.5 credits)	IHM768	Advanced Practice Management (2 credits)
AOM790C6	Supervised Clinical Practice (1.5 credits)	ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
AOM790C7	Supervised Clinical Practice (3.25 credits)	ISCI615	Mind Body Science (3 credits)
AOM790C8	Supervised Clinical Practice (5.75 credits)	ISCI637	Exploring Acupuncture Research (2 credits)
AOM790C9	Supervised Clinical Practice (5.75 credits)	ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
AOM794	Collaborative Care (2 credits)	ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
AOM7EXI	AOM Oral Exam Level Three (0 credits)	ISCI652	Physical Assessment (2 credits)
APP612	Becoming a Healing Presence: Healership (1.5 credits)	ISCI752	Advanced Diagnostic Studies (3 credits)
APP613	Becoming a Healing Presence I (1.5 credits)	ISCI754	Biomedicine: Safe Practices (2 credits)
APP614	Becoming a Healing Presence II (1.5 credits)	ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
APP615	Becoming a Healing Presence III (1.5 credits)		
APP616	Becoming a Healing Presence IV (1.5 credits)		

ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
MUIH500	University Wide Orientation for New Students (0 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 the Following:

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):

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 (3.00 credits)

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
- Active CPR Certification
- Bloodborne Pathogens Training (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 the following options:

- Completion of the following low-cost, non-lab courses offered by [StraighterLine](#): Introduction to Biology, General Chemistry I, Introduction to Psychology

- Completion of the following low-cost, non-lab courses offered by [Sophia](#): Human Biology, Introduction to Psychology
- Attainment of a minimum score of 50 on each of the relevant [CLEP exams offered by the College Board](#): Biology, Chemistry, Introductory 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. This program is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). Graduates are eligible to sit for certification exams offered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

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 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 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 a variety of health conditions and populations, including pain management and women’s health.
- Possess 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

- Demonstrate a comprehensive knowledge of the history and foundational theories of acupuncture and its different traditions.
- Demonstrate a comprehensive knowledge of the tradition of Constitutional Five Element Acupuncture, Eight Principle treatment strategies and its different traditions.
- Demonstrate a comprehensive knowledge of Chinese Herbs from a unique integration of Constitutional Five Element perspectives, classical Chinese medicine, Eight Principle diagnosis, and Zang-Fu differentiation.
- Express an understanding of the biomedical theories of health and disease relevant to the practice of acupuncture and herbal medicine.
- Demonstrate effective communication with a wide variety of professional colleagues.
- Develop a healing presence both personally and professionally that will facilitate growth as a practitioner.
- Develop specialization in the treatment of certain health conditions and populations.
- Demonstrate support of clients at all levels of being – body, mind, and spirit.
- Understand the business and practice management skills that will ensure success in the work force.
- Develop a collaborative approach to health care.
- Be an effective clinician/educator in an

integrative care setting.

- Be able to communicate effectively with other health care providers regarding the results of diagnostic studies.
- Understand research and scholarship in the field of health and wellness.

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 2022-23 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 the catalog’s Course Descriptions section for additional course details.

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)	AOM717B	Advanced Treatment Planning (2 credits)
AOM615C	Point Functions and Applications (3 credits)	AOM719	Theory: NCCAOM Exam Preparation (0 credits)
AOM622	Point Location I (3 credits)	AOM726	Point Location V (2 credits)
AOM623	Point Location II (3 credits)	AOM746	Transforming and Healing the Emotions (1 credit)
AOM624	Point Location III (3 credits)	AOM747	Advanced Treatment Skills (0.75 credits)
AOM625	Point Location IV (2 credits)	AOM748	Special Clinical Techniques of Chinese Medicine (0.75 credits)
AOM631	Diagnostic Skills I (1.5 credits)	AOM758	Clinical Observations: Case Presentations (1 credit)
AOM632	Diagnostic Skills II (1 credit)	AOM776A	Five Element Theory Integration Intensive I (0.5 credits)
AOM633	Diagnostic Interaction (1.25 credits)	AOM776B	Five Element Theory Integration Intensive II (0.5 credits)
AOM634A	Patient Intake and Assessment (2.5 credits)	AOM790B6	Supervised Clinical Practice: Core Group (1 credit)
AOM634B	Diagnostic Skills Lab I (0.75 credits)	AOM790B7	Supervised Clinical Practice: Core Group (1 credit)
AOM635	Diagnostic Skills Lab II (0.5 credits)	AOM790B8	Supervised Clinical Practice: Core Group (1 credit)
AOM643	Treatment Skills I (1 credit)	AOM790B9	Supervised Clinical Practice: Core Group (1 credit)
AOM645	Clinical Theater Lab (0.5 credits)	AOM790C5	Supervised Clinical Practice (0.5 credits)
AOM653	Clinical Observation I (0.75 credits)	AOM790C6	Supervised Clinical Practice (1.5 credits)
AOM654	Clinical Observation II (0.75 credits)	AOM790C7	Supervised Clinical Practice (3.25 credits)
AOM655	Clinical Theater (1 credit)	AOM790C8	Supervised Clinical Practice (5.75 credits)
AOM681	Self-Cultivation I (0.5 credits)	AOM790C9	Supervised Clinical Practice (5.75 credits)
AOM682	Self-Cultivation II (0.5 credits)	AOM794	Collaborative Care (2 credits)
AOM683	Self-Cultivation III (0.5 credits)	AOM7EXI	AOM Oral Exam Level Three (0 credits)
AOM685	Self-Cultivation IV (0.5 credits)	APP612	Becoming a Healing Presence: Healership (1.5 credits)
AOM690A	Introduction to Community Acupuncture and Supervised Community Practice I (0.5 credits)	APP613	Becoming a Healing Presence I (1.5 credits)
AOM690B	Supervised Community Practice II (0.25 credits)	APP614	Becoming a Healing Presence II (1.5 credits)
AOM690C	Supervised Community Practice III (0.25 credits)		
AOM6EXI	AOM Comprehensive Exam Level Two (0 credits)		
AOM717A	Visiting Scholar Intensive II (1 credit)		

APP615	Becoming a Healing Presence III (1.5 credits)	IHM611	Practice Management: Ethics for the Wellness Professional (1.5 credits)
APP616	Becoming a Healing Presence IV (1.5 credits)	IHM660	Practice Management: The Practice and Business of Oriental Medicine I (1 credit)
APP710	Becoming a Healing Presence V (1.5 credits)	IHM661	Practice Management: The Practice and Business of Oriental Medicine II (1.5 credits)
CHP623A	Chinese Herbal Medicine Theory I (4.5 credits)	IHM762	Practice Management: The Practice and Business of Oriental Medicine III (1.5 credits)
CHP623B	Five Element Theory & Integration I (3 credits)	IHM763	Practice Management: The Practice and Business of Oriental Medicine IV (2 credits)
CHP623C	Five Element Theory & Integration II (5 credits)	IHM768	Advanced Practice Management (2 credits)
CHP642B	Clinical Theory in Practice II (0.25 credits)	ISCI548	Western Physiology for Chinese Medical Practitioners (3 credits)
CHP642C	Clinical Theory in Practice III (0.5 credits)	ISCI615	Mind Body Science (3 credits)
CHP711A	Chinese Herbal Medicine Theory II (3.5 credits)	ISCI627	Pharmacology and Safety of Chinese Herbal Medicines (4 credits)
CHP711B	Chinese Herbal Medicine Theory II (4.5 credits)	ISCI637	Exploring Acupuncture Research (2 credits)
CHP711C	Chinese Herbal Medicine Theory II (4.75 credits)	ISCI640	Clinical Anatomy: Regional and Surface Anatomy (3 credits)
CHP721A	Clinical Internship (2 credits)	ISCI648	Western Pathophysiology for Chinese Medical Practitioners (3 credits)
CHP721B	Clinical Internship (2.5 credits)	ISCI652	Physical Assessment (2 credits)
CHP721C	Clinical Internship (2.5 credits)	ISCI752	Advanced Diagnostic Studies (3 credits)
CHP731A	Clinical Thought Process (0.5 credits)	ISCI754	Biomedicine: Safe Practices (2 credits)
CHP731B	Clinical Thought Process (0.5 credits)	ISCI758A	Biomedicine: Integration with Acupuncture and Oriental Medicine I (2 credits)
CHP751	Chinese Herbal Preparations (1 credit)	ISCI758B	Biomedicine: Integration with Acupuncture and Oriental Medicine II (3 credits)
CHP780A	Core Group I (0.5 credits)	MUIH500	University Wide Orientation for New Students (0 credits)
CHP780B	Core Group II (0.25 credits)	MUIH550	Academic Research and Scholarship (0 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)		

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 the following:

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):

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 (3.00 credits)

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
- Active CPR Certification
- Bloodborne Pathogens Training (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 the following options:

- Completion of the following low-cost, non-lab courses offered by [StraighterLine](#): Introduction to Biology, General Chemistry I, Introduction to Psychology
- Completion of the following low-cost, non-lab courses offered by [Sophia](#): Human Biology, Introduction to Psychology
- Attainment of a minimum score of 50 on each of the relevant [CLEP exams offered by the College Board](#): Biology, Chemistry, Introductory 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 herbal medicine from the classics to contemporary practice. Graduates are confident in their ability to be effective and knowledgeable practitioners of herbal medicine. This program is designed for licensed acupuncturists, and its flexible weekend format is tailored to their needs. This program is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). 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 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 herbal medicine, its rich history, and contemporary applications. The students gain knowledge and wisdom that carries the 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 Eastern dietary therapy.
- Obtain the clinical skills and training (diagnosis, formula planning, treatment delivery, and patient management) necessary to become a confident herbalist.

