



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



**Academic Catalog**  
**2016-2017**

---

# TABLE OF CONTENTS

<b>Section 1: Introduction</b>	<b>1: 1</b>	<b>Section 5: Health Philosophy and Promotion</b>	<b>5: 1</b>
Message from the Provost	1: 1	Post-Baccalaureate Certificate in Health and Wellness Coaching	5: 2
Mission, Vision, and Accreditation	1: 2	Master of Arts in Health and Wellness Coaching	5: 5
Learning and Physical Resources	1: 5	Master of Science in Health Promotion	5: 9
Support Services	1: 7	Master of Science in Yoga Therapy	5:12
Board and Administration	1:10	<b>Section 6: Integrative Health Sciences</b>	<b>6: 1</b>
<b>Section 2: General Admissions Process</b>	<b>2: 1</b>	<b>Section 7: Applied Integrative Health and Health Management</b>	<b>7: 1</b>
Non-Discrimination Policy	2: 1	<b>Section 8: Applied Philosophy and Practice</b>	<b>8: 1</b>
Application and Admission Procedures	2: 2	<b>Section 9: Course Descriptions</b>	<b>9: 1</b>
Tuition and Fees	2: 6		
Financial Aid	2: 8		
Transfer and Exemption Policy	2: 13		
Academic Enrollment Policies	2: 15		
<b>Section 3: Acupuncture and Oriental Medicine</b>	<b>3: 1</b>		
Post-Baccalaureate Certificate in Chinese Herbs	3: 2		
Master of Acupuncture	3: 4		
Master of Oriental Medicine Program	3:11		
Doctor of Acupuncture	3:19		
Doctor of Oriental Medicine	3:28		
<b>Section 4: Nutrition and Herbal Medicine</b>	<b>4: 1</b>		
Master of Science in Nutrition and Integrative Health	4: 2		
Post-Master’s Certificate in Nutrition and Integrative Health	4: 9		
Nutrition Internship Program	4:12		
Doctor of Clinical Nutrition	4:14		
Post-Baccalaureate Certificate in Herbal Studies	4:18		
Post-Baccalaureate Certificate in Medical Herbalism	4:20		
Master of Science in Therapeutic Herbalism	4:22		
Post-Master’s Certificate in Clinical Herbalism	4:26		

The Academic Catalog is published electronically, supporting MUIH’s commitment to bring about a healing relationship among people, the earth, and all life.

**Maryland University of Integrative Health**  
7750 Montpelier Road  
Laurel, MD 20723  
410-888-9048 800-735-2968  
[www.muhi.edu](http://www.muhi.edu)

*Maryland University of Integrative Health (MUIH) reserves the right to change without prior notice any programs, policies, requirements, dates, fees, and/or regulations that are published in this catalog.*  
*This catalog is not to be regarded as a contract.*

© 2016 Maryland University of Integrative Health  
Revised 7/16

Maryland University of Integrative Health is a private, nonprofit 501(c)(3) tax exempt organization.



## SECTION ONE INTRODUCTION

# YOU ARE WELCOME HERE

## A Message From Provost Christina Sax

We are so happy to welcome you to Maryland University of Integrative Health (MUIH). However you choose to join our community – as a student, patient, faculty, staff member, or partner – we invite you to explore and learn with us.

**We've been in integrative health for a long time.** In 1974, we began as a small acupuncture clinic and, by 1981, had created an acupuncture school. In fact, we were the first US acupuncture school to be accredited by the Accreditation Commission for Acupuncture and Oriental Medicine. Over the years, we secured and reinforced our position as a national leader and change agent in the world of integrative health. We expanded into a number of health and wellness disciplines, launched online courses and programs, developed our first doctoral programs, and attracted the best and brightest faculty and students, became regionally accredited, and achieved university status.

**Today,** we are a graduate university accredited by the Middle States Commission on Higher Education, one of just a few in the country that are completely dedicated to integrative health. Our commitments, very simply, are to educate, heal, support, and collaborate. You can count on us to consistently deliver on these promises.

**We care for patients and clients** in our campus Natural Care Center where we offer integrative health treatment and consultations. Licensed and certified professionals as well as our student interns under faculty supervision practice here.

**Being a “healing presence”** is an element that is essential to everything we do. We take seriously our values-driven philosophy and our foundational principles are front and center in all our decisions. 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're out in the community. We respect the role of allopathic 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 online. Just as a 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 look forward to your partnership in the movement toward wellness and support your goals to be an advocate, leader, and practitioner of whole-person, relationship-centered healing.

