



**Maryland University**  
*of* **Integrative Health**

# Academic Catalog

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**2024-2025**

*Effective May 28, 2025*

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## 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

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## 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.

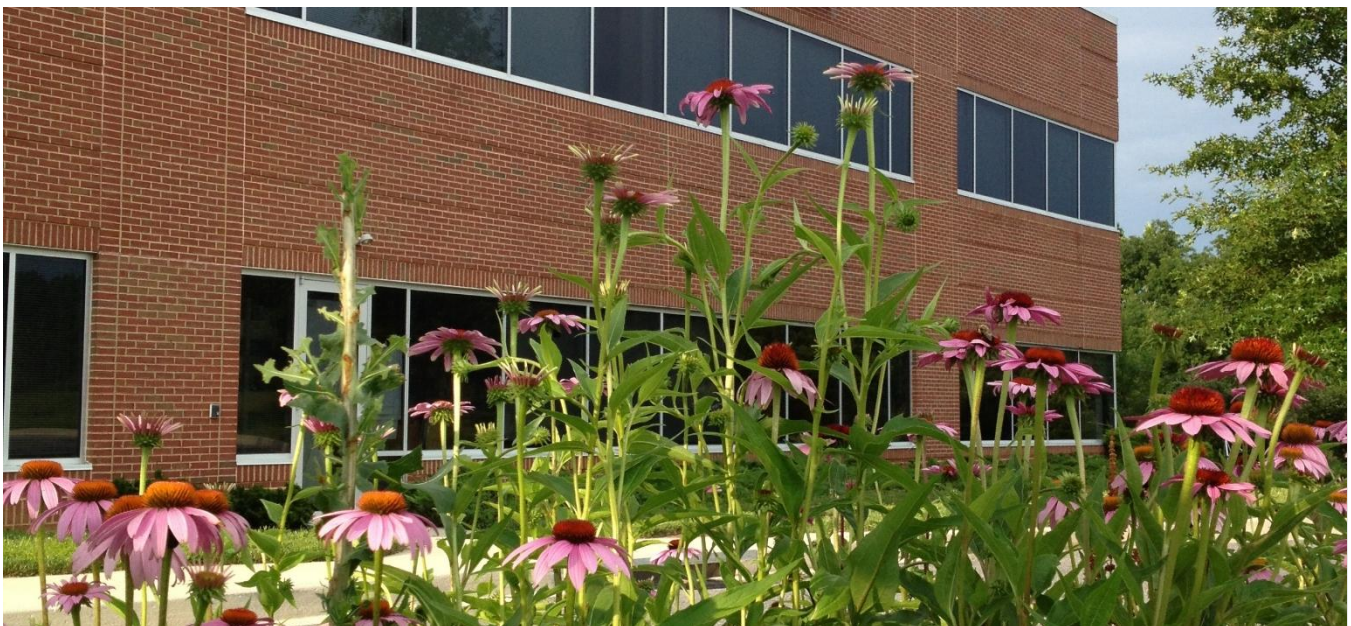
We believe in you, and our community is committed to supporting your success. Academic advising and academic support specialists, orientation, library, disabilities support staff, career center, registration, admissions, financial aid, finance, alumni affairs, technology, facilities, and continuing education 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



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## 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 telehealth and community outreach settings, we provide compassionate and affordable health care from student interns. 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

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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 or the Commission) [www.msche.org](http://www.msche.org).

MUIH's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the University's accreditation status on June 23, 2022, was to reaffirm accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

## 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]

The programs listed above may offer courses via distance education.

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

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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.akahm.org](http://www.akahm.org).

*Public Disclosure Statement Effective as of 4 October 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 ADMINISTRATION<sup>1</sup>**

### **Board of Trustees**

- Sr. Patricia McLaughlin, M.A., Chair
- Cathryn Curia, C.P.C.U., Vice Chair
- Herb Hansen, M.B.A.

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<sup>1</sup> See the [Introduction: Change of Institutional Ownership](#) section for information about the

administrative structure during MUIH's change of ownership transition period.

- Heather Klink, J.D.
- Anthony O'Brien, J.D.
- Ruthann Russo, Ph.D., DAC, J.D., MPH

### **Officers**

- Sean Delaney, Treasurer
- Greg FitzGerald, Ph.D., Secretary
- Gregory Ochoa, Ed.D., Interim Provost and Vice President, Academic and Student Affairs
- Christina Sax, Ph.D., Interim President

### **University Leadership Council**

- Monthserrat Boston, Acting Director of Financial Aid
- Rob Brooks, M.A., Director of Career Services
- Suzanne Carmack, Ph.D., Department Chair, Yoga Therapy and Ayurveda
- Meaghan Davidson, Ed.D., Associate Vice President for Student Life & Dean of Students
- Sean Delaney, Vice President for Finance & Administration
- Deneb Falabella, D.O.M., Associate Provost of Assessment and Accreditation
- Greg FitzGerald, Ph.D., 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
- Catherine Hurd, Ph.D., Vice President, Enrollment Management & Student Services
- Sharon Jennings-Rojas, D.O.M., Department Chair, Acupuncture and Herbal Medicine
- Michelle McNear, Ph.D., Director 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., Interim Provost
- Caressa Olivo, M.A., Director of Academic Advising and Registrar Services
- Elizabeth Owens, M.S., Director of Experiential Programs and Program Director of Applied Integrative Health and Health Management
- 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
- Manal White, M.A., Director of Accessibility Services & Student Advocacy
- Claudia Joy Wingo, M.P.H., Department Chair, Health Promotion

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## LEARNING AND PHYSICAL RESOURCES

### Main Campus

Maryland University of Integrative Health's (MUIH's) Main Campus is situated 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, an herbal dispensary, and a student lounge and kitchen. Wi-Fi service is available throughout the building. 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

### Library

Library services are provided by the Loyola Notre Dame Library (LNDL). LNDL 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.

MUIH maintains a library space on its campus that includes computer workstations, a printer/copier, and online access. Subscriptions available include Planta Medica, Natural Standard, the EBSCO host

databases, of PubMed, additional digital resources including e-Books, and a physical collection of integrative health books. The library is open to current students, faculty, and staff.

### Loyola Notre Dame Library

Phone: 410-617-6801

Email: [askemail@loyola.edu](mailto:askemail@loyola.edu)

<https://guides.lndlibrary.org/c.php?g=1397096&p=10347997>

### 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 on MUIH's Main Campus and via telehealth.

### The Natural Care Center

7750 Montpelier Road  
Laurel, MD 20723

Phone: 443-906-5794

Email: [muih-naturalcarecenter@muih.ndm.edu](mailto:muih-naturalcarecenter@muih.ndm.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

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and fluency in their practices. MUIH pursues and maintains partnerships throughout the region and the nation to benefit both on-campus and online students.

During the transition period, MUIH's administrative structure will include the roles and individuals listed in the Board and Administration section of the Academic Catalog.

## CHANGE OF INSTITUTIONAL OWNERSHIP

Maryland University of Integrative Health (MUIH) was acquired by [Notre Dame of Maryland University \(NDMU\)](#) in February 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.



## *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](mailto:admissions@muih.edu)

**Contact the Office of Financial Aid**

443-906-5761

[finaidmuih@muih.ndm.edu](mailto:finaidmuih@muih.ndm.edu)

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## 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 PROCEDURES<sup>2</sup>

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](http://www.nagap.org)

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<sup>2</sup> See the [Introduction: Change of Institutional Ownership](#) section for information about admissions

and transfer policies during MUIH's change of ownership transition period.

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

### Interview

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

### Deadlines

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

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#### START DATE PRIORITY DEADLINE

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

Applications will still be accepted and reviewed after the priority application deadline has passed. 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 but 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.

### **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](http://www.naces.org)) or the Association of International Credential Evaluators ([www.aice-eval.org](http://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](http://www.aacrao.org)) that occurred prior to September 2016.

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

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

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

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

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

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

### **Maintaining Legal F-1 Status**

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

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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](http://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.)

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## 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](mailto: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](mailto:admissions@muih.edu) to discuss and understand their enrollment options.

In the event of unclear or conflicting information regarding state residency, MUIH reserves the right to request additional documentation to determine a

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student's state of residence for the purposes of eligibility for admission.

### **State Licensure Disclosures**

MUIH offers one or more programs that prepare students for occupations requiring licensure or certification in certain States. In response to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)), the University is currently reviewing the state-by-state educational requirements for the program(s), along with its processes and procedures for ensuring compliance with the new regulations. For up-to-date information on state licensure for MUIH's programs, visit the University's [Student Consumer Information](#) web page.

## **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's degrees: \$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.

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## **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. A clinic fee is required for clinic courses. Herb kit fees are required for several courses for students enrolled in the herbal medicine concentration. 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. A clinic fee is required for clinic courses in the M.S. Clinical Herbal Medicine program.