Learning Outcomes

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

- Demonstrate a comprehensive knowledge of the foundational theories in Chinese herbal medicine formulas
- Apply a theoretical framework to analyze medicinal substances (herbal, mineral and animal).
- Analyze medical conditions and provide a differential diagnosis using theoretical frameworks presented in the program.

- Demonstrate a knowledge of various specialties of Chinese medicine and their theories and contributions.
- Demonstrate broad-based knowledge of the history of Chinese medicine
- Acquire a working understanding of Chinese dietary therapy.
- Obtain the clinical skills and training (diagnosis, formula planning, treatment delivery and patient management) necessary to become a practicing Chinese herbalist.

Curriculum and Degree Requirements

The program consists of 41 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

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) |
| MUIH500 | University Wide Orientation for New Students (0 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.

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 Herbal Medicine (ACAAM) 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
Baltimore, MD 21215
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.

State Licensure Disclosures

MUIH offers several programs leading to professional licensure or certification in certain States. The University publishes a list of all States for which it has A) determined that its curriculum meets the State educational requirements for licensure or certification; B) determined that its curriculum does not meet the State educational requirements for licensure or certification; and (C) not made a determination that its curriculum meets the State educational requirements for licensure or certification. For up-to-date information on State Licensure Determination for MUIH's programs, visit the University's [Student Consumer Information](#) web

page or download the [State Licensure Disclosures](#) document.

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, 3rd Floor North
Washington DC, 20006
888-381-1140
info@nccaom.org
<https://www.nccaom.org>

Program Accreditation

The following programs offered by Maryland University of Integrative Health are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

1. Master of Acupuncture
2. Master of Acupuncture with a Chinese herbal medicine specialization
3. Doctor of Acupuncture
 - including a Doctor of Acupuncture degree completion track
4. Doctor of Acupuncture with a Chinese herbal medicine specialization
 - including a Doctor of Acupuncture with a Chinese herbal medicine specialization degree completion track
5. Certificate in Chinese herbal medicine [currently named Post-Baccalaureate Certificate in Chinese Herbs]

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Maryland University of Integrative Health has voluntarily ceased enrolling students in all ACAHM-accredited programs and has instituted ACAHM-approved teach-out plans for all currently enrolled students. During the teach-out period, the programs maintain the current accredited status.

Accreditation status and notes may be viewed on the [ACAHM Directory](#).

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, MN 55331; phone 952/212-2434; www.acahm.org.

Public Disclosure Statement Effective as of 9 August 2023.

AYURVEDA

AYURVEDA DEPARTMENT

Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

Administration

Suzanne Carmack, Ph.D., M.Ed., ERYT 500, C-IAYT, PCC

Department Chair

Suzanne Zolnick, M.A.S.
Department Manager

Devyn Cain
Academic Advisor

Contact the Ayurveda Department

443-906-5724

443-906-5723

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 graduate-level certificate program prepares students to enhance their professional practices in health, wellness, well-being, and healthcare delivery through training as an Ayurvedic Wellness Counselor. Graduates learn how to apply the principles of Ayurveda as a self-healing framework to prevent and manage disease and well-being. This online 12-credit program enrolls annually in the Fall and is best completed in 1-2 years.

Program Description

The program is designed to offer students practical training and experience in Ayurveda so they can become an Ayurvedic Lifestyle Consultant. 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. The program is approved by AAPNA; graduates can apply for the AAPNA registry upon graduation. Continuing education credit may also be available for Yoga Therapists and Yoga Teachers; please inquire.

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 qualify 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 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 the catalog's Course Descriptions section for additional course details.

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). Continuing education credit may also be available for Yoga Therapists and Yoga Teachers; please inquire.

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., M.S., CHES, ACE-HWC
HWC Department Chair

Suzanne Zolnick, M.A.S.
Department Manager

Crystal Hoyte, M.S.
Academic Advisor

Contact the Health and Wellness Coaching Department

443-906-5723
443-906-5728
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 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 National Board for Health & Wellness Coaching (NBHWC) and the International Coaching Federation (ICF). This online 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 format. [Click here](#) to view MUIH's definition of online, hybrid, and on-campus course and program formats.

Advanced Standing for NBHWC and ICF Certified Coaches Programs

Individuals who are an NBHWC National Board-Certified Health and Wellness Coach or who are an Associate, Professional, or Master Certified Coach (ACC, PCC, MCC) by ICF are eligible for advanced standing in MUIH's M.A. Health and Wellness Coaching program. Advanced standing reduces credits, costs, and time to program completion. See the catalog's Articulations and Advanced Standing section for more details, or contact the Health and Wellness Coaching Department at coaching@muih.edu.

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.
- 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.
- 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.
- 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 the catalog's Course Descriptions section for additional course details.

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)

COA710	Advanced Coaching: Competency Focus (1 credit)
COAPSA I	Practical Skills Assessment (0 credits)
COAPSA II*	Professional Coaching Competency Assessment (0 credits)
IHM650	Practice Management in Coaching (2 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
MUIH500	University Wide Orientation for New Students (0 credits)
MUIH550	Academic Research and Scholarship (0 credits)
RSCH601**	Research Literacy in Integrative Health (3 credits) OR
IHED 625**	Research Methods in Health Education: Quantitative and Qualitative

** Students who wish to be eligible for ICF Level 2 credentialing must complete and pass the Professional Coaching Competency Assessment (COAPSA II).*

***For the research course requirement, with assistance from their academic advisor, students can select between RSCH601 or IHED625.*

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

The Post-Baccalaureate Certificate in Health and Wellness Coaching and the Master of Arts in Health and Wellness Coaching programs offer two professional credentialing pathways. Students who complete these programs are eligible for credentialing by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC).

International Coaching Federation (ICF)

The Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the International Coaching Federation (ICF) and is embedded in the Master of Arts in Health and Wellness Coaching program. Courses in these programs provide the foundational coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required training hours to apply for ICF's Associate Certified Coach (ACC) credential. Additional requirements apply for this ICF credential, and requirements beyond coach education and training increase with higher credential levels. Interested individuals are encouraged to check for the most recent requirements with ICF at www.coachfederation.org.

National Board for Health & Wellness Coaching (NBHWC)

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program and is embedded in the Master of Arts in Health and Wellness Coaching program. Individuals who pass the NBHWC exam will earn the title 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 www.nbhwc.org.

Program Accreditation

International Coaching Federation (ICF)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the [International Coaching Federation \(ICF\)](http://www.coachfederation.org) and is embedded in 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. Additional details are provided above. For more information, contact ICF, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504; phone 888-423-3131.

National Board for Health & Wellness Coaching (NBHWC)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program with the [National Board for Health & Wellness Coaching \(NBHWC\)](http://www.nbhwc.org) and is embedded in the Master of Arts in Health and Wellness Coaching program. Additional details are provided above. For more information, contact NBHWC, PO Box 16307, San Diego, CA 92176; phone 866-535-7929.

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 National Board for Health and Wellness Coaching (NBHWC) and International Coaching Federation (ICF). 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 wide variety of theories, principles, and coaching practices that promote behavior change.
- Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.
- 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.

Curriculum and Degree Requirements

Core Credit Requirements

The program consists of 15 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

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)

COAPSAI	Practical Skills Assessment (0 credits)
ISCI631	Introduction to Complementary and Integrative Health (1.5 credits)
MUIH500	University Wide Orientation for New Students (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

Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Health and Wellness Coaching and the Master of Arts in Health and Wellness Coaching programs offer two professional credentialing pathways. Students who complete these programs are eligible for credentialing by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC).

International Coaching Federation (ICF)

The Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the International Coaching Federation (ICF) and is embedded in the Master of Arts in Health and Wellness Coaching program. Courses in these programs provide the foundational coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required training hours to apply for ICF's Associate Certified Coach (ACC) credential. Additional requirements apply for this ICF credential, and requirements

beyond coach education and training increase with higher credential levels. Interested individuals are encouraged to check for the most recent requirements with ICF at www.coachfederation.org.