We are on a fulfilling, meaningful, and exciting adventure to shift the landscape of health care and your contributions are most welcome.

With warm regards,

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

---

# A COMMUNITY DEDICATED TO WELLNESS



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

For 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 wellness fields, as well as programs for professional and personal development. In our on-campus Natural Care Center and community outreach settings, we provide compassionate and affordable health care from student interns and professional practitioners, and deliver more than 35,000 clinical treatments and consultations each year.

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

## Mission

A distinctive community of scholars, researchers, practitioners, and advocates, Maryland University of Integrative Health promotes whole person, relationship-centered healthcare.

Through discovery and exploration, we deliver progressive educational programs, advance innovative clinical models, build mutually beneficial partnerships, and provide opportunities for fulfilling careers.

## Vision

Serving as a leader in the global transformation of health and wellness, we integrate healing traditions and contemporary science, acknowledge the wisdom of the body and nature as a teacher, and focus on the interconnection of mind, body, and spirit.

Our work enables people to thrive through the cycles of life.

## Foundational Principles

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

### Interconnection

Everyone and everything in the universe is intrinsically connected. Modern science and ancient healing traditions both reflect our interdependence with the environment.

Health care research shows that individual well-being is directly connected to the health of both the social community and 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 process of navigating change and effectively recovering from challenges. It is a type of adaptation that involves maintaining core integrity while adjusting to meet the demands of shifting circumstances. At its best, resilience involves not only meeting a challenge but also evolving and thriving as a result of the process.

Physiological resilience reflects the capacity to maintain and adjust biological states, as needed. From a whole person perspective, resilience emerges from a multitude of factors, including accepting circumstances that cannot be changed; taking decisive actions when required; cultivating a healthy, positive perspective; developing a sense of purpose in life; and establishing strong social support.

## Values

### Community

We operate from an acknowledgment and declaration of interconnection. Our strength and success derives 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

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

### Middle States Commission on Higher Education

3624 Market Street  
Philadelphia, PA 19104  
267-284-5000  
[www.msche.org](http://www.msche.org)

The Master of Acupuncture program of Maryland University of Integrative Health is also accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners.

The Master of Oriental Medicine program of Maryland University of Integrative Health has been admitted to Candidacy status by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), and is in the process of seeking accreditation.

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

### Accreditation Commission for Acupuncture and Oriental Medicine

8941 Aztec Drive  
Eden Prairie, MN 55347  
952-212-2434  
[www.acaom.org](http://www.acaom.org)

The Master of Science in Yoga Therapy program is accredited by the International Association of Yoga Therapists.

### International Association of Yoga Therapists

PO Box 251563  
Little Rock, AR 72225  
928-541-0004  
[www.iayt.org](http://www.iayt.org)

---

## **State Approvals**

In addition, each of our doctoral, master's, and graduate academic certificate programs has been recommended by the Maryland Higher Education Commission (MHEC).

**Maryland Higher Education Commission**

6 North Liberty Street, 10th floor

Baltimore, MD 21201

410-767-3301

[www.mhec.state.md.us](http://www.mhec.state.md.us)

---

# LEARNING AND PHYSICAL RESOURCES

## Main Campus

Maryland University of Integrative Health's Main Campus is situated on a 12-acre campus in Laurel, Md., located between Baltimore and Washington, D.C. We have taken advantage of adjacent untouched woodlands and stream valleys to create closeness with the environment and the changing seasons of nature. The land is adjacent to the Middle Patuxent River Valley, a major conservation area, and has footpaths leading to the Patuxent Wildlife Preserve. The campus includes a 32,500-square-foot building featuring classrooms, meeting rooms, a clinic, a public library, an herbal dispensary, a student lounge and kitchen, and a bookstore and cafe. The campus also offers outdoor learning spaces including a meditation garden and an herb garden. Parking is available adjacent to the building. For directions and a map to the campus, see the website, [www.muih.edu](http://www.muih.edu).

7750 Montpelier Rd  
Laurel, MD 20723

### Building Hours

Monday-Friday: 7:00 a.m.-10:30 p.m.  
Saturday-Sunday: 7:00 a.m.-7:00 p.m.