## **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. A clinic fee is required for clinic courses.

## **Health, Training, and Other Requirements**

### **Annual Student Training Requirements**

All students are required to take annual training around Title IX, CampusSaVE, 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.

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## 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](http://www.studentaid.gov). Students will need to create a Federal Student Aid ID (FSA ID) online at [www.studentaid.gov](http://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 Student Aid Index (SAI). The SAI is used to determine whether a student qualifies for need-based aid. This is determined by subtracting the SAI 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 NDMU Self-Service Portal to view and make a decision regarding their financial aid offer.

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
- Meet SAP requirements
- Complete online Entrance Counseling at [www.studentaid.gov](http://www.studentaid.gov) and Master Promissory Note at [www.studentaid.gov](http://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.

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

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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](http://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](http://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)

- 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?

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

**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](http://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

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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.*

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).*

### **Continued Enrollment and Certification**

Students receiving veterans' benefits must take

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

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

### **Courses and VA Payment**

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

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

### **Academic Progress**

Continuation of VA payments depends on the student's meeting MUIH'S academic standards for all students. The student must achieve satisfactory academic progress toward their chosen degree program or approved post-baccalaureate certificate or post-master's certificate program degree, as well as standards of progress established by VA regulations.

For further information, please visit the veterans benefit website at [www.va.gov](http://www.va.gov) or call 1-888-442-4551.

To review the frequently asked questions for MUIH students receiving military benefits, visit <https://muih.edu/admissions/financial-aid/veterans->

benefits/ .

## 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 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)	MUIH Course Equivalent(s)
CHEM 501 General, Organic, and Biochemistry (3 credits)	ISCI522 Foundations in Organic Chemistry (3 credits)
CHEM 502 Principles of Pharmacognosy and Phytochemistry (3 credits)	HRB-654B Herbal Pharmacology & Phytochemistry II (3 credits)
The set of three courses: HERB 502 Advanced Herbal Materia Medica I (3 credits) HERB 503 Advanced Herbal Materia Medica II III (3 credits) HERB 504 Advanced Herbal Materia Medica (3 credits)	The set of two courses: HRB-605 Materia Medica I (3 credits) HRB-705 Materia Medica II (3 credits)
The set of two courses: NAT 501 Anatomy and Physiology I (3 credits) NAT 502 Anatomy and Physiology II (3 credits) NUT 501 Advanced Applied Holistic Nutrition (3 credits) NUT 504 Advanced Sports Nutrition (3 credits) NUT 509 Graduate Topics in Holistic Nutrition (3 credits)	ISCI547A Physiology I: Healthy Function (3 credits)
NUT 510 Nutrition and Dietary Supplements (3 credits)	NUTR602 Nutrition: Food and Balance (3 credits) NUTR663 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
TOX 501 Fundamentals of Toxicology and Safety in Botanical Medicine (3 credits)	HRB-645 Foundations of Toxicology and Herb-Drug Interactions (3 credits)

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## 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.

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### FAES COURSE EQUIVALENCIES AND TRANSFER CREDITS

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#### FAES Course(s)

BIOC302 Biochemistry II (3 credits)

CHEM211 Organic Chemistry I (3 credits) and  
CHEM212 Organic Chemistry II (3 credits)

MEDI217 Human Physiology I (2 credits) and  
MEDI218 Human Physiology II (2 credits)  
PBHL512 Social and Behavioral Sciences (3 credits)

PBHL517 Health Policy and Management (3 credits)

PBHL518 Introduction to Program Evaluation for Planning,  
Improvement, and Measurement of Public Health (3 credits)

STAT317 Introduction to Epidemiology (3 credits) and  
STAT500 Statistics for Biomedical Scientists I and II  
(3 credits)

#### MUIH Course Equivalent(s)

ISCI626 Nutritional Biochemistry (3 credits)

ISCI522 Foundations in Organic Chemistry (3 credits)

ISCI547A Physiology I: Healthy Function (3 credits)

IHED620 Foundations of Health Behavior and  
Health Education (2 credits)

IHED777 Health Care Systems: From Macro to  
Micro (3 credits)

IHED623 Health Education Program Evaluation  
(2 credits)

IHED625 Research Methods in Health Education:  
Quantitative and Qualitative (3 credits)

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## 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 —

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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 NUTR-801 (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.

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## **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:

- ISCI-603a 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/>.

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## 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 ISCI-522 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 ISCI-522 Foundations in Organic Chemistry course in MUIH’s M.S. Nutrition and Integrative Health program.

MUIH’s ISCI-547A 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 ISCI-547A 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.)

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## 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 2024

Aug 21	Last day to Submit Satisfactory Academic Progress (SAP) Appeal
Aug 27	Last day for new students to confirm admission for the Fall 2024 trimester
Sep 1	Fall 2024 trimester and classes begin; Fall 2024 schedule adjustment period and fee (\$150/course) begin
Sep 1	First day to submit the Fall 2024 graduation application
Sep 2	Labor Day Holiday observed; University closed
Sep 5	Last day to register for Fall 2024 classes; last day of schedule adjustment period
Oct 1	2025-2026 FAFSA Available
Oct 7	Registration opens for Spring 2025 trimester
Oct 9	Deadline to submit the Fall 2024 graduation application
Nov 27-29	Thanksgiving Holiday observed; University closed
Dec 2	Spring 2025 late registration period and fee (\$75/course) begin
Dec 7	Last day of Fall 2024 trimester
Dec 8-9	Designated Make-up Days
Dec 10	Final grades due for classes ending Dec 7
Dec 11-20	Satisfactory Academic Progress (SAP) Review
Dec 12	Fall 2024 graduation degree conferral date
Dec 24 – Jan 1	Winter Break; University closed

#### Spring 2025

Jan 2	Last day for new students to confirm admission for Spring 2025 trimester
Jan 2	Last day to Submit Satisfactory Academic Progress (SAP) Appeal
Jan 5	Spring 2025 trimester and classes begin; Spring 2025 schedule adjustment period and fee (\$150/course) begin
Jan 5	First day to submit the Spring 2025 graduation application
Jan 9	Last day to register for Spring 2025 classes; last day of schedule adjustment period
Jan 20	Dr. Martin Luther King, Jr. Holiday observed; University closed
Jan-Feb TBD	Registration opens for Summer 2025 trimester
Feb 12	Deadline to submit the Spring 2025 graduation application
Mar 1	Deadline for Maryland Residents to complete FAFSA 2025-2026 for Senatorial or Delegate Scholarships
Mar-Apr TBD	Summer 2025 late registration period and fee (\$75/course) begin
Apr 12	Last day of Spring 2025 trimester
Apr 13-14	Designated Make-up Days
Apr 15	Final grades due for classes ending Apr 12
Apr 16-22	Satisfactory Academic Progress (SAP) Review
Apr 17	Spring 2025 graduation degree conferral date
Apr 18-21	Easter holiday observed; University closed

#### Summer 2025

The Summer 2025 academic calendar is pending the [progress of the final merger of MUIH into Notre Dame of Maryland University](#). For questions, contact [muih-transition@muih.ndm.edu](mailto:muih-transition@muih.ndm.edu).

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## ACADEMIC AND STUDENT POLICIES<sup>3</sup>

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

## ATTENDANCE AND PARTICIPATION STANDARD

Although MUIH is not required to take attendance by state, federal, or regional accrediting agencies, attendance is documented in the first week of certain courses to authenticate initial participation in academically-related activity. Additional course attendance requirements are designated by faculty members and vary depending on course content, learning outcomes, and assignments. Students should consult the "Course Policies" section of the syllabus for details.

### Online Courses

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

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

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

question about the academic subject studied in the course.

As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester. 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

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<sup>3</sup> See the [Introduction: Change of Institutional Ownership](#) section for information about academic

and student policies during MUIH's change of ownership transition period.

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(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,

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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

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- 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

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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

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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 ISCI-631 (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 [muih-reinstatement@muih.ndm.edu](mailto:muih-reinstatement@muih.ndm.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 and the relevant department chair(s). The department chair communicates the final decision to the student. The decision of the Committee is final and cannot be appealed.
  1. Students who are approved for reinstatement will be placed on Academic Probation status and must return to Good Academic Standing within the 3-trimester timeframe described in the "Academic Probation" section of this policy.
  2. Students who request and are approved for reinstatement must meet any additional conditions set by the Academic Standing Review Committee including enrollment in the appropriate course(s), regular meetings with advisors, or tutoring.
- g. Reinstated students who fail to return to Good Academic Standing within the allowed timeframe, or who fail to meet any additional conditions set by the Academic Standing Review Committee, will be Academically Dismissed without possibility of reinstatement.
- h. All other conditions for program completion will apply to reinstated students, including completion time limits.