National Board for Health & Wellness Coaching (NBHWC)

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program and is embedded in the Master of Arts in Health and Wellness Coaching program. Individuals who pass the NBHWC exam will earn the title 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 www.nbhwc.org.

Program Accreditation

International Coaching Federation (ICF)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the [International Coaching Federation \(ICF\)](http://www.coachfederation.org) and is embedded in 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. Additional details are provided above. For more information, contact ICF, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504; phone 888-423-3131.

National Board for Health & Wellness Coaching (NBHWC)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program with the [National Board for Health & Wellness Coaching \(NBHWC\)](http://www.nbhwc.org) and is embedded in the Master of Arts in Health and Wellness Coaching program. Additional details are provided above. For more information, contact NBHWC, PO Box 16307, San Diego, CA 92176; phone 866-535-7929.

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

443-906-5722
443-906-5723
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. Students learn 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 national certification and 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, school, health care 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 movement, mindfulness, meditation, healing presence, herbalism, and integrative nutrition.
- Educate communities, schools, health care environments and workplaces to initiate and maintain behavioral changes that support health and wellness.
- Design, implement and evaluate community, school, healthcare and workplace wellness health promotion programs based on population needs assessment.
- Create and execute health promotion communication plans targeted to specific populations in communities, schools, healthcare environments, and workplaces.
- Advocate for health and health promotion and influence policy change.

Curriculum and Degree Requirements

The program consists of 35 credits. Students complete 29 core credits in health promotion and an additional 6 credits of elective courses. See the catalog's Course Descriptions section for additional course details.

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)
IHED641	Health Promotion Capstone (3 credits)
IHED642	Health Education Program Implementation (3 credits)
ISCI 630A	Survey of Complementary Health Approaches (3 credits)
MUIH550	Academic Research and Scholarship (0 credits)

Electives

Electives (Choose 6 credits):

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)

INSH620 Integrative Care Models (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 the National Commission for Health Education Credentialing at 1541 Alta Drive, Suite 303, Whitehall, PA 18052; phone 484-223-0770; www.nchec.org.

POST-BACCALAUREATE CERTIFICATE IN WORKPLACE WELLNESS

Program Overview

MUIH's Workplace Wellness Post-Baccalaureate Certificate (PBC) program offers graduate-level education that prepares individuals to develop, implement, and assess workplace wellness programs in a multitude of settings including corporations, small businesses, schools, county, state and federal workplaces, and a variety of health facilities and settings. 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:

- 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.

- Effectively educate employees to initiate and maintain behavioral changes that support health and wellness.

PBC Curriculum Requirements

The program consists of 12.5 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

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 637	Principles & Practices of Health Behavior and Self-Care (1.5 credits)
IHED642	Health Education Program Implementation (3 credits)
MUIH550	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.

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

James Snow, D.C.N.
Department Chair

Bevin Clare, M.S.
Program Director

Michael Tims, Ph.D.
Program Director

Rachel Voss, M.P.A.
Department Manager

Devyn Cain
Academic Advisor

Contact the Herbal Medicine Department

443-906-5731

443-906-5768

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 awareness and appreciation of herbal medicine traditions. The program begins with extensive education in materia medica, herbal sciences, medicine making, and clinical theory. Students are also trained in group therapies in herbalism, writing case reports, and embodying the core concept of becoming a healing presence. Students synthesize their learning in an advanced residency in herbal practice, where they design and implement clinical strategies. Students who are already clinical practitioners can work within their specialty.

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:

- 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 the catalog's Course Descriptions section for additional course details.

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

Licensure, Certification, and Credentialing

MUIH's M.S. Clinical Herbal Medicine fulfills 100% of

the educational requirements and 100 hours of the 400 required hours of the clinical experience hours of the American Herbalists Guild's (AHG) Registered Herbalist (RH) credential. MUIH's program also provides opportunities to pursue additional optional clinical experience hours by working with an external mentor on clinical cases. For additional information on the requirements to achieve the Registered Herbalist credential from AHG, visit <https://www.americanherbalistsguild.com/becoming-ahg-rh-member>.

MASTER OF SCIENCE IN HERBAL PRODUCT DESIGN AND 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 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 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 can 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 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 pharmacological, and clinical data to make an informed decision about the application of herbal formulas.
- Analyze evidence-based literature and traditional knowledge to support the safe and efficacious development of herbal supplements.
- Investigate rationale extraction design and applied analytical techniques to produce herbal products.
- Establish and administer Quality Assessment and Quality Control (QA, QC) procedures in a federally regulated Good Manufacturing Practice (GMP) environment.
- Create a business plan, a launch strategy and a branding concept for an herbal product business using effective business strategies.

Curriculum and Degree Requirements

The program consists of 37 credits of the following required courses. (Note: As of Spring 2024, the program will consist of 36 credits, following the elimination of HRB691 Internship.) See the catalog's Course Descriptions section for additional course details.

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)
HRB637	The Business of Herbal Products (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)
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 15-credit program 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 cannabis legacy knowledge with the research from herbal medicine and cannabis fields 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 knowledge of herbal pharmacology, clinical research, and traditional use to design cannabis-containing herbal supplements that support health and well-being.
- 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.
- Summarize and synthesize peer reviewed research into an effective written narrative that provides the rationale for decision-making in cannabis product design processes.

Curriculum and Degree Requirements

The program consists of 15 credits of the following required courses. See the catalog's Course Descriptions section for additional course details.

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 2.5 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 is designed for herbal enthusiasts looking to extend their academic understanding of this rich and diverse field. Embracing current scientific perspectives and

long-standing herbal medicine practices, the program explores the unique contributions of various disciplines to the knowledge base of herbal medicine. By studying commonly used herbs, students learn to evaluate the evidence for benefits and risks and to create high-quality, small-scale herbal products. Graduates are prepared for entry-level positions in the herbal industry, to serve as a community resource, or to continue their studies in one of MUIH's herbal master's degree programs.

Program Description

The coursework combines modern scientific evidence with traditional perspectives to explore the contributions of disciplines such as botany, pharmacology, pharmacy, clinical research, folklore, and ethnology to herbal medicine. An emphasis on practical skills ensures that students are familiar with commonly used herbs and can integrate them into medicinal food and herbal preparations. The program empowers students with the knowledge and skills needed to support self-care by safely and effectively incorporating herbs into daily life, using body care products, food preparations, and other herbal supplements.

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:

- Use traditional, pharmacological, and clinical data to identify potential uses of individual herbs.
- Apply best practices in processing and extraction to create high-quality, small-scale herbal products.
- Identify safety concerns of herb-herb and herb-drug interactions through the examination of traditional and contemporary data.

Curriculum Requirements

The program consists of 12 credits of the following required courses. See the catalog's Course Descriptions section for additional course details.

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

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

Brenda Helsing
Department Manager

Caressa Olivo
Academic Advisor

Contact the Integrative Health Studies Department

443-906-5736
443-906-5731
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 consists of 18 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

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 the catalog's Course Descriptions section for additional course details.

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)
IHED615	Health Promotion Leadership, Administration and Resource Development (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 concentration 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

The program consists of 12 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

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

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

Administration

James Snow, D.C.N.
Department Chair

Eleonora Gafton, D.C.N.
Director, Cooking Labs

Elizabeth Owens, M.S.
Director of Experiential Programs, Nutrition

Alexandra Wick, M.S.
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
Senior Academic Advisor

Contact the Nutrition Department

443-906-5721

443-906-5768

nutrition@muih.edu

DOCTOR OF CLINICAL NUTRITION

Program Overview

The Doctor of Clinical Nutrition (DCN) program explores the principles and practice of functional nutrition to develop the next generation of leaders

in the field. Functional nutritionists evaluate biological, environmental, dietary, and lifestyle factors to address each individual's unique health goals and needs. Students build the skills and knowledge to provide advanced nutrition care that incorporates personalized, evidence-informed plans. Research skills are emphasized, and students prepare publishable case report manuscripts.

Program Description

The Doctor of Clinical Nutrition program is a professionally oriented, clinical doctoral program designed to educate students in all aspects of functional nutrition. The program reinforces and builds on students' existing skills and knowledge in research literacy, ethics, and foundational nutrition; provides specialized coursework in nutritional genomics, environmental health, nutrition-focused physical exam, and case report writing and explores advanced functional nutrition care in gastrointestinal, immune, cardio-metabolic, neurological, energy metabolism, and endocrine health. The program culminates with either applied practice within a clinical setting or an advanced clinically oriented project.