## Maple Lawn Campus

MUIH's Maple Lawn Campus is comprised of two office suite in an office building in Maple Lawn, a 600-acre mixed used business community located three miles from campus. The 10,070 square feet of office space utilizes energy efficient resources, maximizes natural light, and features season and nature-themed art. The Maple Lawn Campus houses a mix of academic and administrative departments and offices.

8115 Maple Lawn Blvd – Suites 100 & 175  
Fulton, MD 20759

### Building Hours

Monday-Friday: 8:00 a.m.-6:00 p.m.  
Saturday: 8:00 a.m.-1:00 p.m.

## Sherman Cohn Library

The Sherman Cohn Library contains a wealth of carefully selected materials from small presses and mainstream publications in support of the innovative academic programs offered at Maryland University of Integrative Health. As part of a values-driven university, our library collection is rich in resources about myriad healing systems, mindfulness, philosophy, psychology, spirituality, and other related topics that support our students and patrons on their journey toward professional and personal transformation.

Research is an integral part of graduate studies, and our staff has the experience to help patrons develop efficient and effective research skills using print, audiovisual, and online resources. Students may make appointments for individual research consultation at no charge. The library also schedules group sessions for general training and for customized course needs.

Located within MUIH's Main Campus, the library includes five workstations and Wi-Fi service throughout the building, which provide access to the library's resources as well as campus email. Workstations also contain helpful applications such as Microsoft Word. Subscriptions that are available on site include Planta Medica, Natural Standard, the EBSCO host databases, and a customized version of PubMed. A pay-per-use photocopier is available to copy information from resources that do not circulate such as journals or reference books.

The library is open to the public, current students, faculty, staff, and alumni. Links to all resources are accessible online and most are available to the public. Information on accessing library resources is available at [www.muih.edu/library](http://www.muih.edu/library).

### Library Hours

Monday-Wednesday: 8:30 a.m.-7:00 p.m.  
Thursday-Friday: 8:30 a.m.-9:00 p.m.  
Saturday-Sunday: 10:00 a.m.-6:00 p.m.

410-888-9048 ext. 6644  
[librarydesk@muih.edu](mailto:librarydesk@muih.edu)  
[www.muih.edu/library](http://www.muih.edu/library)

## Meeting Point Bookstore and Cafe

Located off MUIH's Main Campus lobby, the Meeting Point Bookstore and Cafe is dedicated to nourishing the mind and body. The store offers many of the required texts for the school's academic programs, and students can place special orders for titles not available on the shelves. The Meeting Point also carries a variety of freshly prepared and pre-packaged lunch and snack items, with many vegetarian and gluten-free options, as well as our own extensive brand of herbal teas.

### Store Hours

Monday-Friday: 8:00 a.m.-8:00 p.m.  
Saturday-Sunday: 8:00 a.m.-4:30 p.m.

410-888-9048 ext. 6632  
[bookstore@muih.edu](mailto:bookstore@muih.edu)

---

## Clinical Training Sites

Maryland University of Integrative Health's local clinical training sites are located throughout the Baltimore and Washington metropolitan corridor and include sites at a variety of organizations, including community centers, detention facilities, and wellness centers. At each of the sites, our clinical faculty and students as clinical interns deliver personalized health and wellness services to a broad base of patients and clients in a diverse range of settings. Many settings also include rotations where clinical interns can develop specialized experience and fluency in their practices.

MUIH also pursues and maintains clinical partnerships outside of the region to benefit both on-campus and online students.

### Natural Care Center at MUIH

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

#### **Natural Care Center**

7750 Montpelier Rd  
Laurel, MD 20723  
410-888-9048 ext. 6614  
naturalcarecenter@muih.edu  
www.muih.edu/ncc

### Community Health Sites

Acupuncture and Oriental medicine students are also required to engage in service to the community by completing some supervised clinical practice at community health sites located throughout the Baltimore and Washington metropolitan corridor.

This aspect of the students' clinical experience is a unique and important part of their curriculum. While providing acupuncture students with an array of clinical experiences, this component of the program also offers clinical tours in a variety of public health settings. The following is a list of current community health sites.