## ACADEMIC REINSTATEMENT

### Academically Suspended Students

A student who is placed on academic suspension has

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

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

### Withdrawn Students

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

### Financial Holds

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

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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,

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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

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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

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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

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or fails to complete any other academically-related activity (see definition below) in a course, but does not officially drop or withdraw from the course. The grade of U is a permanent grade and will be reflected on the student's transcript. The student will be charged the full rate for the course. Note: Students who complete at least one academically-related activity in a course (see definition below) will receive the grade earned (i.e., P or F) instead of U.

4. The grade of Incomplete (I) denotes incomplete work in a course that is still to be completed before a final grade of P or F is assigned. The grade of Incomplete (I) is reserved for exceptional circumstances. Guidelines regarding the grade of I can be found in Policy 6040 Request, Approval, and Contract for Grade of Incomplete.
5. The grade of Withdrawal (W) denotes withdrawal from a course. The grade of Withdrawal (W) is assigned when a student withdraws formally from a course after the official add/drop period.
  - a. If a student withdraws from a required/core course, the student must retake the course. The student will be charged per credit at the current tuition rate for that course.
  - b. If a student withdraws from an elective course, they may not be required to retake that specific course but must still meet the requirements of the program for which they are enrolled.
  - c. Withdrawals are officially recorded and displayed on all student transcripts.
  - d. Course withdrawals must be completed by the student via the student's Data Portal on [my.muih.edu](http://my.muih.edu). More information is provided in Policy 6050 Course Withdrawals.

## 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

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- 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.

### 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

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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.

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## 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.

- a. The minimum independent credits for the combined awards must meet the formula of 30 credits for each master's degree, 30 credits for each post-master's doctoral degree, and 60 credits for each baccalaureate-to-doctorate degree.
- b. If earning two master's degrees, a minimum of 60 independent (i.e., non-duplicate) credits must be completed (see example 1 below).
- c. If earning a master's degree and a post-master's doctoral degree, a minimum of 60 independent (i.e., non-duplicate) credits must be completed.
- d. Other combinations are possible (e.g., master's degree and baccalaureate-to-doctorate degree; post-master's doctoral degree and baccalaureate-to-doctorate degree). In each case, the combination must meet the formula listed above in a.
- e. Regardless of the number of credits earned, students may not earn two degrees at the same level (e.g., two master's degrees) if one degree is

a subset of the other (i.e., all the courses in the first degree are also included in the second degree). Exceptions are made if, while completing the more substantial degree, the shorter degree allows the student to become licensed or certified in the field (see example 2 below).

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

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

#### USE OF DUPLICATE CREDITS BETWEEN MULTIPLE CERTIFICATES

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

- a. If earning two certificates, a minimum of 24

independent (i.e., non-duplicate) credits must be completed (see example 3 below).

- b. If earning more than two certificates, the total number of independent credits must equal the number of certificates multiplied by 12 credits (e.g., 3 certificates require 36 independent credits, 4 certificates require 48 independent credits).

**Example 3:** A student wishes to enroll in two certificate programs at MUIH. One certificate is 12 credits. The second certificate is 15 credits. The two certificates share 6 credits of coursework. The total number of credits for the two certificates is 27 credits; however, since 6 credits are duplicated, the total number of independent credits is 21 credits ( $27 - 6 = 21$ ). Since 21 credits does not meet the required minimum number of independent credits to earn two certificates (i.e., 24 credits), the student would not be allowed to enroll in the two certificates.

#### USE OF DUPLICATE CREDITS BETWEEN COMBINATIONS OF CERTIFICATES AND DEGREES

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

"Vertical stacking," or a "progressive stack," usually begins with a certificate program that progresses to a master's degree in 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

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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

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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.

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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.

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## 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

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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](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](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.

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## 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 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.
4. 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.
5. 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.

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## TUITION REFUND PERCENTAGES

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### Refund Percentage

100%

75%

0%

### Percentage of Course Completion

0% - Drop prior to course start date per the data portal or drop during the schedule adjustment period

1% - 15%

16% - 100%

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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.

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## 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 [muih-advising@muih.ndm.edu](mailto:muih-advising@muih.ndm.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 [StudentLife@ndm.edu](mailto:StudentLife@ndm.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 [CounselCtr@ndm.edu](mailto:CounselCtr@ndm.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 [muih-accessibility@muih.ndm.edu](mailto:muih-accessibility@muih.ndm.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 [muih-careerservices@muih.ndm.edu](mailto:muih-careerservices@muih.ndm.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 [StudentLife@ndm.edu](mailto:StudentLife@ndm.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 [StudentLife@ndm.edu](mailto:StudentLife@ndm.edu) or visit our [website](#). For

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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**

MUIH is responsible for campus security and inform the campus community of issues related to campus security. MUIH 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://muih.edu/admissions/financial-aid/policies/student-consumer-information/>. MUIH 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:

### **Title IX Coordinator**

410-532-5109

[titleix@ndm.edu](mailto:titleix@ndm.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

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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

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

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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:

### **Director of Accessibility Services & Student Advocacy**

Maryland University of Integrative Health  
7750 Montpelier Road Laurel, MD 20723  
410-532-5114  
[muih-accessibility@muih.ndm.edu](mailto:muih-accessibility@muih.ndm.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

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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](mailto:support@instructure.com)

### **MUIH Information Technology Office Support**

Contact the MUIH Information Technology (IT) Department at [helpdesk@ndm.edu](mailto:helpdesk@ndm.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**

410-532-5115

[muih-registrar@muih.ndm.edu](mailto:muih-registrar@muih.ndm.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](http://www.muih.edu/ce) or contact [muih-ce@muih.ndm.edu](mailto:muih-ce@muih.ndm.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](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.

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## 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

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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 technologically 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.

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## 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

Gregory S. Ochoa, Ed.D.  
Acting Department Chair, Acupuncture and Herbal Medicine

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

Hunter Thompson, D.O.M., L.Ac., Dipl. Ac. (NCCAOM), ADS  
Director of Clinical Experiences

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

410-532-5005  
410-532-5014

#### OVERVIEW

MUIH has PERMANENTLY STOPPED accepting applications for admission to its acupuncture and herbal medicine programs. On a permanent basis, individuals are no longer being admitted to MUIH's acupuncture and Chinese herbal medicine programs. Individuals who are interested in enrolling in

acupuncture and herbal medicine programs are advised to consider accredited programs at other institutions.

#### Program Requirements

Students enrolled in any Acupuncture and Herbal Medicine program prior to the Fall 2024 trimester should review the program requirements in effect and published in the catalog at the time they entered.

### 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

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MUIH offers one or more programs that prepare students for occupations requiring licensure or certification in certain States. In response to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)), the University is currently reviewing the state-by-state educational requirements for the program(s), along with its processes and procedures for ensuring compliance with the new regulations. For up-to-date information on state licensure for MUIH's programs, visit the University's [Student Consumer Information](#) web page.

### **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](mailto: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]

The programs listed above may offer courses via distance education.

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](http://www.acahm.org).

*Public Disclosure Statement Effective as of 4 October 2023.*

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## AYURVEDA

### AYURVEDA DEPARTMENT

Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

#### Administration

Amy Wheeler, Ph.D., C-IAYT  
Department Chair

Rachel Voss,  
Department Manager

Caressa Olivo  
Academic Advisor

#### Contact the Ayurveda Department

410-532-5008  
410-532-5015  
[muih-yoga@muih.ndm.edu](mailto:muih-yoga@muih.ndm.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.

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## 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.

- AYUR-630 Foundations of Ayurveda (3 credits)
- AYUR-631 Ayurveda and the Mind (3 credits)
- AYUR-633 Ayurvedic Nutrition and Herbs (3 credits)
- AYUR-635 Ayurvedic Lifestyle Skills and Self-Care (3 credits)
- MUIH-550 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 become certified as an Ayurvedic Lifestyle Consultant through the Association of Ayurvedic Professionals of North America (AAPNA).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

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

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## 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

Jennifer Schwing, M.A.  
Department Manager

Crystal Hoyte, M.S.  
Academic Advisor

#### Contact the Health and Wellness Coaching Department

410-532-5014  
410-532-5013  
[muih-coaching@muih.ndm.edu](mailto:muih-coaching@muih.ndm.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, or 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 [muih-coaching@muih.ndm.edu](mailto:muih-coaching@muih.ndm.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.