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:

- 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 44 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

MUIH500	University Wide New Student Orientation (0 credits)
MUIH550	Academic Research & Scholarship (0 credits)
NUTR705	DCN Orientation (0 credits)
NUTR801	Principles of Integrative & Functional Nutrition (3 credits)
NUTR822	Epigenetics and Nutritional Genomics (3 credits)
NUTR823	Ethics in Clinical Nutrition (1.5 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)
NUTR837	Integrative and Functional Nutrition for Complex Cases (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)
RSCH850	Research Manuscript I (1 credit)
RSCH851	Research Manuscript II (1 credit)

Choose one of the following for 3.0 credits:

NUTR904	Advanced Nutrition Clinic I (3 credits)
NUTR910	Advanced Nutrition Final Project I (3 credits)

Choose one of the following for 3.0 credits:

NUTR905	Advanced Nutrition Clinic II (3 credits)
NUTR911	Advanced Nutrition Final Project II (3 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 this catalog.

Admissions

There are two entry pathways for this program:

- Master's Degree/Doctoral Degree Pathway
- RD/RDN Bachelor's Degree Pathway

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
- Official transcripts of all coursework to verify degree completion

FOR THE MASTER'S PATHWAY:

Minimum of a Master's Degree in nutrition or a related field, or a doctoral degree in clinical healthcare, from a degree-granting college or university accredited by an accrediting body

recognized by the U.S. Department of Education, with a minimum of a 3.0 GPA, or if a school uses a Pass/Fail system, passing grades in all coursework.

In addition, meet **one** of the following criteria:

1. Demonstrate the completion of the following prerequisite requirements from a college or university accredited by an accrediting body recognized by the U.S. Department of Education:
 - Nutrition Science (12 semester credit hours at the graduate level). Examples include courses in macronutrients, micronutrients, life cycle nutrition, and nutrition therapy.
 - Biochemistry (6 semester hours at the undergraduate or graduate level). 3 of these credits can be fulfilled by completing the Biochemistry course offered by StraighterLine.
 - Physiology or Anatomy and Physiology (3 semester hours at the undergraduate or graduate level). This requirement can also be fulfilled by completing the Anatomy & Physiology I AND Anatomy & Physiology II courses offered by StraighterLine.
 - Clinical or Life Sciences (12 semester hours at the undergraduate or graduate level). Examples include courses in biology, microbiology, epidemiology, biostatistics, botany, genetics, pathophysiology, and organic/inorganic chemistry. Three credits of research literacy may be applied toward the 12-credit requirement. Nutrition courses not used to meet the "Nutrition Science" requirement may be applied to the "Clinical or Life Sciences" requirement. Credits towards this requirement can also be fulfilled by completing the Introduction to Biology, Microbiology, and/or General Chemistry I courses offered by StraighterLine.
 - Behavioral Science: 3 semester hours at the undergraduate or graduate level. Examples include courses in psychology, motivational interviewing, and principles

of health behavior/behavior change. This requirement can also be fulfilled by completing the Introduction to Psychology course offered by StraighterLine.

2. Hold the following credential which is equivalent to the pre-admissions requirements:
 - Certified Nutrition Specialist (CNS) by the Board of Certification of Nutrition Specialists (BCNS)

FOR THE RD/RDN PATHWAY:

Meet both of the following criteria:

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. 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. Students are advised to check and stay apprised of the educational requirements for professional licensure in their state. To learn the most up-to-date laws and regulations, please refer to each state's board of nutrition/dietetic practice. In addition, the American Nutrition Association provides a summary of nutrition licensing laws in each state at <https://theana.org/advocate>; students are advised to read the entire state law for full detail.

STATE LICENSURE DISCLOSURES

MUIH offers several programs leading to professional licensure or certification in certain States. The University publishes a list of all States for which it has A) determined that its curriculum meets the State educational requirements for licensure or certification; B) determined that its curriculum does not meet the State educational requirements for licensure or certification; and (C) not made a determination that its curriculum meets the State

educational requirements for licensure or certification. For up-to-date information on State Licensure Determination for MUIH's programs, visit the University's [Student Consumer Information](#) web page or download the [State Licensure Disclosures](#) document.

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.

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.

MASTER OF SCIENCE IN NUTRITION AND INTEGRATIVE HEALTH

Program Overview

The Master of Science in Nutrition and Integrative Health integrates contemporary nutrition science perspectives with traditional dietary wisdom to address 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 Human Clinical Nutrition (47 credits) or Herbal Medicine (57 credits).

Program Description

The Master of Science in Nutrition and Integrative Health program prepares students to deliver personalized nutrition care to optimize health and manage chronic health problems. The program provides a health and nutrition sciences foundation, builds students' knowledge and skills in clinical assessment and evidence-based nutrition therapy, and culminates in real-world clinical experience.

The program's integrative approach addresses nutrition, sleep, stress, physical activity, relationships, and environment to identify the root causes of health imbalances. Students learn to develop personalized dietary and lifestyle interventions to support the whole person.

Human Clinical Nutrition Area of Concentration (47 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 Board for Certification of Nutrition Specialists (BCNS).

Herbal Medicine Area of Concentration (57 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 Board for Certification of Nutrition Specialists (BCNS).

Program Format

This program is offered in online and hybrid 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.

Curriculum and Degree Requirements

Core Credit Requirements

For both areas of concentration, the program consists of 42 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

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)
NUTR601	Redefining Nutrition (1 credits)
NUTR612	Human Nutrition II: Micronutrients (3 credits)
NUTR614	Human Nutrition I: Macronutrients (2 credits)
NUTR635	Applied Clinical Nutrition I (2 credits)
NUTR636	Applied Clinical Nutrition II (2 credits)

NUTR641	Life Cycle Nutrition (3 credits)
NUTR646	Applied Clinical Nutrition III (2 credits)
NUTR651A	Clinical Skills I (2 credits)
NUTR651B	Clinical Skills II (2 credits)
NUTR6EXI	Nutrition MSNIH Comprehensive Exam (0 credits)
NUTR723	Advanced Biochemistry and Laboratory Assessment (3 credits)
RSCH601	Research Literacy in Integrative Health (3 credits)
MUIH500	University Wide Orientation for New Students (0 credits)
MUIH550	Academic Research and Scholarship (0 credits)

Required Course Sets

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

NUTR654C Clinic (1.5 credits) *and*

NUTR654D Clinic (1.5 credits)

or

NUTR656C Clinical Strategies in Nutrition Care (1.5 credits) *and*

NUTR656D Clinical Strategies in Nutrition Care (1.5 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

CORE AREA OF CONCENTRATION CREDIT REQUIREMENTS

This area of concentration includes 5 required credits. See the catalog's Course Descriptions section for additional course details.

NUTR630 Dietary Supplements in Nutrition Practice (3 credits)

NUTR672 Mindful Eating and Nourishment (2 credits)

Herbal Medicine Area of Concentration

CORE AREA OF CONCENTRATION CREDIT REQUIREMENTS

This area of concentration includes 15 required credits. See the catalog's Course Descriptions section for additional course details.

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)

HRB759 Applied Therapeutics (3 credits)

Additional Degree Requirements

- Complete MUIH500 University Orientation and MUIH550 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 NUTR001 for \$200.

- In order to gain a perspective as a client in the client-practitioner relationship, students are required to become a client of an integrative nutritionist in their area or through the MUIH Student Teaching Clinic of the Natural Care Center, for at least one nutrition consultations.
- Earn a passing grade on a comprehensive exam (NUTR6EXI) 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. Students are advised to check and stay apprised of the educational requirements for professional licensure in their state. To learn the most up-to-date laws and regulations, please refer to each state's board of nutrition/dietetic practice. In addition, the American Nutrition Association provides a summary of nutrition licensing laws in each state at <https://theana.org/advocate>; students are advised to read the entire state law for full detail.

STATE LICENSURE DISCLOSURES

MUIH offers several programs leading to professional licensure or certification in certain States. The University publishes a list of all States for which it has A) determined that its curriculum meets the State educational requirements for licensure or

certification; B) determined that its curriculum does not meet the State educational requirements for licensure or certification; and (C) not made a determination that its curriculum meets the State educational requirements for licensure or certification. For up-to-date information on State Licensure Determination for MUIH's programs, visit the University's [Student Consumer Information](#) web page or download the [State Licensure Disclosures](#) document.

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 and contact the appropriate licensing board by state for the most up-to-date information and with questions.

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

CERTIFIED NUTRITION SPECIALIST (CNS)

The Certified Nutrition Specialist (CNS) certification is offered through the Board for Certification of Nutrition Specialists (BCNS). 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. The 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. Interested individuals are encouraged to check for the most recent requirements at theana.org website.

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.

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 course. Interested individuals are encouraged to check for the most recent requirements at <https://nanp.org/board-certification/>.