#### **Grassroots Crisis Center Group**

6700 Freetown Road  
Columbia, MD 21044  
410-531-6006  
www.grassrootcrisis.org

#### **Howard Community College - Wellness Center**

10901 Little Patuxent Parkway  
Columbia, MD 21044  
410-518-4950  
www.howardcc.edu

#### **Laurel Wellness**

7750 Montpelier Road  
Laurel, MD 20723  
410-888-9048  
www.muih.edu

#### **The Serenity Center**

9650 Basket Ring Road  
Columbia, MD 21045  
410-884-6088  
www.serenitycenter.homestead.com

## Clinical Partnerships

MUIH pursues and maintains collaborative relationships with hospitals and other healthcare organizations to provide on-campus and online clinical interns at MUIH with opportunities to participate in a variety of integrative healthcare delivery models while gaining the necessary clinical experience to fulfill their educational program requirements. Delivery models include participation within interdisciplinary care teams, collaborations with western healthcare professionals, and clinically-based research partnerships.

#### **Howard County General Hospital**

5755 Cedar Lane  
Columbia, MD 21044  
410-740-7653  
www.hopkinsmedicine.org/  
howard\_county\_general\_hospital

#### **Unity Health Care, Inc.**

1220 12th Street SE Ste. 120  
Washington, DC 20003  
202-715-7914  
www.unityhealthcare.org

#### **University of Maryland**

##### **Upper Chesapeake Medical Center**

##### **Patricia D. and M. Scot Kaufman Cancer Center**

500 Upper Chesapeake Drive  
Bel Air, MD 21014  
443-643-3236  
umuch.org/programs/cancer

---

## 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 s/he meets regularly. Issues such as scheduling of courses, curriculum requirements, selection of electives, academic progress, and registration are important areas for discussion with advisors.

### Academic Support Center

Student success is a priority at Maryland University of Integrative Health. To assist students with their studies, MUIH has an Academic Support Specialist located within the Sherman Cohn Library who provides resources and/or services to each student who requests assistance and determines how to best aid the student in achieving academic success. The services offered are tailored to the individual student's needs, and could include a writing lab, math lab, study skills training course, computer or technology training course, information literacy class, tutoring, or another resource or service necessary for academic success. Students seeking assistance should contact their Academic Advisor to determine if this type of support is appropriate.

### Accessibility

Maryland University of Integrative Health's buildings have specifically assigned handicap parking and are wheelchair-accessible. Elevators provide access to offices and treatment rooms when they are located on the second floor.

### Campus Security

The Vice President for Administration and General Counsel is responsible for campus security and informs the campus community of issues related to campus security. The Vice President for Administration and General Counsel ensures 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 Community Partnership sites, recurring retreat and field trip locations, and rented facilities. See the current report at [www.muih.edu/campus-community/about-campus/safety-and-security](http://www.muih.edu/campus-community/about-campus/safety-and-security). The Vice President for Administration and General Counsel also ensures that emergency notifications are sent to the campus when necessary. The Vice President for Administration and General Counsel, as required by the US Department of Education, 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 Campus SaVE, 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. As such, the University has made information available to students on the key definitions under Campus SaVE, and what options are 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 please report it to:

Jennifer Yocum, Title IX Coordinator  
410-888-9048 ext. 6682 (office)  
443-340-0167(cell)  
[jjocum@muih.edu](mailto:jjocum@muih.edu)

### Disabilities Services Policy – Students

Maryland University of Integrative Health is committed to ensuring equal access for qualified individuals with disabilities and fully complies with all relevant federal and state laws. At MUIH, no qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in access to services, benefits, and extracurricular activities at the University solely by reason of his or her handicap. 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 accommodation as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student.

It is the responsibility of the student who has a disability and needs assistance in gaining equal access to services, benefits, and activities at the University to contact his or her academic advisor and provide the academic advisor with a completed and signed Confidential Accommodation Request Form along with documentation of the need for an accommodation. The Confidential Accommodations Request form is available on My MUIH (under Forms and Policies/For Students; under Disability Services) or can be requested from the academic advisor. As appropriate to the disability, documentation should follow these guidelines:

- This documentation must be issued by an appropriate professional such as a psychologist, psychiatrist, or physician. The credentials of the diagnosing professional should include information describing the certification, licensure, and/or the professional training of the person conducting the evaluation.

- The documentation should include a diagnostic statement identifying 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.
- The documentation should also explain how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria, or to perform certain duties or functions. It should address the accommodation that is necessary and how the accommodation might mitigate the effect of the disability.
- A description of treatments, 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; then 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 (i) an individual's diagnosis changes, (ii) the individual requests an accommodation that is new or different from the accommodation(s) included in the documentation, (iii) if the documentation submitted is not pertinent to and/or does not support the accommodation request, or (iv) the documentation is outdated (three years or more). If an academic advisor determines that he or she will need additional information regarding an individual's disability, the individual will be contacted in a timely manner.
- The academic advisor will verify the disability and collaborate with the student in identifying accommodations and ways to implement these accommodations. Accommodations may include, but are not limited to, auxiliary aids and other services.