APP-606	Becoming a Healing Presence (3 credits)
APP-700	Mindfulness, Meditation, and Health (3 credits)
COA-605	Foundations of Healthy Lifestyles (1.5 credits)
COA-610	Fundamentals of Health and Wellness Coaching (3 credits)
COA-616	Theories and Principles of Behavior Change (3 credits)
COA-620	Applied Healing Strategies (3 credits)
COA-665	Advanced Coaching: Groups, Populations, and Settings (3 credits)
COA-670	Advanced Coaching Skills for Health and Wellness (3 credits)

COA-710	Advanced Coaching: Competency Focus (1 credit)
COA-701	Practical Skills Assessment (0 credits)
COA-702*	Professional Coaching Competency Assessment (0 credits)
IHM-650	Practice Management in Coaching (2 credits)
ISCI-631	Introduction to Complementary and Integrative Health (1.5 credits)
MUIH-500	University Wide Orientation for New Students (0 credits)
MUIH-550	Academic Research and Scholarship (0 credits)
RSCH-601**	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 IHED-625 or RSCH-601.*

### 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

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## 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 ICF Level 1 coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required education and 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](http://www.coachfederation.org).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

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

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

## Program Accreditation

### International Coaching Federation (ICF)

MUIH's Post-Baccalaureate Certificate in Health and Wellness Coaching program is accredited by the [International Coaching Federation \(ICF\)](#) 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 \(NBHWC\)](#) 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 foundational 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

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

### **Learning Outcomes**

Upon completion of this program graduates will be able to:

- Demonstrate 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.

APP-606	Becoming a Healing Presence (3 credits)
COA-605	Foundations of Healthy Lifestyles (1.5 credits)
COA-610	Fundamentals of Health and Wellness Coaching (3 credits)
COA-616	Theories and Principles of Behavior Change (3 credits)
COA-620	Applied Healing Strategies (3 credits)
COA-701	Practical Skills Assessment (0 credits)
ISCI-631	Introduction to Complementary and Integrative Health (1.5 credits)
MUIH-500	University Wide Orientation for New Students (0 credits)
MUIH-550	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).

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### **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 ICF Level 1 coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required education and 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](http://www.coachfederation.org).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

### **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](http://www.nbhwc.org).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

## **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) 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) 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.

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## 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

Jennifer Schwing, M.A.  
Department Manager

Caressa Olivo, M.A.  
Academic Advisor

#### Contact The Health Promotion Department

410-532-5007  
410-532-5014  
[muih-healthpromotion@muih.ndm.edu](mailto:muih-healthpromotion@muih.ndm.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)
IHED-641	Health Promotion Capstone (3 credits)
IHED-642	Health Education Program Implementation (3 credits)
ISCI-630A	Survey of Complementary Health Approaches (3 credits)
MUIH-550	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)
HRB-600	Fundamentals of Herbal Medicine (3

credits)

INHS-620	Integrative Care Models (3 credits)
NUTR-601	Redefining Nutrition (1 credit)
NUTR-668	Culinary Herbs in the Kitchen (1 credit)
NUTR-671	Food and Culture (1 credits)
NUTR-672	Mindful Eating and Nourishment (2 credits)
AYUR-630	Foundations of Ayurveda and Medical Theory (3 credits)
AYUR-631	Ayurveda and The Mind and Mindbody Wellness (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 95 Highland Avenue, Suite 150A, Bethlehem, PA 18017; phone 484-223-0770; [www.nchec.org](http://www.nchec.org).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

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## 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)
IHED-642	Health Education Program Implementation (3 credits)
MUIH-550	Academic Research & Scholarship (0 credits)

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## **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. For more information about the CHES exam, contact the National Commission for Health Education Credentialing at 95 Highland Avenue, Suite 150A, Bethlehem, PA 18017; phone 484-223-0770; [www.nchec.org](http://www.nchec.org).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

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## 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

Jennifer Schwing, M.A.  
Department Manager

Casey Opperman, M.A.  
Senior Academic Advisor

Caressa Olivo, M.A.  
Director of Academic Advising and Registrar Services

#### Contact the Herbal Medicine Department

410-532-5066  
[muih-herbalmedicine@muih.ndm.edu](mailto:muih-herbalmedicine@muih.ndm.edu)

### MASTER OF SCIENCE IN CLINICAL HERBAL MEDICINE

#### Program Overview

The program is designed for clinicians and practitioners who wish to diversify and expand their modalities of care through the application of herbal medicine, and for individuals who 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.

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## 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.

HRB-600	Fundamentals of Herbal Medicine (3 credits)
HRB-605	Materia Medica I (3 credits)
HRB-622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal (3 credits)
HRB-624	Applied Herbalism in Clinical Practice (3 credits)
HRB-641	Safety of Botanical Medicine (3 credits)
HRB-705	Materia Medica II (3 credits)
HRB-731	Clinical Experience I (3 credits)
HRB-732	Clinical Experience II (3 credits)
HRB-738	Clinical Theory in Practice (3 credits)
HRB-759	Applied Therapeutics (3 credits)
ISCI-547A	Physiology I: Healthy Function (3 credits)
RSCH-601	Research Literacy in Integrative Health (3 credits)
MUIH-550	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 Master of Science in 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>.

This registration is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

## 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

Students learn to evaluate complex problems applying evidence-based scientific research and traditional perspectives for the development of safe and effective herbal products. Topics include botanical supply chains, medicine making, herbal safety, research, quality assurance, Good Manufacturing Practices (GMP), analytical chemistry, phytochemistry, Structure/Function claims, New Dietary Ingredient (NDI) claims, as well as pharmacology and product stability strategies.

### 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 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 36 credits of the following required courses.* See the catalog's Course Descriptions section for additional course details.

HRB-600	Fundamentals of Herbal Medicine (3 credits)
HRB-605	Materia Medica I (3 credits)
HRB-622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal (3 credits)
HRB-641	Safety of Botanical Medicine (3 credits)
HRB-636	Botany Intensive: Exploring Sustainable Supply Chains (3 credits)
HRB-637	The Business of Herbal Products (3 credits)
HRB-642	Dispensary Practices and Quality Assessment of Herbal Medicine (3 credits)

HRB-653	Extraction, Analytical Methods, and Formulation Strategies (3 credits)
HRB-656	Phytochemistry, Pharmacology and Introduction to Analytical Methods (3 credits)
HRB-705	Materia Medica II (3 credits)
HRB-781	Research in Botanical Pharmacognosy (3 credits)
HRB-794	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

## Licensure, Certification, and Credentialing

The Master of Science in Herbal Product Design and Manufacture program is not designed to meet entry-level requirements for licensure or certification.

## 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

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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.

HRB-610	The Endocannabinoid System and Phytocannabinoids (3 credits)
HRB-611	Cannabis Therapeutics (3 credits)
HRB-612	Cannabis Dispensary Practices (3 credits)
HRB-613	Formulating Herbal Products using Cannabis (3 credits)
HRB-614	Quality Assurance in Cannabis Products (3 credits)
MUIH-550	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

## Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Cannabis Science: Therapeutics, Product Design, and Quality

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Assurance program is not designed to meet entry-level requirements for licensure or certification.

## 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.

HRB-600	Fundamentals of Herbal Medicine (3 credits)
HRB-605	Materia Medica I (3 credits)
HRB-622	Herbal Pharmacy (3 credits)
HRB-641	Safety of Botanical Medicine (3 credits)

### Admission Requirements

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

### Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Herbal Studies program is not designed to meet entry-level requirements for licensure or certification.

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## 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

410-532-5019  
[muih-ihs@muih.ndm.edu](mailto:muih-ihs@muih.ndm.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.

APP-606    Becoming a Healing Presence (3 credits)

INHS-610	Complementary and Integrative Health Interventions for Conditions (3 credits)
INSH-620	Integrative Care Models (3 credits)
INHS-710	Seminar in Integrative Health Studies (3 credits)
ISCI-630a	Survey of Complementary Health Approaches (3 credits)
MUIH-550	Academic Research and Scholarship (0 credits)
RSCH-601	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

HRB-600	Fundamentals of Herbal Medicine (3 credits)
HRB-605	Materia Medica I (3 credits)
NUTR-601	Redefining Nutrition (1 credits)
NUTR-672	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)
HED-621	Communication Strategies in Health Education (3 credits)
HED-626	Needs Assessment and Program Planning (3 credits)
HED-637	Principles & Practices of Health Behavior and Self Care (1.5 credits)
HED-777	Health Care Systems: From Macro to Micro (3 credits)

#### MIND-BODY PRACTICES, SELF-CARE AND WHOLE MEDICAL SYSTEMS

APP-700	Mindfulness, Meditation and Health (3 credits)
AYUR-630	Foundations of Ayurveda and Medical Theory (3 credits)
AYUR-631	Ayurveda and The Mind and Mindbody Wellness (3 credits)
COA-605	Foundations of Healthy Lifestyles (3 credits)
COA-610	Fundamentals of Health and Wellness Coaching (3 credits)
ISCI-671	Physical Activity and 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

### Licensure, Certification, and Credentialing

The Master of Arts in Integrative Health Studies program is not designed to meet entry-level requirements for licensure or certification.