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, 9 East 8th Street, #145, New York, NY 10003; phone 646-455-1149.

POST-MASTER'S CERTIFICATE IN NUTRITION AND INTEGRATIVE HEALTH

Program Overview

This program is designed for healthcare and wellness professionals who are not licensed nutritionists/dietitians but can legally provide nutrition care. The certificate provides students with skills and knowledge in the field of nutrition to address patient and client health concerns and to educate patients and clients on the role of whole foods and nutrition supplementation in the maintenance of health and wellness. Before enrolling in the program, applicants should check state laws to understand the parameters for nutrition practice within their state.

Program Description

This program explores both contemporary nutrition science and traditional dietary practices and provides 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 nutrition care plans using whole foods and nutritional supplementation; helping patients/clients distinguish between 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 the catalog's Course Descriptions section for additional course details.

Core Credit Requirements

The following courses are required for a total of 12 credits:

ISCI626	Nutritional Biochemistry (3 credits)
NUTR612	Human Nutrition II: Micronutrients (3 credits)

- NUTR614 Human Nutrition I: Macronutrients (2 credits)
- NUTR633 Integrative Client Care: Nutrition Assessment, Applied Biochemistry, and Treatment Planning (4 credits)

Electives

Choose 3 credits from the following elective course options. Elective offerings vary by trimester.

- NUTR601 Redefining Nutrition (1 cr)
- NUTR630 Dietary Supplements and Nutrition Practice (3 cr)
- NUTR641 Life Cycle Nutrition (3 credits)
- NUTR672 Mindful Eating and Nourishment (2 credits)
- NUTR681 Cooking with Whole Foods Lab I (0.5 credits)
- NUTR682 Cooking with Whole Foods Lab II (0.5 credits)
- NUTR723 Advanced Biochemistry and Labs Assessment (3 cr)

Admission Requirements

- Master's degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Official transcripts
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- 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). This requirement can also be fulfilled by completing the Organic Chemistry I AND Organic Chemistry II courses offered by StraighterLine.

- 3 semester credits of Physiology and/or Pathophysiology (graduate or bachelor's level acceptable). This requirement can also be fulfilled by completing the Anatomy & Physiology I AND Anatomy & Physiology II courses offered by StraighterLine.

Licensure, Certification, and Credentialing

Licensure

Licensing requirements for nutritionists vary by state. Students are advised to check and stay apprised of the educational requirements for professional licensure in their state. To learn the most up-to-date laws and regulations, please refer to each state's board of nutrition/dietetic practice. In addition, the American Nutrition Association provides a summary of nutrition licensing laws in each state at <https://theana.org/advocate>; students are advised to read the entire state law for full detail.

STATE LICENSURE DISCLOSURES

MUIH offers several programs leading to professional licensure or certification in certain States. The University publishes a list of all States for which it has A) determined that its curriculum meets the State educational requirements for licensure or certification; B) determined that its curriculum does not meet the State educational requirements for licensure or certification; and (C) not made a determination that its curriculum meets the State educational requirements for licensure or certification. For up-to-date information on State Licensure Determination for MUIH's programs, visit the University's [Student Consumer Information](#) web page or download the [State Licensure Disclosures](#) document.

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 degrees and coursework completed prior to entry into MUIH's Post-Master's Certificate program. Completion of the Post-Master's Certificate alone

does not meet eligibility requirements for certification. Please contact the appropriate board in your state with questions, and review licensing laws by state for the most up-to-date information.

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 degrees and coursework, 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 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/certify>.

In addition to passing the exam, the BCNS also requires that applicants complete 1000 hours of supervised practice experience. MUIH offers the [Nutrition Practice Experience](#) to complete the supervised clinical practice hours.

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.

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](#).

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. The program

celebrates global cuisine and students explore multicultural and culturally specific meal plans.

Program Description

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. 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 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 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

The program consists of 12 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

Core Credit Requirements

MUIH500 University Wide Orientation for New Students (0 credits)

MUIH550	Academic Research and Scholarship (0 credits)
NUTR601	Redefining Nutrition (1 credit)
NUTR668	Culinary Herbs in the Kitchen and Beyond (1 credit)
NUTR671	Food and Culture (1 credit)
NUTR672	Mindful Eating and Nourishment (2 credits)
NUTR678	Culinary Educator (2 credits)
NUTR680	Behavior Change in Selection and Preparation of Meals (2 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

YOGA THERAPY

YOGA DEPARTMENT

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

Administration

Suzanne Carmack, Ph.D., M.Ed., ERYT 500, C-IAYT,
PCC
Department Chair

Suzanne Zolnick, M.A.S.
Department Manager

Laura Steck
Senior Academic Advisor

Contact The Yoga Therapy Department

443-906-5724
443-906-5723
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 online 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. The program includes a combination of didactic and experiential learning, in order to prepare graduates for work in wellness, community health, and healthcare settings.

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

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.

Advanced Standing for C-IAYT Certification

Individuals who hold C-IAYT certification from the International Association of Yoga Therapists (IAYT) are eligible to apply for advanced standing in MUIH's M.S. Yoga Therapy program. Advanced standing reduces students' credits, costs, and time to program completion. See the catalog's Articulations and Advanced Standing section for more details or contact the Yoga Therapy Department at yoga@muih.edu.

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

The program consists of 39.5 credits of the following required courses. See the catalog's Course Descriptions section for additional course details.

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)
MUIH500	University Wide Orientation for New Students (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
- 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.

Licensure, Certification, and Credentialing

Graduates of the Master of Science in Yoga Therapy become eligible to sit for the national yoga therapy exam offered by the [International Association of Yoga Therapists](#) to earn their Certified Yoga Therapist (C-IAYT) designation. Graduates also become eligible to apply for their RYT300 credential with the [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](#), 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.

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. See the catalog's Course Descriptions section for additional course details.

- 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
- Hold active board certification or licensure in a healthcare field (for example – occupational therapy, physical therapy, licensed clinical social worker, master's of social work, nursing, physician, massage, acupuncture, nutrition).

-
- Submit copy of 200-hour Teacher Training (RYT-200) certification.
 - Submit copies of any licenses or certifications in the field of healthcare.

APPLIED INTEGRATIVE HEALTH AND HEALTH MANAGEMENT

APPLIED INTEGRATIVE HEALTH AND HEALTH MANAGEMENT DEPARTMENT

Administration

Elizabeth Owens, M.S.
Program Director

Brenda Helsing
Department Manager

Contact the Applied Integrative Health and Health Management Department

443-906-5732
443-906-5725
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 Acupuncture with a Chinese Herbal Medicine Specialization
- Master of Arts in Health and Wellness Coaching
- Master of Science in Nutrition and Integrative Health
- Master of Science in Yoga Therapy

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 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 Health Promotion

Academic Certificates

- Post-Baccalaureate Certificate in Health and Wellness Coaching

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 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 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-Master's Certificate in Nutrition and Integrative Health

RESEARCH

ADMINISTRATION

Lisa Conboy, Sc.D., M.S., M.A.
Department Chair

Brenda Helsing
Department Manager

Contact the Research Department

443-906-5731

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

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
- Master of Arts in Integrative Health Studies

PROGRAMS NOT CURRENTLY ENROLLING

MUIH is not currently accepting applications or admitting new students into these programs.

There may be some current active students at MUIH. Any student who is currently enrolled in one of the programs listed below will be given the opportunity to complete the program. If you are a student who is currently enrolled in one of these programs, you are bound by the curriculum in the Academic Catalog year in which you enrolled. Previous year Academic Catalogs are available at <https://muih.edu/academics/office-of-the-registrar/academic-catalog/>.

If you have a question, please contact your academic advisor at advising@muih.edu.

The following programs are not currently enrolling new students:

- Doctor of Acupuncture
- Doctor of Acupuncture with a Specialization in Chinese Herbal Medicine
- Master of Acupuncture
- Master of Acupuncture with a Specialization in Chinese Herbal Medicine
- Master of Arts in Applied Healing Arts
- Master of Arts in Botanical Healing
- Master of Arts in Transformative Leadership and Social Change
- Master of Science in Herbal Medicine
- Master of Science in Therapeutic Herbalism
- Post-Master's Certificate in Animal Acupuncture
- Post-Master's Certificate in Women's Holistic Health
- Post-Master's Certificate in Nutritional Genomics in Clinical Practice
- Post-Baccalaureate Certificate in Chinese Herbal Medicine
- Post-Master's Certificate in Clinical Herbalism
- Post-Baccalaureate Certificate in Medical Herbalism
- Post-Baccalaureate Certificate in Sports Performance and Integrative Nutrition

- Post-Baccalaureate Certificate in Transformative Leadership

The following programs changed titles effective with the Fall 2021 trimester. These programs are no longer enrolling under the titles below or their new titles.