- Students will be notified of approved accommodations in writing within two weeks.
- Requests for accommodations will be considered on an individual, case-by-case basis.

Note that students with disabilities that are readily apparent will not be required to submit medical documentation confirming their disability.

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

## Procedure

Grievances must be submitted to the Disability Services Coordinator within 15 calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.

The Disability Services Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Disability Services Coordinator will maintain the files and records of MUIH relating to such grievances. The Disability Services Coordinator or his/her designee will issue a written decision on the grievance no later than 30 days after its filing.

The person filing the grievance may appeal the decision of the Disability Services Coordinator or his/her designee by writing to the Provost within 15 days of receiving the decision of the Disability Services Coordinator or his/her designee. The Provost shall issue a written decision in response to the appeal no later than 30 days after its filing.

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

MUIH will make appropriate arrangements to ensure that disabled persons 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 taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Disability Services Coordinator will be responsible for such arrangements.

---

If you have any questions regarding this policy, please contact the University's Disability Services Coordinator, Chad Egresi, whose contact information is provided below.

410-888-9048 ext. 6649  
dscoordinator@muih.edu

## Office of Digital Learning

MUIH offers many online courses and programs using the Canvas platform. The Office of Digital Learning is dedicated to creating exciting and stimulating online courses using proven best practices in the field. It provides the University's faculty, staff, and students with the resources they need to assure a successful online learning experience. Its focus is on integrating technology into the online, hybrid, and classroom-based courses.

410-888-9048 ext. 6665  
online@muih.edu

## Office of the Registrar

The Office of the Registrar 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 Office of the Registrar are available online.

410-888-9048 ext. 6620  
registrar@muih.edu  
www.muih.edu/academics/office-registrar

## Policies of the Programs

The policies, guidelines, regulations, and procedures of the University and its programs can be found in detail in the student handbooks, all of which are posted online on My MUIH. 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 must live within reasonable commuting distance of the University. Although it takes a bit of effort and determination, several students have commuted without moving to Maryland on a permanent basis. Many of these individuals rented space that accommodated them two to three nights a week while attending classes.

Students in on-campus weekend programs may wish to take advantage of an extended-stay hotel located within walking distance of campus. More information about local hotels is available at [www.muih.edu/visit](http://www.muih.edu/visit).

---

# BOARD AND ADMINISTRATION

## Board of Trustees

Adele Wilzack, M.S., R.N., Chair  
T. James (Jim) Truby, M.A., Vice Chair  
Sherman L. Cohn, J.D., LL.M., Chair Emeritus  
Jonathan W. Anders  
Hamed Faridi, Ph.D.  
Christopher M. Formant, M.B.A.  
Antonius (“Ton”) Gardeniers, M.A.  
Janet Kahn, Ph.D.  
Bonnie J. Kramer, M.S., M.Ac., L.Ac.  
Annie Lin, Pharm.D.  
John A. Palmucci, M.B.A.  
Beverly J. White-Seals, J.D.

## Executive Management

### Officers

John A. Palmucci, M.B.A.  
Interim President and Chief Executive Officer

Gail Doerr, M.S.  
Vice President, University and Student Affairs

Louise Gussin, J.D., M.D.E.  
Vice President, Administration and General Counsel

Marc Levin, M.B.A., M.A.  
Vice President, Chief Financial Officer and Treasurer

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

Cheryl Walker Shapero, M.L.  
Vice President, Institutional Development and Chief Values Officer

## Leadership

Chad Egresi, M.P.A.  
Associate Vice President, Enrollment Management

Deneb Falabella, M.Ac.  
Assistant Provost, Academic Assessment and Accreditation

Mary Ellen Hrutka, Ph.D.  
Associate Provost, Digital Learning and Faculty Engagement

Jeff Millison, M.Ac.  
Academic Director, Acupuncture and Oriental Medicine

James Snow, M.A.  
Assistant Provost for Academic Research  
Academic Director, Integrative Health Sciences

Susan Testa, M.S.  
Associate Vice President, Clinical Services

Michael Tims, Ph.D.  
Academic Director, Herbal Programs

Kathleen Warner, Ph.D.  
Academic Director, Nutrition and Integrative Health



## SECTION TWO GENERAL ADMISSIONS PROCESS

### PROSPECTIVE STUDENTS

Dear prospective students,

Welcome!