### 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

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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.

- INHS-610 Complementary and Integrative Health Interventions for Conditions (3 credits)
- INSH-620 Integrative Care Models (3 credits)

ISCI-630a Survey of Complementary Health Approaches (3 credits)

MUIH-550 Academic Research and Scholarship (0 credits)

RSCH-601 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

### Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Integrative Health Studies program is not designed to meet entry-level requirements for licensure or certification.

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## 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

Rachel Voss, M.P.A.  
Department Manager

Jennifer Swetz, M.S.  
Online Nutrition Clinic Coordinator

Rachel Lucke, M.S.  
On-Campus Nutrition Clinic Coordinator

Casey Opperman, M.A.  
Academic Advisor

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

#### Contact the Nutrition Department

410-532-5066

[muih-nutrition@muih.ndm.edu](mailto:muih-nutrition@muih.ndm.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)
NUTR-705	DCN Orientation (0 credits)
NUTR-801	Principles of Integrative & Functional Nutrition (3 credits)
NUTR-822	Epigenetics and Nutritional Genomics (3 credits)
NUTR-823	Ethics in Clinical Nutrition (1.5 credits)
NUTR-824	Research Literacy in Nutrition (3 credits)
NUTR-831	Integrative and Functional Nutrition in Gastrointestinal Health and Disease (3 credits)
NUTR-832	Integrative and Functional Nutrition in Immune Health (3 credits)
NUTR-833	Integrative and Functional Nutrition in Cardio-Metabolic Health (3 credits)
NUTR-834	Integrative and Functional Nutrition in Neurological Health (3 credits)
NUTR-835	Integrative and Functional Nutrition in Endocrine and Energy Health (3 credits)
NUTR-837	Integrative and Functional Nutrition for Complex Cases (3 credits)

NUTR-850	Nutrition Focused Physical Exam (1.5 credits)
NUTR-898	Nutrition DCN Comprehensive Exam (0 credits)
RSCH-811	Case Reports in Integrative Health (3 credits)
RSCH-850	Research Manuscript I (1 credit)
RSCH-851	Research Manuscript II (1 credit)

Choose one of the following for 3.0 credits:

NUTR-904	Advanced Nutrition Clinic I (3 credits)
NUTR-910	Advanced Nutrition Final Project I (3 credits)

Choose one of the following for 3.0 credits:

NUTR-905	Advanced Nutrition Clinic II (3 credits)
NUTR-911	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

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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.
2. 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.

3. Hold the following credential which is equivalent to the pre-admission 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:

4. 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
1. Hold the Registered Dietitian Nutritionist (RDN) credential issued by the Commission on Dietetic Registration (CDN)

## Licensure, Certification, And Credentialing

As an advanced degree in nutrition, the Doctor of Clinical Nutrition program is not designed to meet entry-level requirements for licensure or certification. As noted above, the prerequisite for admission is CNS certification, the RDN credential, or meeting the educational requirements (degree and coursework) to earn the CNS credential.

Those seeking initial licensure or certification in the field of nutrition should enroll in the Master of Science in Nutrition and Integrative Health program.

## 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).

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## 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:

- Articulate the foundational scientific principles of nutrition, including the interplay between nutrients, human physiology, and biochemistry
- Identify the role of nutrients, foods, and dietary supplements in human health; nutrient requirements, deficiencies, excesses, and sources; and factors that affect food quality and safety and nutrient status and requirements.
- Conduct a comprehensive nutrition assessment, incorporating a detailed health and lifestyle history, dietary assessment, nutrition-focused physical exam, and laboratory reports to interpret nutrition-related factors affecting health status and identify appropriate referrals.
- Provide safe and effective personalized medical nutrition therapy that incorporates whole foods, dietary supplements, and lifestyle changes and includes monitoring and evaluating progress.
- Utilize motivational and counseling skills that honor cultural and personal identities, build partnerships with clients, and optimize meaningful change.
- Summarize the scope of practice for nutrition professionals, practice management skills for building a successful practice, and career and collaboration opportunities, with reference to the role of state and federal regulations and professional and credentialing organizations.

### 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.*

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-626	Nutritional Biochemistry (3 credits)
ISCI-631	Intro to Complementary and Integrative Health (1.5 credits)
NUTR-601	Redefining Nutrition (1 credits)
NUTR-612	Human Nutrition II: Micronutrients (3 credits)
NUTR-614	Human Nutrition I: Macronutrients (2 credits)
NUTR-635	Applied Clinical Nutrition I (2 credits)
NUTR-636	Applied Clinical Nutrition II (2 credits)
NUTR-641	Life Cycle Nutrition (3 credits)
NUTR-646	Applied Clinical Nutrition III (2 credits)
NUTR-651A	Clinical Skills I (2 credits)
NUTR-651B	Clinical Skills II (2 credits)

NUTR-698	Nutrition MSNIH Comprehensive Exam (0 credits)
NUTR-723	Advanced Biochemistry and Laboratory Assessment (3 credits)
RSCH-601	Research Literacy in Integrative Health (3 credits)
MUIH-500	University Wide Orientation for New Students (0 credits)
MUIH-550	Academic Research and Scholarship (0 credits)

### Required Course Sets

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

NUTR-656C Clinical Strategies in Nutrition Care (1.5 credits)

*and*

NUTR-654D Clinic (1.5 credits) *or*

NUTR-656D Clinical Strategies in Nutrition Care (1.5 credits)

### Required Cooking Labs

NUTR-681 Cooking with Whole Foods Lab I (0.5 credits)

NUTR-682 Cooking with Whole Foods Lab II (0.5 credits)

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

NUTR-683 Cooking with Whole Foods Lab III (0.5 credits)

NUTR-684 Cooking with Whole Foods Lab IV (0.5 credits)

NUTR-686 Cooking with Whole Foods Lab VI (0.5 credits)

NUTR-687 Cooking with Whole Foods Lab VII (0.5 credits)

NUTR-688 Cooking with Whole Foods Lab VIII (0.5 credits)

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## 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.

NUTR-630 Dietary Supplements in Nutrition Practice (3 credits)

NUTR-672 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.

HRB-600 Fundamentals of Herbal Medicine (3 credits)

HRB-605 Materia Medica I (3 credits)

HRB-622 Herbal Pharmacy (3 credits)

HRB-641 Safety of Botanical Medicine (3 credits)

HRB-759 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 NUTR-686 Cooking with Whole Foods Lab VI. Students are encouraged to obtain the certification sooner because the knowledge is helpful in all cooking labs. The course is offered by MUIH as NUTR-0501 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 (NUTR-698) 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.

### STATE LICENSURE DISCLOSURES

MUIH offers one or more programs that prepare students for occupations requiring licensure or certification in certain States. In response to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)), the University is currently reviewing the state-by-state educational requirements for the program(s), along with its processes and procedures for ensuring compliance with the new regulations. For up-to-date information on state licensure for MUIH's programs, visit the University's [Student Consumer Information](#) web page.

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## Certification

The Master of Science in Nutrition and Integrative Health program is designed to meet the eligibility requirements of several national board certifications. At the time of this writing, MUIH complies with the requirements of each of the professional organizations listed below. However, boards do change their eligibility requirements. Please review certification requirements and contact the appropriate board for the most up-to-date information and with questions.

### 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](http://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](http://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/>.

**Note:** The Master of Science in Nutrition and Integrative Health is not designed to prepare students to earn the Registered Dietitian credential (RD/RDN) from the Commission on Dietetics Registration.

## 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:

ISCI-626	Nutritional Biochemistry (3 credits)
NUTR-612	Human Nutrition II: Micronutrients (3 credits)
NUTR-614	Human Nutrition I: Macronutrients (2 credits)
NUTR-633	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.

NUTR-601	Redefining Nutrition (1 credits)
NUTR-630	Dietary Supplements and Nutrition Practice (3 credits)
NUTR-641	Life Cycle Nutrition (3 credits)
NUTR-672	Mindful Eating and Nourishment (2 credits)
NUTR-681	Cooking with Whole Foods Lab I (0.5 credits)
NUTR-682	Cooking with Whole Foods Lab II (0.5 credits)
NUTR-723	Advanced Biochemistry and Labs Assessment (3 credits)

## 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.

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## Licensure, Certification, and Credentialing

As noted in the program overview, the PMC in Nutrition and Integrative Health is designed for healthcare and wellness professionals who are not licensed nutritionists/dietitians but can legally provide nutrition care. The program is a 15-credit supplementary education and is not designed to meet entry-level requirements for licensure or certification.

Those seeking initial licensure or certification in the field of nutrition should enroll in the Master of Science in Nutrition and Integrative Health program.