- The Doctor of Oriental Medicine changed title to the Doctor of Acupuncture with a Chinese Herbal Medicine Specialization.
- The Master of Oriental Medicine changed title to the Master of Acupuncture with a Chinese Herbal Medicine Specialization.
- The Post-Baccalaureate Certificate in Chinese Herbs changed title to the Post-Baccalaureate Certificate in Chinese Herbal Medicine.

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 2022-23 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 637	Principles and Practices of Health Behavior and Self-Care (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)

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- 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)

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 2023-24 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

Students learn fundamental theories of AHM, including Yin Yang, 5-Elements, vital substances, and Zang Fu/visceral organs. This course creates a solid foundation for AHM theory and practice in future courses.

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 encompass a wide variety of tools and techniques that can help support balance, resilience, and wellness in people's lives. This experiential course teaches core mindfulness and meditation knowledge and skills, along with specific applications that support health and wellbeing. Through discussion posts, peer practice, self-assessments, and self-reflections of their own personal practice, students gain an appreciation for the traditional wisdom and the contemporary neuroscience of these practices.

Students apply evidence-informed tools and techniques for themselves and in support of others, considering diversity and cultural identities.

Credits: 3

Prerequisites: APP606 or IHED610 or ISCI630a

Note: Students need to complete one course from this prerequisites set before registering for APP700.

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, 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. Students 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; and COA605

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: COA620

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

COA710

Advanced Coaching Competency Focus

Developing coaching abilities that are based on established coaching competencies and best practices provides the foundation for successful coaching relationships. Students learn and apply advanced coaching skills and strategies to effect deeper personal transformation and intrapersonal growth in clients. Students are introduced to advanced interpretations of coaching competencies that can be used during coaching sessions. Students practice advanced skills and competencies during mentor-led labs to facilitate integration into coaching sessions.

Credits: 1

Prerequisites: COA665 or COA670

COAPSAI

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

COAPSAII

Professional Coaching Competency Assessment

Coaching competency assessments are required by professional credentialing bodies to ensure that coaches understand and can apply coaching skills and strategies in their coaching sessions. The Professional Coaching Competency Assessment evaluates students' ability to implement advanced

coaching skills and competencies while following the structure and process of a coaching session. Based on a recorded coaching session, students receive assessor feedback on coaching skills and competencies. Passing this assessment is required for Level 2-PCC coach credentialing by the International Coaching Federation. A certificate of completion is issued with a passing score.

Credits: 0

Prerequisites: COA620; or ICF Credential and COA665 or COA670

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

Herbal medicine is a complex, multi-disciplinary field that is best understood by embracing varied perspectives and ways of knowing. This course provides an exploration of the historical and modern use of herbal medicine informed by traditional knowledge, modern science, and personal experiences. Students discuss various disciplines of herbal medicine and develop research literacy skills to support a contemporary evidence-informed perspective. Through formative and summative assessments, including scholarly summaries, students develop a framework for their understanding of herbal medicine.

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: HRB610

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: HRB610

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: HRB611

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: HRB612

HRB622

Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products

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: HRB622

HRB637

The Business of Herbal Products

A strategic understanding of how to organize an herbal product business can help ensure business success. This includes methods used by entrepreneurial startups and mature corporations to validate manufacturing requirements for third party

auditors and certification agencies. The course will review how to select contractors for various elements of the product development process, involving manufacturing, lab testing, supply chain, and business services. Students will engage the material by applying each of the major concepts to plan out a future business structure, culminating in the creation of elements of a business and marketing plan.

Credits: 3

Prerequisites: None

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: HRB641

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

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, HRB738, and HRB759

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: HRB738 or NUTR651B; and HRB605;

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: HRB642

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 group

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

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

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: IHED642

IHED642: Health Education Program Implementation

Health education program implementation focuses on prevention or management of health issues for the community at large and can occur in a variety of settings, including community centers, workplaces, schools, and healthcare facilities. Using the resources from previous courses of health communication, needs assessment, program planning and program evaluation, this course requires students to plan the implementation of a health education program, with a focus on integrative health. Students will explore barriers and facilitators to implementation, as well as integrative health strategies based on evidence and best practice for successful health education programs.

Credits: 3

Prerequisites: IHED 621; and IHED 623; and IHED626

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

Professional ethics is the foundation to building best practices as an acupuncture and herbal medicine practitioner. Students are introduced to the ethical and regulatory issues relevant to professional clinical practice. Through discussions, reflective writing assignments, and case studies, students explore concepts of professionalism, scope of practice, boundaries, and confidentiality.

Credits: 1.5

Prerequisites: none

IHM620

Marketing for Health & Wellness Professionals

Understanding the basics and principles of marketing allow integrative health and wellness professionals to build a strong brand and business. Students 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 integrative health and serving others. Students design a strategic marketing plan, engage with current technological platforms, and build a toolkit to launch a collaborative wellness practice.

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

The principles of practice management and business basics assist integrative nutritionists with building a successful nutrition business. Students develop a practical approach to start, manage, and grow a nutrition practice with focus on promotional skills, financial strategies, and ethical considerations in business matters. Students develop a strategic business plan with financial projections and the foundations of client management using online resources that can be utilized to build their future practice.

Credits: 1

Prerequisites: none

IHM762

Practice Management: The Practice and Business of Oriental Medicine III

Appropriate communication and documentation processes are essential to the risk management of a clinical practice and to support quality patient care. Students continue to hone their practice management skills with a focus on clinical models,

inter-professional communication and relationships, management of referrals, transfer of care, and discharge. Students develop templates, scripts, and forms that can be utilized in their future practices to mitigate risk, support effective communication, and improve clinical care.

Credits: 1.5

Prerequisites: IHM661

IHM763

Practice Management: The Practice and Business of Oriental Medicine IV

Successful clinical practices require a competent business setup. This final course in the practice management series focuses on budgeting, billing, and tax preparation; use of electronic health records or practice management software; and understanding participation in health insurance networks. Students continue to hone their practice management skills through applied assignments in 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: 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: INHS610

ISCI522

Foundations in Organic Chemistry

A foundation in organic chemistry is essential to understand the biochemical processes central to nutrition science and health. Students explore atomic and molecular structure, bonding, functional groups, and enzymatic regulation. Emphasis is placed on the chemical basis of macronutrients. Quizzes and exams are supplemented by case studies that connect the material to everyday life and clinical scenarios.

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

ISCI651

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

MUIH500

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

MUIH550

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

Viewing diet and nutrition through multiple lenses helps nutritionists navigate the wide range of dietary preferences, habits, and beliefs in the population. Students explore cultural, ethical, religious, nutritional science, and personal perspectives on diet and nutrition to better understand why one diet may not be ideal for everyone. Assignments combine self-exploration, literature review, and discussion to examine the student's own relationship with diet and engage with different perspectives.

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

An understanding of the functions and dietary requirements for micronutrients (i.e., vitamins and minerals) is essential to effective nutrition care. This course explores each of the micronutrients, including its metabolism, physiological functions, food sources, supplemental forms, and recommended intake. Laboratory assessments for nutritional status, along with signs, symptoms, and causes of micronutrient deficiency and toxicity, as well as nutrient-nutrient and nutrient-drug interactions are reviewed. Students learn to interpret micronutrient research for use in nutrition care planning and develop menu plans and supplement recommendations to meet clients' micronutrient needs.

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: ISCI547a

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

NUTR630

Dietary Supplements in Nutrition Practice

Along with dietary change, dietary supplements are the primary intervention clinical nutritionists use. Students explore the rationale for supplementation along with quality, safety, and efficacy issues. The course takes a broad view of supplementation, including pre- and probiotics, herbs and related phytochemicals, and functional and medicinal foods. Students apply gained knowledge within a case-based learning framework.

Credits: 3

Prerequisites: NUTR614; and 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

An understanding of the evidence and guidelines for medical nutrition therapy is fundamental to safe and effective nutrition care. This course explores etiology, pathology, clinical manifestations, diagnostic criteria, laboratory assessments, and nutritional considerations for common medical conditions. Students apply a multi-dimensional framework, including environmental and lifestyle factors, to

assess client needs and create integrative and evidence-informed nutrition care plans.

Credits: 2

Prerequisites: NUTR612

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

Nutritional needs vary significantly throughout the human life cycle. This course explores physiological and pathophysiological changes at each stage and the role that nutrition plays from pre-conception through older adulthood. Nutritional, biological, social, behavioral, cultural, and environmental factors are considered. Students hone their knowledge and skills through reflection, discussion, and practical skill-building projects.