It is an honor to support your exploration of Maryland University of Integrative Health's graduate programs. Each distinct program is designed to provide you with the knowledge and skills to build a successful career and to become a knowledgeable and energetic professional in today's elite health and wellness workforce.

We invite you to get to know MUIH, whether it's by visiting campus, joining us for a webinar, 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 helping you as you take the next steps on your journey.

Warmly,

Chad Egresi, M.P.A.

Associate Vice President of Enrollment Management

#### Contact the Office of Graduate Admissions

410-888-9048 ext. 6647

admissions@muih.edu

#### Contact the Office of Financial Aid

410-888-9048 ext. 6628

financialaid@muih.edu

### Honoring Diversity

Maryland University of Integrative Health seeks qualified applicants who have the maturity, commitment, and preparation necessary to take full advantage of the specialized studies offered by the University in each program of study.

The University is committed to being, communicating, and educating in ways that recognize and honor the full range of human diversity. Each student, faculty, staff, and board member strives to use language and manifest behavior that promotes inclusiveness. Furthermore, each student, faculty, staff, and board member is responsible for creating an atmosphere that supports growth and movement toward inclusiveness and the acceptance of individual differences. MUIH is committed to broadening the diversity of student body, staff, administration, and board members.

### Non-Discrimination Policy

Maryland University of Integrative Health is an equal opportunity institution. Applicants for admission, employment, and financial aid are considered on the basis of individual merit. 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 see the Office of Human Enrichment for inquiries or concerns related to this policy.

Maryland University of Integrative Health'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

# APPLICATION AND ADMISSION PROCEDURES

## Application Requirements

The following materials are required to apply to Maryland University of Integrative Health:

- Completed application form\*
- Application fee (see Tuition & Fees for details)
- Resume
- Essay(s) (following the guidelines outlined on the application form)
- Official transcripts from all post-secondary institutions attended (see Transcripts for details)

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

All application requirements except transcripts may be submitted through MUIH's online application, available at [www.muih.edu](http://www.muih.edu).

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

\* Applicants to online programs with permanent residences outside Maryland should refer to [www.muih.edu/admissions/application-process](http://www.muih.edu/admissions/application-process) for any updates regarding out-of-state authorization.

## Transcripts

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

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

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

Please mail or deliver all transcripts to:

### Office of Graduate Admissions

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

## Interview

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

## 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. We recommend that applicants apply two to four months before their intended start date. For a current list of upcoming start dates by program, see <http://www.muih.edu/admissions/application-process/program-start-dates>.

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

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

Applications will still be accepted and reviewed after the priority application deadline has passed. There will be an application fee of \$150 for master's program and \$225 for doctoral program applications submitted after the priority application deadline. If the intended start date of the applicant is no longer available due to the class being filled, the applicant will be notified by the Office of Graduate Admissions.

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

## Review & Decision Process

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

Applicants who are denied admission to a program must wait until the next available start for that specific program to re-apply. Applicants who are denied may choose to apply to an alternate program in the same term.

## Deferrals

Offers of acceptance may be deferred one time for up to one year. Requests for deferral must be made in writing to the Office of Graduate Admissions, 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 to be admitted in the future. Tuition deposits may be applied to a future enrollment within two years of the initial intended program start date, and then will be forfeited. See Tuition Deposits for more information.

## Conditional & Provisional Acceptances

### Conditional Acceptance

Applicants who are conditionally accepted based upon unofficial documentation of admission requirements, such as transcripts, are required to supply official copies within one year of matriculation or they will be administratively withdrawn from their program(s). Administratively withdrawn students will need to reapply in order to continue their studies. Readmission is not guaranteed.

### Provisional Acceptance

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

## International Students

An applicant who has earned a bachelor's degree or equivalent outside the United States must submit all required MUIH documents and an official evaluation (in a sealed envelope) from a foreign credential evaluation service confirming that the foreign degree earned is equivalent to a U.S. baccalaureate. Students must order this evaluation independently. Any current endorsed member evaluator of the National Association of Credential Evaluation Services (NACES), the Association of International Credential Evaluators (AICE), or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) can be used for the official evaluation of foreign degrees.