## 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)
NUTR-601	Redefining Nutrition (1 credit)
NUTR-668	Culinary Herbs in the Kitchen and Beyond (1 credit)
NUTR-671	Food and Culture (1 credit)
NUTR-672	Mindful Eating and Nourishment (2 credits)
NUTR-678	Culinary Educator (2 credits)
NUTR-680	Behavior Change in Selection and Preparation of Meals (2 credits)
NUTR-681	Whole Foods Cooking Lab I (0.5 credits)
NUTR-682	Whole Foods Cooking Lab II (0.5 credits)
NUTR-683	Whole Foods Cooking Lab III (0.5 credits)
NUTR-684	Whole Foods Cooking Lab IV (0.5 credits)
NUTR-687	Whole Foods Cooking Lab VII (0.5 credits)
NUTR-688	Whole Foods Cooking Lab VIII (0.5 credits)

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### **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

### **Licensure, Certification, and Credentialing**

The Post-Baccalaureate Certificate in Culinary Health and Healing program is not designed to meet entry-level requirements for licensure or certification.

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## YOGA THERAPY

### YOGA DEPARTMENT

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

#### Administration

Amy Wheeler, Ph.D., C-IAYT  
Department Chair

Rachel Voss,  
Department Manager

Caressa Olivo  
Academic Advisor

#### Contact the Yoga Therapy Department

410-532-5008  
410-532-5015  
[muih-yoga@muih.ndm.edu](mailto:muih-yoga@muih.ndm.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 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 [muih-yoga@muih.ndm.edu](mailto:muih-yoga@muih.ndm.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 training 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.

IHM-662	Professional Practices for Yoga Therapy Practitioners I (1 credit)
IHM-663	Professional Practices for Yoga Therapy Practitioners II (1 credit)
ISCI-613	Mental Health and Mind Body Science (3 credits)
ISCI-643	Anatomy and Kinesiology (2.5 credits)
ISCI-644	Physiology and Pathology: The Internal Organs (3 credits)
ISCI-651	Structural Pathology in Integrative Health (3 credits)
YOGA-611	Theoretical Foundations for Yoga Therapy (2 credits)
YOGA-612	Health and Disease: Yogic Perspectives and Practices (3 credits)
YOGA-614	Theoretical Foundations and Practical Applications of Yoga Therapy for Mind and Spirit (2.5 credits)
YOGA-615	Breath and Health (1 credit)
YOGA-634	Therapeutic Relationship and Client Education I (1.5 credits)
YOGA-635	Therapeutic Relationship and Client Education II (3 credits)
YOGA-640	Yoga Therapy: Principles and Practices (2 credits)
YOGA-642	Yoga Therapy: Principles and Practices II (2 credits)
YOGA-643	Yoga Therapy: Principles and Practices III

(2 credits)

YOGA-644 Mentored Yoga Therapy Student Clinic I (1.5 credits)

YOGA-645 Mentored Yoga Therapy Student Clinic II (1.5 credits)

YOGA-646 Mentored Yoga Therapy Student Clinic III (2 credits)

YOGA-649 Clinical Case Reporting in Yoga Therapy (2 credits)

YOGA-698 Comprehensive First Year Examination (0 credits)

MUIH-500 University Wide Orientation for New Students (0 credits)

MUIH-550 Academic Research and Scholarship (0 credits)

## Admission Requirements

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Earned a minimum of 200-hour Teacher Training, through a Yoga Alliance 200-hr registered school program or its equivalent
- One year and 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 these 100 hours.

## Licensure, Certification, and Credentialing

Graduates of the Master of Science in Yoga Therapy program 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 RYT500 credential with the [Yoga Alliance](#). Interested individuals are encouraged to check with the department chair for

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the most recent requirements.

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

**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.

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# 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

410-532-5016  
410-532-5009  
[eowens@muih.ndm.edu](mailto:eowens@muih.ndm.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 Yoga Therapy

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## 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

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## 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

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## RESEARCH

### ADMINISTRATION

Marybeth Missenda  
Chair of the IRB, Co-Chair of the Research  
Symposium, Journal Clun Coordinator

Daryl Nault  
Vice-Chair of the IRB, CO-Chair of the Research  
Symposium, Scientific Review Committee (SRC)  
Liaison, Faculty Research Fellow

Brenda Helsing  
Department Manager

**Contact the Research Department**  
[muih-research@muih.ndm.edu](mailto:muih-research@muih.ndm.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

#### Academic Certificates

- Post-Baccalaureate Certificate in Integrative Health Studies

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## 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 [muih-advising@muih.ndm.edu](mailto:muih-advising@muih.ndm.edu).

The following programs are not currently enrolling new students:

- Post-Baccalaureate Certificate in Medical Herbalism
  - Post-Baccalaureate Certificate in Narrative Health
  - Post-Baccalaureate Certificate in Sports Performance and Integrative Nutrition
  - Post-Baccalaureate Certificate in Transformative Leadership
  - Post-Master's Certificate in Animal Acupuncture
  - Post-Master's Certificate in Clinical Herbalism
  - Post-Master's Certificate in Nutritional Genomics in Clinical Practice
  - Post-Master's Certificate in Women's Holistic Health
  - Post-Master's Certificate in Animal Acupuncture
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- Doctor of Acupuncture
  - Doctor of Acupuncture with a Specialization in Chinese Herbal Medicine (formerly titled Doctor of Oriental Medicine)
  - Doctorate in Naturopathic Medicine
  - Master of Acupuncture
  - Master of Acupuncture with a Specialization in Chinese Herbal Medicine (formerly titled Master of Oriental 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 Health Education and Integrative Health
  - Master of Science in Herbal Medicine
  - Master of Science in Therapeutic Herbalism
  - Post-Baccalaureate Certificate in Chinese Herbal Medicine (formerly titled Post-Baccalaureate Certificate in Chinese Herbs)
  - Post-Baccalaureate Certificate in Chinese Wellness Therapies
  - Post-Baccalaureate Certificate in Health Coaching

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## 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-681	Self-Cultivation I (0.5 credit)
AOM-611	Foundations of Oriental Medicine I (2 credits)	AOM-719	Theory: NCCAOM Exam Preparation (0 credits)
AOM-612A	Foundations of Oriental Medicine II (2 credits)	APP-606	Becoming a Healing Presence (3 credits)
AOM-612B	Constitutional Five Element Acupuncture I (2 credits)	APP-700	Mindfulness, Meditation, and Health (3 credits)
AOM-631	Diagnostic Skills I (1.5 credits)	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)

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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-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)

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## 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.*

### **AOM-690B**

#### **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: AOM-690A

### **AOM-690C**

#### **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: AOM-690B

### **AOM-717B**

#### **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: AOM-615A; and AOM-615B; and AOM-790C6

### **AOM-719**

#### **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: AOM-790C6

### **AOM-719A1**

#### **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: ISCI-758B

### **AOM-747**

#### **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: AOM-643; and AOM-790B6

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**AOM-748****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: AOM-747

**AOM-758****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: AOM-654; and AOM-790C8

**AOM-776B****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: AOM-613B; and AOM-614

**AOM-790B7****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: AOM-790B6

**AOM-790B8****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: AOM-790B7

**AOM-790B9****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: AOM-790B8

**AOM-790C6****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: AOM-699; and AOM-790C5

**AOM-790C7****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: AOM-790C6

**AOM-790C8****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

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strategies.

Credits: 5.75

Prerequisites: AOM-790C7

### **AOM-790C9**

#### **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: AOM-790C8

### **AOM-794**

#### **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: AOM-790C6 and RSCH-601

### **AOM-799**

#### **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: AOM-790C8

### **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-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

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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: APP-606 or IHED-610 or ISCI-630A

Note: Students need to complete one course from this prerequisites set before registering for APP-700.

### **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: AOM-790C8; 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-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

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the clinical day.

Credits: 5

Prerequisites: CHP-623B

### **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

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**CHP-731B****Clinical Thought Process**

Li Fang Fa Yao - This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students through an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

Credits: 0.5

Prerequisites: CHP-731A

**CHP-751****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: CHP-623C

**CHP-780A****Core Group I**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.5

Prerequisites: none

**CHP-780B****Core Group II**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.25

Prerequisites: none

**CHP-780C****Core Group III**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.25

Prerequisites: none

**COA-605****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

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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 COA-605

### **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

### **COA-665**

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

This course provides students with 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

### **COA-670**

#### **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: COA-620

### **COA-701**

#### **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.

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Credits: 0

Prerequisites: COA-610 and COA-616

### **COA-702**

#### **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: COA-620; or ICF Credential and COA-665 or COA-670

### **FPD-779**

#### **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: AOM-790C8

### **FPD-781**

#### **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: ACP-683A, or AOM-685

### **FPD-790AD**

#### **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: AOM-790C9

### **FPD-790AE**

#### **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: AOM-790C9

### **FPD-790ID**

#### **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: AOM-790C9

### **FPD-790X1**

#### **External Integrative Clinical Partnership 1.0**

This course provides a supervised integrative experience in partnership with an external clinical site.