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

NUTR646

Applied Clinical Nutrition III Nutritional Assessment

An understanding of the evidence and guidelines for medical nutrition therapy is fundamental to safe and effective nutrition care. This course is the last of a series exploring etiology, pathology, clinical manifestations, diagnostic criteria, laboratory assessments, and nutritional considerations for common medical conditions. Students apply a multi-dimensional framework, including environmental and lifestyle factors, to assess client needs and create integrative and evidence-informed nutrition care plans.

Credits: 2

Prerequisites: NUTR635

NUTR651A

Clinical Skills I

A personalized nutrition care model provides consistency and quality standards for delivering effective clinical nutrition care. Students learn the application of the personalized nutrition care model, including nutrition assessment, interpretation, intervention, monitoring and evaluation. Students develop comprehensive nutrition assessment and interpretation skills. Through practice experience and case studies, students utilize the first steps of the personalized nutrition care model to develop their consultation skills as a clinical nutritionist.

Credits: 2

Prerequisites: NUTR612

NUTR651B

Clinical Skills II

A personalized nutrition care model provides consistency and quality standards for delivering effective clinical nutrition care. Students develop a deeper understanding of how to apply the model while honing their observational and motivational interviewing skills. Emphasis is placed on developing competency in designing interventions and tracking client progress through monitoring and evaluation. Utilizing practice experience and case studies, students apply the full cycle of the personalized nutrition care model to develop their nutrition consultation skills and individual counseling style.

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 either a professional integrative nutritionist or an MUIH senior clinical nutrition student for at least one nutrition consultation.*

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 either a professional integrative nutritionist or an MUIH senior clinical nutrition student for at least one nutrition consultation.*

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

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

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

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

NUTR705

DCN Orientation

Student success is supported by becoming acquainted with the University resources and culture, building community, and understanding program expectations. This non-credit course introduces the cohort to each other, faculty, and support staff; describes the curriculum and requirements for the

Doctor of Clinical Nutrition (DCN) program; and familiarizes students with the core principles and values of the University. Students build intra- and inter-personal connections through mindfulness and nutrition-based activities.

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

NUTR723

Advanced Biochemistry and Laboratory Assessment

Laboratory assessment provides a unique window into biological health. Students use laboratory assessment as a way to explore nutritional genomics and biochemistry. Through examining how laboratory assessments reflect biochemical pathways, nutritional insufficiencies, and overall health status, students gain a deeper understanding of biochemistry and the flow of chemical energy through metabolism. Concepts in nutrigenomics and nutrigenetics are reviewed along with associated tests and health implications. Using a case-based approach, students learn how and when to incorporate laboratory-based functional assessments, including organic acids, metabolomics, and nutrigenomic testing, to enhance client care.

Credits: 3

Prerequisites: one of the following: NUTR633, or NUTR635

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: 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

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: NUTR801

NUTR823**Ethics in Clinical Nutrition**

Professional ethics is the foundation for building best practices in nutrition care. Students are introduced to the ethical and regulatory issues relevant to a professional clinical nutrition practice. Through discussions, reflective writing assignments, and case studies, students explore topics in legal and medical terminology, scope of practice, protecting client confidentiality, the Health Insurance Portability and Accountability Act (HIPAA), and sales of nutraceuticals and health products.

Credits: 1.5

Prerequisites: none

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: 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: 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: 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: 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: NUTR801

NUTR837

Integrative & Functional Nutrition for Complex Cases

Advanced nutrition care integrates treatment across the full range of a client's clinical imbalances. Students learn to address individual's multifaceted nutritional and health needs by assessing proximate and root causes and developing an integrative care plan. Through case studies and discussions, students synthesize clinical knowledge and skills in cardio-metabolic, neurologic, immune, endocrine, energy metabolism, and detoxification to develop functional nutrition care for complex cases.

Credits: 3

Prerequisites: NUTR831; and NUTR833

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: 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

NUTR904**Advanced Nutrition Clinic I**

Clinical application is essential to synthesize learning and hone real-world skills. With faculty-provided mentorship, students work within a supervised or self-directed nutrition practice to deliver integrative and functional nutrition care. Through discussions, case studies, and seminars, students strengthen their skill sets as advanced nutrition practitioners working with complex clients.

Credits: 3

Prerequisites: NUTR8EXI

NUTR905**Advanced Nutrition Clinic II**

Clinical application is essential to synthesize learning and hone real-world skills. Students continue to work within a supervised or self-directed nutrition practice to deliver integrative and functional nutrition care with faculty-provided mentorship. Through discussions, case studies, and seminars, students continue to strengthen their skill set as advanced nutrition practitioners working with complex clients.

Credits: 3

Prerequisites: NUTR904

NUTR910**Advanced Nutrition Final Project I**

Clinical knowledge and skills have applications beyond individual healthcare in domains such as professional and graduate education, community and group programs, and business and commerce. The Advanced Nutrition Final Project allows students to highlight theoretical knowledge, research and problem-solving skills, and a clinical perspective to fill a gap in functional nutrition. Students work with an assigned faculty mentor to refine a topic and design an advanced nutrition project.

Credits: 3

Prerequisites: NUTR8EXI

NUTR911**Advanced Nutrition Final Project II**

Clinical knowledge and skills have applications beyond individual healthcare in domains such as professional and graduate education, community and group programs, and business and commerce. The Advanced Nutrition Final Project allows students to highlight theoretical knowledge, research and problem-solving skills, and a clinical perspective to fill a gap in functional nutrition. Students work with an assigned faculty mentor to develop and deliver an advanced nutrition project.

Credits: 3

Prerequisites: NUTR910

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

RSCH850**Research Manuscript I**

Integrative health clinicians contribute an important voice to the research literature. With an emphasis on literature reviews and case reports, the Research Manuscript series (I and II) provides the fundamental knowledge to complete and publish an article. In Research Manuscript I, students identify a review topic or case, complete background research, and use reporting guidelines to write a first draft of their manuscript.

Credits: 1

Prerequisites: NUTR8EXI

RSCH851**Research Manuscript II**

Integrative health clinicians contribute an important voice to the research literature. In Research Manuscript II, students revise the manuscript started in Research Manuscript I, review the benefits and barriers to using a range of publication options, and submit to a journal or preprint server.

Credits: 1

Prerequisites: RSCH850

YOGA 611**Theoretical Foundations for Yoga Therapy**

This course provides the history and philosophies of yoga traditions that serve as the foundation for Yoga Therapy. Specific traditions will be discussed in parallel with classic texts in this field. Yogic cosmology will be investigated, examining Vedic theories about creation and the major forces that govern life and change. Students will explore the

basics of Ayurvedic theory including the five elements, the doshas, and the Ayurvedic clock. Basic yogic anatomy and physiology, including concepts of mind-body layers and energetics (including koshas, chakras, nadis and marmas) will be introduced. Students will learn how these theories and principles support the practices of Ayurveda, as well as relevant terms in Sanskrit. While these concepts are derived from Hindu beliefs, they will be explored in relationship to their influence on the field of yoga.

Credits: 2

Prerequisites: none

YOGA 612

Health and Disease: Yogic Perspectives and Practices

Concepts of health and disease pathogenesis from a yogic perspective will be discussed. Concepts important to understanding the causes of behavior that lead to suffering will be explored through the principle teachings of yoga. The relationship between asana, pranayama, meditation, diet, and lifestyle will be addressed in the context of health promotion, disease prevention and disease management. The class will include both classic training and contemporary understanding of the principles that constitute a yoga lifestyle. Fundamental principles of Ayurveda will be incorporated to provide a complementary perspective.

Credits: 3

Prerequisites: YOGA 611

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: ISCI644

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 or YOGA635

YOGA650**Theoretical Foundation of Yoga for LHCP**

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: YOGA614, YOGA615, ISCI613, IHM662

FACULTY

Atiera Abatemarco, M.P.H.

Instructor

Elizabeth Ahmann, Sc.D.

Professor, Health and Wellness
Coaching, Curriculum Manager

Noel Aldrich, Ph.D.

Adjunct Faculty

Peggy Wickes Alexander, M.S.

Mentor Coach

Jillian Bar-av, M.S.

Adjunct Faculty, Clinic Faculty

Lori Bednarchik, Ph.D.

Adjunct Faculty

Sherrie Black, M.Ac.

Clinic Faculty

Jonathon Bronson, M.Ac.

Adjunct Faculty, Clinic Faculty

Elizabeth Brown, B.A.

Mentor Coach

**Rachel Brumberger, M.Ac.,
M.O.M.**

Adjunct Faculty, Clinic Faculty

Amy Burkholder, M.S.

Adjunct Faculty

Jo-Linda Butterfield, Ph.D.

Mentor Coach

Lori Calvo, M.H.S.A.

Adjunct Faculty, Mentor Coach

Safiyah Camara, D.O.M.

Clinic Faculty

Suzanne Carmack, Ph.D.

Department Chair, Yoga Therapy
and Ayurveda

Lindsey Carter, M.A.