**National Association of Credential Evaluation Services**  
[www.naces.org](http://www.naces.org)

**Association of International Credential Evaluators**  
[www.aice-eval.org](http://www.aice-eval.org)

## American Association of Collegiate Registrars and Admissions Officers

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

The University is authorized under United States law to enroll non-resident alien students. 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 be able to receive financial support from a sponsor for the same period of time. All prospective international students applying for admission must fulfill all admissions requirements and be accepted a minimum of 60 days prior to the start of the first trimester.

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.

When considering study in the United States, applicants should carefully consider how they will 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.

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 that may involve 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 student's individual 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 non-compliance. Therefore, it is essential that students maintain your legal F-1 status. The following is provided solely for informational purposes:

- Ensure that your passport is valid at all times. Contact your embassy regarding extension issues at least six months prior to your passport expiration date ([www.embassy.org](http://www.embassy.org)).

- Students must be registered for a full 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 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 Office of the Registrar 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, 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 in the Department of Homeland Security. You can fill in the Form I-901 online at [www.fmjfee.com](http://www.fmjfee.com). For more information on the SEVIS I-901 non-refundable fee, please see the website at [www.ice.gov/graphics/sevis/i901](http://www.ice.gov/graphics/sevis/i901).

In December 2003, the United States Department of Homeland Security (DHS) implemented a new system for recording information on international visitors entering and exiting the U.S. As part of this initiative, the Student and Exchange Visitor Information System (SEVIS) was implemented and administered by the Student and Exchange Visitor Program (SEVP), which is a division of United States Immigration and Customs Enforcement (ICE) and considered the largest investigative division of the Department of Homeland Security. SEVIS is a centralized and automated web-based information system that manages and maintains data for international students and exchange visitors who are studying in the United States and their dependents. We do realize this is an involved process and have provided the SEVIS information and website ([www.ice.gov](http://www.ice.gov)) to assist students in learning more about this process.

## English Language Proficiency Requirement

Students attending Maryland University of Integrative Health participate in rigorous graduate coursework as part of their university educational experience. This experience requires the ability to not only be proficient in comprehending, reading, speaking, and writing English, but also specifically the ability to understand the nuances of the language. This level of proficiency is greater than that which is required for daily living. For this reason, MUIH has established a high standard for English proficiency for graduate admission. The requirements stated below are in place to ensure a student's ability to participate fully in the academic programs, and meet the degree requirements for the specific program.

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

TOEFL IBT	71 points*
TOEFL PBT	527 points
IELTS	6.0

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

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

### Test of English as a Foreign Language (TOEFL)

[www.ets.org/toefl](http://www.ets.org/toefl)

### International English Language Testing System (IELTS)

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

---

## **Individual Academic Courses**

### **PASS - Program for Advanced Special Students**

The Program for Advanced Special Students (PASS) is designed for individuals who would like to take a few courses and are not necessarily interested in completing or enrolling in an academic program.

An individual may complete a maximum of nine credits total of PASS courses. Upon completion of nine credits, students must either be admitted as a degree-seeking student at Maryland University of Integrative Health, 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 Advanced Special Student application and accompanying documents must be submitted and approved by the Office of Graduate Admissions prior to the start of the trimester. Registering as part of the Program for Advanced Special Students is subject to enrollment limits in the desired courses. Priority in the registration process will be given to MUIH degree-seeking students.

## **Admissions Records Retention Policy**

All records, including academic records from other institutions, submitted to Maryland University of Integrative Health 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:

- 1) Applicants who do not register for courses at the time for which they have been admitted
- 2) Applicants whose applications have been denied
- 3) Applicants who do not respond to the Office of Graduate Admissions' requests for additional information
- 4) Applicants who defer and do not start class on the selected defer to date
- 5) Applicants whose applications are incomplete

---

# TUITION AND FEES

## Application Fee

Doctoral degrees, before the priority deadline: \$175  
Doctoral degrees, after the priority deadline: \$225  
Master's degrees, before the priority deadline: \$95  
Master's degrees, after the priority deadline: \$150  
Academic Certificates: \$65

Re-application fee for all programs: \$50  
(For MUIH graduates and previous applicants of certificate and degree programs only)

Transfer fee for all programs: \$25  
(For current MUIH students transferring from one certificate or degree program to another)

## Tuition Deposit

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

The following deposit fees apply:

Doctoral degrees:	\$1000
Master of Acupuncture and Master of Oriental Medicine:	\$1000
Master's degrees, except Acupuncture and Oriental Medicine:	\$750
Post-Baccalaureate and Post-Master's Certificates:	\$500
Internships:	\$250

## Tuition

Tuition rates vary by program. For current tuition rates and applicable fees, contact the Office of Graduate Admissions or visit Tuition & Fees in the Admissions section of [www.muih.edu](http://www.muih.edu).