Credits: 1

Prerequisites: AOM-790C9

### **FPD-790X2**

#### **External Integrative Clinical Partnership 2.0**

This course provides a supervised integrative experience in partnership with an external clinical site.

Credits: 2

Prerequisites: AOM-790C9

### **FPD-850**

#### **Interdisciplinary Diagnosis and Treatment**

This course allows for observation and participation in integrative medicine. Guest practitioners explain

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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: AOM-790C7

### **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**

Understanding the sources, properties, uses, and potential benefits and risks of individual herbs is foundational to clinical practice and the development of herbal products. Students explore current research and traditional perspectives to identify key attributes and applications of herbs commonly used in the United States. Comparisons and combinations of herbs are introduced to build herb selection and formulation skills. Emphasis is placed on evaluating sources of information to empower students in creating high-quality summaries of herbs not covered in the course.

Credits: 3

Prerequisites: HRB-600

### **HRB-610**

#### **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

### **HRB-611**

#### **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: HRB-610

### **HRB-612**

#### **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

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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: HRB-610

### **HRB-613**

#### **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: HRB-611

### **HRB-614**

#### **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: HRB-612

### **HRB-622**

#### **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

### **HRB-624**

#### **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: HRB-759 and RSCH-601

### **HRB-633**

#### **Medicinal Plants and Cultures: A Bioregional Exploration**

This course will expose students to plant healing systems and cultures locally and globally through an independent study project. Through the exploration of a few select cultures and systems of herbal

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medicine, students will develop the skills and techniques to compare and contrast aspects of health and disease philosophy from other cultures to one's own.

Credits: 2

Prerequisites: none

### **HRB-636**

#### **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: HRB-622

### **HRB-637**

#### **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

### **HRB-641 Safety of Botanical Medicine**

Students will apply skills, principles, and knowledge to critically examine the safety of herbal products, including basic toxicology, pharmacokinetics and pharmacology necessary to analyze the potential acute, chronic, or idiosyncratic toxicities, as well herb/herb and drug/herb interactions.

In addition, there are numerous activities where students will interact with the materials. Each week, students will determine the myth or reality of a safety scenario through peer discussion. Students will examine a case study through peer-assessment activity where they will determine their plan of action through the application of materials and concepts both provided and discovered. Students will also be using materials and concepts to create, then assess, multiple choice questions in their area of focus.

Credits: 3

Prerequisites: HRB-600

### **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

### **HRB-653**

#### **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

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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: HRB-656

### **HRB-656**

#### **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: HRB-641

### **HRB-690C**

#### **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: HRB-650

### **HRB-691**

#### **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: HRB-705

### **HRB-705**

#### **Materia Medica II**

The purpose of this course is to help students further develop their relationship with individual herbal remedies. In the course we will evaluate the differences between herbs used in similar therapeutic scenarios and in the herbal industry. In addition, learning will center around the development of a narrative to tell a story of the medicinal use of the plant, with an emphasis on botanical classification, parts used, modern and traditional uses, pharmacological properties, dosage and safety issues for a core group of herbal remedies.

Credits: 3

Prerequisites: HRB-605

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### **HRB-731**

#### **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: HRB-705, HRB-738, and HRB-759

### **HRB-732**

#### **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: HRB-731 and RSCH-601

### **HRB-738**

#### **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: HRB-622 and HRB-641

### **HRB-759**

#### **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: HRB-738 or NUTR-651B; and HRB-605; and ISCI-547A

### **HRB-781**

#### **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,

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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: HRB-653

### **HRB-794**

#### **Case Studies in Herb Product Design**

The capstone course challenges student problem solving skills in collaboration with a small group of peers. Students will work on real world herbal product design problems that originate from industry archives or representing real, current problems faced by a company in the field of herbal manufacturing. It will provide students an opportunity to interact and network with industry experts in strategizing their best solutions. Students are required to present the results of the study to the MUIH herbal community.

Credits: 3

Prerequisites: HRB-642

### **IHED610-200**

#### **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

### **IHED615-200**

#### **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

### **IHED621-200**

#### **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 "gamification" of health education messages.

Credits: 3

Prerequisites: none

### **IHED623-200**

#### **Health Education Program Evaluation**

Students become familiar with evaluation strategies and theories for health education programs and policies. The course reviews logic models and

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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: IHED-610 or IHED-637

### **IHED625-200**

#### **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

### **IHED626-200**

#### **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: IHED-610 or IHED-637

### **IHED 631-200**

#### **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

### **IHED637-200**

#### **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

### **IHED641-200**

#### **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.

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Credits: 3

Prerequisites: IHED-642

### **IHED642-200: 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 IHED-626

### **IHED777-200 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

### **I IHM-650 Practice Management in Coaching**

Understanding the basics of practice management and business development allows health and wellness coaches to build successful coaching careers. Students generate a personalized career plan by developing skills in marketing, finance, legal and ethical issues related to operating as professional coaches in their desired setting. Students build a toolkit and acquire real-world, practical skills and techniques that align with their

passion for health and serving others.

Credits: 2

Prerequisites: COA-620

### **IHM601 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

### **IHM-661 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: IHM-660

### **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

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**IHM663****Professional Practices for Yoga Therapy Practitioners II**

This course is a continuation of IHM-662 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: IHM-662

**IHM-762****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: IHM-661

**IHM-763****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: IHM-762

**IHM-768****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: IHM-763

**INHS-610****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: ISCI-630A and RSCH-601

**INHS-620****Integrative Care Models**

Interest in a whole-person approach to healthcare is growing. Care models embracing the principles of integrative health reflect this approach by creating a patient- and relationship-centered option. The course analyzes integrative care models, their underlying philosophies, and how they can work in harmony with conventional healthcare. Students enhance their understanding and critical evaluation of these models, focusing on the principles and business practices of integrative health. The course fosters the development of collaborative partnerships and interprofessional skills. Students work together to advocate for an integrative health model of care, preparing them for roles in this evolving field.

Credits: 3

Prerequisites: none

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**INHS-710****Seminar in Integrative Health Studies**

Integrative health offers innovative solutions to complex healthcare challenges. This capstone course bridges the gap between theoretical principles and real-world applications, focusing on developing evidence-informed strategies. Through individual and collaborative work, students apply skills learned throughout their program to create a portfolio-quality deliverable that showcase their readiness for a career advocating for integrative health.

Credits: 3

Prerequisites: INHS-610

**ISCI-522****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

**ISCI-547A****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

**ISCI 613****Mental Health & Mind Body Science**

This course reviews Western scientific perspectives on the mind and the brain. Topics include

neuroanatomy, neurophysiology and neuro-cognitive changes across the lifecycle. Pathological conditions of the central nervous system and psyche are discussed along with a detailed review of the neuroendocrine orchestration of the stress response. The interactions of the mind and body are explored in detail, including discussion of practices that support health and wellness across the mind-body continuum. Drugs that alter the mind and mood are reviewed.

Credits: 3

Prerequisites: ISCI-644

**ISCI-615****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: ISCI-547A, or ISCI-548

**ISCI-626****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: ISCI-522

**ISCI-627****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

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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 ISCI-548

### **ISCI-630A**

#### **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

### **ISCI-631**

#### **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

### **ISCI-643**

#### **Anatomy and Kinesiology**

This course addresses musculoskeletal anatomy and physiology, investigating kinesiology and biomechanics. Students will look at normal and dysfunctional movement, common imbalances in the

body, how to analyze and assess these common imbalances that contribute to structural misalignment and potential injury and pain. Students will become practiced in postural analysis, structural assessment, and gait analysis. Students will become familiar with alignment and muscle function, as well as how to design and apply practices, such as yoga asana, to promote healthy structure and function.

Credits: 2.5

Prerequisites: none

### **ISCI-644**

#### **Physiology and Pathology: The Internal Organs**

This course provides a basic understanding of the physiology and pathophysiology of the major organ systems of the human body, their control and regulation, and how these systems communicate with one another. Students will also explore key pathophysiological processes that contribute to illness and disease. The musculoskeletal system is covered extensively in other courses in the curriculum and will not be covered here. The course focuses on foundational processes and functions that are relevant for the practice of integrative yoga therapy. Students also learn introductory skills related to finding and discussing physiology-based research.