Adjunct Faculty, Mentor Coach

**Christine Cherpak-Castagna,
D.C.N.**

Adjunct Faculty

Dorothy Clancy, M.S.

Adjunct Faculty

Bevin Clare, M.S.

Professor, Program Director,
Clinical Herbal Medicine

Oscar Coetzee, D.C.N.

Associate Professor

Lisa Conboy, Sc.D.

Director, Academic Research

John Courie, M.S.

Instructor & Vice Chair of
Faculty Senate

Fushena Cruickshank, M.S.

Adjunct Faculty

Colleen Curran, M.Ac.

Adjunct Faculty, Manager of
Clinical Internships, Acupuncture
and Herbal Medicine

Angela Dabbs, M.S.

Adjunct Faculty, Mentor Coach

Emily D'Angelo, M.S.

Adjunct Faculty

Ronald DeMartin, M.A.

Adjunct Faculty

Keren Dolan, D.C.N.

Adjunct Faculty

Geoffrey Edwards, M.O.M.

Adjunct Faculty, Clinic Faculty

Dana Elia, D.C.N.

Instructor

Laurie Ellington, M.A.

Adjunct Faculty, Mentor Coach

Katherine Freeman, D.C.N.

Professor; Faculty Fellow in
Course Development

Dawn Furfaro, M.Ac.

Adjunct Faculty, Clinic Faculty,
Herbal Medicine Dispensary
Supervisor

Eleonora Gafton, D.C.N.

Associate Professor & Director
of Cooking Labs

Tijen Genco, M.S.

Mentor Coach

Marianne Gernetzke, M.S.

Mentor Coach

**Tzipporah Gerson-Miller,
M.S.W.**

Adjunct Faculty, Clinic Faculty

Tyme Gigliotti, D.Ac.

Assistant Professor

Joanne Givens, M.S.

Adjunct Faculty

Tamara Gondre, N.D.

Adjunct Faculty

Jane Grissmer, M.Ac.

Adjunct Professor

Michael Guidry, M.S.

Adjunct Faculty, Clinic Faculty

Lorie Gumbs-Tyler, D.N.M.

Adjunct Faculty

Mary Hamel, M.S.

Adjunct Faculty

Laurissa Heller, M.S.

Mentor Coach

Carissa Hernandez, M.L.S.

Director of the Library

Felicia Ho, Ph.D.

Adjunct Faculty

Sharon Jennings-Rojas, D.O.M.

Department Chair, Acupuncture & Herbal Medicine

Jeanna Johnson, M.Ac.

Clinic Faculty

Jeffrey Kaminski, M.S.

Clinic Faculty

Aminah Keats, N.D.

Adjunct Faculty

Dexter Kendrick, D.Ac.

Adjunct Faculty, Clinic Faculty

Lindsay Kluge, M.S.

Clinic Faculty

Ryan Kneessi, N.D.

Adjunct Faculty

Julie Kosey, M.S.

Mentor Coach

Tonia Kulp

Adjunct Faculty, Clinic Faculty

Sophia Kuziel, M.P.H.

Adjunct Faculty

Sylvie Labelle, Ph.D.

Mentor Coach

Sunday Law, M.S.

Adjunct Faculty

Renee LeClair, Ph.D.

Adjunct Faculty

Sherry Leikin, M.A.

Associate Professor, Experiential Learning and Credentialing Manager

Elaine Leonard-Puppa, D.H.A.

Adjunct Faculty

Suzanne Levy, A.S.

Mentor Coach

Yevgeniya Libkhen, M.S.

Adjunct Faculty, Clinic Faculty

Rachel Lucke, M.S.

Clinic Faculty

Jill Madey, M.Ac.

Clinic Faculty

Maria Madrigal, D.Ac.

Clinic Faculty

Julia Mandes, D.O.M.

Adjunct Faculty, Clinic Faculty

Michelle McNear, Ph.D.

Adjunct Faculty, Vice President of the Natural Care Center

Kathleen McNeely, M.S.

Adjunct Faculty

Tracey Meyers, Psy.D.

Adjunct Faculty, Clinic Faculty

Betsy Miller M.S.

Adjunct Faculty

Lauren Mirkin, M.S.

Clinic Faculty

Marybeth Missenda, M.S.

Assistant Professor, Program Director of Integrative Health Studies, Faculty Fellow in Technology

Steffany Moonaz, Ph.D.

Adjunct Professor

Duston Morris, Ph.D.

Department Chair, Health & Wellness Coaching, Associate Professor

Heidi Most, D.Ac.

Professor

Daryl Nault, M.S.

Assistant Professor

Henry Neely, M.S.

Adjunct Faculty

Kim Khanh Nguyen, D.O.M.

Clinic Faculty

Barbara Ochester, M.S.

Adjunct Faculty

Gregory Ochoa, Ed.D.

Dean, Academic Affairs

Patricia Owen, D.Ac.

Adjunct Faculty

Elizabeth Owens, M.S.

Program Director, Integrative Health and Health Management

Janet Padgett, Ph.D.

Director, Acupuncture Programs, Adjunct Faculty

Daniel Parrish, M.Ac.

Clinic Faculty

Tina Paul, M.S.

Adjunct Faculty

Andrew Pengelly, Ph.D.
Adjunct Faculty

Richetta Penn, M.S.
Adjunct Faculty

Marilyn Peppers-Citizen, Ph.D.
Instructor

Denyse Peterson, M.S.
Acting Director of Yoga Therapy
Experiential Learning, Adjunct
Faculty, Clinic Faculty

Rebecca Pille, Ph.D.
Adjunct Associate Professor

Jessica Pizano, D.C.N.
Adjunct Faculty

Sylvia Regalla, M.D.
Adjunct Faculty

David Riley, M.D.
Adjunct Faculty

Sarajeon Rudman, M.S.
Adjunct Faculty & Chair of
Faculty Senate

Christina Sax, Ph.D.
Provost & Vice President of
Academic and Student Affairs

Daniel Schrier, M.Ac.
Adjunct Faculty

Hee Seung, M.Ac.
Adjunct Faculty, Herbal
Medicine Dispensary Supervisor

Robert Shapero, M.Ac.
Adjunct Faculty

Raymond Shaw, M.Ac.
Adjunct Faculty, Clinic Faculty

Pleasance Silicki, M.S.
Adjunct Faculty

Rosangela Silva, M.B.A.
Clinic Faculty

Jennifer Sima Swetz, M.S.N.
Adjunct Faculty

Linda Simons, M.Ac.
Adjunct Assistant Professor

Katherine Smith, M.P.H.
Professor

James Snow, D.C.N.
Department Chair, Nutrition and
Herbal Medicine

Tracy Soltesz, D.Ac.
Adjunct Faculty

Julie Sorenson, M.S.
Clinic Faculty

Mark Stamper, M.A.
Adjunct Faculty, Mentor Coach

Paula Stewart, N.D.
Adjunct Faculty, Clinic Faculty

Marlysa Sullivan, D.P.T.
Adjunct Assistant Professor

Jennifer Swartout, M.A.
Adjunct Faculty

Susan Testa, M.S.
Clinic Faculty

**Shea Hunter Thompson,
D.O.M.**
Assistant Professor

Michael Bhodi Tims, Ph.D.
Instructor, Program Director,
Herbal Product Design and
Manufacture and Cannabis
Science

Victoria Trocki, M.A.
Adjunct Faculty

Denise Tyson, D.O.M.
Adjunct Faculty, Clinic Faculty

Sherryl Van Lare, D.C.N
Instructor

Christina Van Norman, D.O.M.
Adjunct Faculty, Clinic Faculty

Christina Vollbrecht, M.S.
Adjunct Faculty

Denise Wagoner, M.S.
Adjunct Faculty

Antonika Walker, D.A.C.M.
Adjunct Faculty

Sara Walsh, M.A.
Adjunct Faculty

Kerri Westhauser, D.A.O.M.
Adjunct Associate Professor

Laurena White, M.D.
Clinic Faculty

Claudia Joy Wingo, M.P.H.
Department Chair, Health
Promotion

Janet Young, D.Ac.
Clinic Faculty

Victoria Yunez-Behm, M.S.
Adjunct Faculty

Heming Zhu, Ph.D.
Professor

Note: In the acupuncture and herbal medicine programs, MUIH's instructional roles and titles are aligned with those of the program accreditor, the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM). Individuals with the MUIH titles department chair, director, instructor, assistant professor, associate professor, and professor are considered to be 'core faculty' as defined by ACAHM. Individuals with the MUIH titles adjunct faculty, clinic faculty, and teaching assistant are considered to be 'faculty' as defined by ACAHM. Individuals with the MUIH title guest lecturer are considered to be such as defined by ACAHM.