Credits: 3

Prerequisites: none

### **ISCI-647B**

#### **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: ISCI-547A

### **ISCI-651**

#### **Structural Pathology in Integrative Health**

This course reviews Western scientific perspectives on musculoskeletal pathology. Major topics include

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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: ISCI-643

### **ISCI-671**

#### **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

### **ISCI-752**

#### **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: ISCI-758B

### **ISCI-758A**

#### **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: AOM-615A and ISCI-648

### **ISCI-758B**

#### **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: ISCI-758A

### **MUIH-500**

#### **University Wide Orientation for New Students**

University Wide New Student Orientation is a comprehensive course to introduce incoming MUIH students to campus services, resources, and student life. Utilizing the institution's Learning Management System (LMS) Canvas, it is a self-paced course designed around you the new student, assisting you in learning the answers to questions you may have, and providing you with a chance to meet and connect with other new students as well. All new students are strongly encouraged to register and participate in University-Wide Orientation.

Credits: 0

Prerequisites: none

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**MUIH-550****Academic Research and Scholarship**

This fully online, self-paced course is designed to prepare students to engage in graduate-level research and scholarship with a focus on the utilization of resources available at or through MUIH's Sherman Cohn Library. Modules cover the Association of College and Research Libraries information literacy threshold concepts in higher education. These concepts are: Scholarship as Conversation, Research as Inquiry, Authority is Constructed and Contextual, Information Creation as a Process, Searching as Strategic Exploration, and Information Has Value.

Credits: 0

Prerequisites: none

**NUTR-0501****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

**NUTR-601****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

**NUTR-612****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: ISCI-547A; and ISCI-626; and NUTR-614

**NUTR-614****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: ISCI-547A

## **NUTR-622**

### **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: NUTR-633, or NUTR-635

## **NUTR-625**

### **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: ISCI-626

## **NUTR-630**

### **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: NUTR-614; and ISCI-626

## **NUTR-633**

### **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: ISCI-626; and NUTR-612

## **NUTR-635**

### **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: NUTR-612

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**NUTR-636****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: NUTR-635

**NUTR-641****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: NUTR-612, or NUTR-613

**NUTR-646****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: NUTR-635

**NUTR-651A****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: NUTR-612

**NUTR-651B****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: NUTR-651A

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**NUTR-654D****Clinic**

Clinical application is essential to synthesize learning and hone real-world skills. Students apply advanced concepts in personalized nutrition and integrative health to become a healing presence in the client-practitioner relationship. Students deliver personalized nutrition care in a supervised clinical practice through the university Student Teaching Clinic. Students advance their skill sets through independent, partner, and groups to become competent nutrition professionals.

Credits: 1.5

Prerequisites: NUTR-651B; and NUTR-654C or NUTR-656C

**NUTR-656C****Clinical Strategies in Nutrition Care**

Clinical application is essential to synthesize learning and hone real-world skills. Students apply foundational concepts in personalized nutrition and integrative health to become a healing presence and competent nutrition professional. Students practice delivering personalized nutrition care through direct and observational experience working independently, with partners, and in groups under clinic faculty mentorship.

Credits: 1.5

Prerequisites: NUTR-635; and NUTR-651A; 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.*

**NUTR-656D****Clinical Strategies in Nutrition Care**

Clinical application is essential to synthesize learning and hone real-world skills. Students apply advanced concepts in personalized nutrition and integrative health to become a healing presence and competent nutrition professional. Students practice delivering personalized nutrition care through direct and observational experience working independently, with partners, and in groups under clinic faculty mentorship.

Credits: 1.5

Prerequisites: NUTR-651B; and NUTR-656C

**NUTR-668****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

**NUTR-671****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

**NUTR-672****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

### **NUTR-678**

#### **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: NUTR-682

### **NUTR-680**

#### **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: NUTR-682

### **NUTR-681**

#### **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

### **NUTR-682**

#### **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: NUTR-681

### **NUTR-683**

#### **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: NUTR-682

### **NUTR-684**

#### **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: NUTR-682

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**NUTR-686****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: NUTR-0501; and NUTR-682

**NUTR-687****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: NUTR-682

**NUTR-688****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: NUTR-682

**INUTR-698****Nutrition MSNIH Comprehensive Exam**

Nutrition MSNIH Comprehensive Exam

Credits: 0

Prerequisites: none

**NUTR-705****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

**NUTR-722****Advanced Laboratory Assessment**

This course is an opportunity for the nutrition student to delve deeper into laboratory and biochemical assessments that assist the multi-dimensional and integrative nutrition practice. Through the exploration of blood, tissue and genomic testing, students will deepen their understanding of mitochondrial dysfunction, detoxification and biotransformation, hormone and neurotransmitter imbalances, digestive and immune dysfunction, and nutritional genomics. Students will be challenged to critically interpret and analyze clinical findings.

Credits: 2

Prerequisites: one of the following: NUTR-633, or NUTR-635

**NUTR-723****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

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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: NUTR-633, or NUTR-635

### **NUTR-801**

#### **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

### **NUTR-802**

#### **Nutritional Approaches to Detoxification**

We are regularly exposed to environmental chemicals that can disrupt health. This course explores best practices for assessing the contribution of environmental exposures to illness and the role of food, nutrients, nutraceuticals, and lifestyle in supporting detoxification pathways and modulating associated gene expression. Students learn how to evaluate a client's processes of biotransformation and elimination, and to create evidence-informed personalized interventions to address environmental exposures and their consequences.

Credits: 3

Prerequisites: NUTR-801

### **NUTR-811**

#### **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: NUTR-900, or NUTR-902

### **NUTR-822**

#### **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: NUTR-801

### **NUTR-823**

#### **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

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## **NUTR-824**

### **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

## **NUTR-831**

### **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: NUTR-801

## **NUTR-832**

### **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: NUTR-801

## **NUTR-833**

### **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

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environment. Case studies will be used to help students integrate science with clinical application.

Credits: 3

Prerequisites: NUTR-801

### **NUTR-834**

#### **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: NUTR-801

### **NUTR-835**

#### **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: NUTR-801

### **NUTR-837**

#### **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: NUTR-831; and NUTR-833

### **NUTR-850**

#### **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: NUTR-801

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**NUTR-898****Nutrition DCN Comprehensive Exam**

Nutrition DCN Comprehensive Exam

Credits: 0

Prerequisites: NUTR-835

**NUTR-900****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: NUTR-898

**NUTR-901****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: NUTR-900

**NUTR-904****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: NUTR-898

**NUTR-905****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: NUTR-904

**NUTR-910****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: NUTR-898

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**NUTR-911****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: NUTR-910

**RSCH-601****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

**RSCH-811****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: AOM-790C8, or NUTR-801

**RSCH-850****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: NUTR-898

**RSCH-851****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: RSCH-850

**YOGA-611****Theoretical Foundations for Yoga Therapy**

This course provides the history and philosophies of yoga traditions that serve as the foundation for Yoga Therapy. Specific traditions will be discussed in parallel with classic texts in this field. Yogic cosmology will be investigated, examining Vedic theories about creation and the major forces that govern life and change. Students will explore the basics of Ayurvedic theory including the five elements, the doshas, and the Ayurvedic clock. Basic yogic anatomy and physiology, including concepts of mind-body layers and energetics (including koshas, chakras, nadis and marma) will be introduced. Students will learn how these theories and principles support the practices of Ayurveda, as well as relevant terms in Sanskrit. While these concepts are derived from Hindu beliefs, they will be explored in relationship to their influence on the field of yoga.

Credits: 2

Prerequisites: none

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## **YOGA-612**

### **Health and Disease: Yogic Perspectives and Practices**

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

Credits: 3

Prerequisites: YOGA-611

## **YOGA-614**

### **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: ISCI-644

## **YOGA-634**

### **Therapeutic Relationship and Client Education I**

Self-awareness, relationship-building, client education, and cultural responsiveness are essential skills in the professional practice of yoga therapy. By reviewing evidence-informed practices for evaluation-based programming within community and clinical settings, students learn how to co-create yoga therapy programs with clients to support them in achieving their lifestyle and well-being goals. Students learn the strategies and skills needed to effectively deliver compassionate person-centered care, with an emphasis on honoring the client's lived experience of diversity, equity, inclusion, accessibility, and belonging.

Credits: 1.5

Prerequisites: YOGA-698

## **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

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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: YOGA-698

### **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: YOGA-698

### **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

### **YOGA-649**

#### **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.

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Credits: 2

Prerequisites: YOGA-645 or YOGA-635

### **YOGA-650**

#### **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

### **YOGA-660**

#### **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

### **YOGA-670**

#### **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: YOGA-660

### **YOGA-680**

#### **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: YOGA-670

### **YOGA-698**

#### **Comprehensive First Year Examination**

The final exam that covers all material in year 1.

Credits: 0

Prerequisites: YOGA-614, YOGA-615, ISCI-613, IHM-662

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**Claudia Joy Wingo, M.P.H.**

Department Chair, Health  
Promotion

**Janet Young, D.Ac.**

Adjunct Faculty, Clinic Faculty

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*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.*

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