## Costs Not Covered in Tuition

Tuition does not cover the cost of books and materials. Please note that the costs associated with books and materials will vary by individual and program. Many choose to borrow or rent rather than buy some of the required and recommended texts.

In addition, all programs require students to have computer and Internet access, which is not covered by tuition.

## Acupuncture and Oriental Medicine

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

## CLINIC AND RESOURCE FEES FOR ACUPUNCTURE AND ORIENTAL MEDICINE

An additional continuing registration fee is due each month for any student who does not complete the program by the anticipated completion date. Please see the student handbooks for more detailed information on these fees.

## POST GRADUATE TRAINEE PROGRAM FEES FOR ACUPUNCTURE PROGRAM

Students who wish to complete additional hours of supervised clinical treatment beyond the degree requirements for the Master of Acupuncture and Master of Oriental Medicine programs may enroll in the Post Graduate Trainee Program. A one-time application fee and a continuing monthly supervision fee apply. Please see the Clinical Student Handbook for details.

## Chinese Herbs

Students may elect to purchase sample herbs for their learning.

## Health and Wellness Coaching

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

## Health Promotion

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

## Herbal Studies and Medical Herbalism

Required materials include supplies needed for making herbal preparations (teas, lotions, tinctures) for HRB 622 Herbal Pharmacy.

---

## Nutrition and Integrative Health

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

## Therapeutic Herbalism

Required materials include supplies needed for making herbal preparations (teas, lotions, tinctures) for HRB 622 Herbal Pharmacy. Other costs include those associated with two optional out-of-state field trips (i.e., site admission fees, transportation, food, and lodging, as applicable) and supplies in the Therapeutic Herbalism program. Students have the option of taking courses not requiring travel.

## Yoga Therapy

Required materials include a yoga mat, two yoga blocks (3.5" or 4" either foam or cork), two 8' yoga straps, one bolster, and two yoga blankets.

## Health, Training, and Other Requirements

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

### On Campus Requirements

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

Students in the following programs with on-campus work and clinical experiences are required to take the University's Bloodborne Pathogens class. This class is provided to students for free by the University.

- Post-Baccalaureate Certificate in Chinese Herbs
- Master of Acupuncture
- Master of Oriental Medicine
- Master of Science in Nutrition and Integrative Health with area of concentration in Human Clinical Nutrition
- Master of Science in Nutrition and Integrative Health with area of concentration in Herbal Medicine
- Master of Science in Yoga Therapy
- Doctor of Acupuncture
- Doctor of Clinical Nutrition
- Doctor of Oriental Medicine

In addition, students in the above programs will receive information sheets about Hepatitis B and/or Tuberculosis, and be required to sign an acknowledgement form. It is up to each individual student whether he or she would like to get tested, and that testing will be at the student's expense.

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

### Off Campus Requirements

Students who participate in off-campus practicum and/or clinical experiences may need to complete the above listed health and training requirements and other health and training requirements dictated by off-campus sites. A practicum or clinical site may also require students to complete the site's own Bloodborne Pathogens training course even if a student has completed the training at MUIH. In addition, off-campus sites may require students to complete a criminal background check. Students must check with the MUIH coordinator for off-campus sites in their respective program to ensure all requirements are met prior to beginning their practicum or clinical experience.

In addition to the programs listed above with on-campus requirements, students in the following programs may have health and training requirements depending on off-campus practicum and/or clinical experiences:

- Post-Baccalaureate Certificate in Health and Wellness Coaching
- Master of Arts in Health and Wellness Coaching
- Master of Science in Health Promotion
- Master of Science in Nutrition and Integrative Health with area of concentration in Community Nutrition Education
- Master of Science in Therapeutic Herbalism with area of concentration in Clinical Herbalism
- Post-Master's Certificate in Clinical Herbalism
- Doctor of Clinical Nutrition

---

# FINANCIAL AID

The Office of Financial Aid is committed to helping current and prospective students with the Office of Financial Aid process. Our approach is individualized and responsive to each student's specific needs.

## Eligibility Requirements for Financial Aid

To qualify for federal financial aid\* a student must:

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

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

## How to Apply for Federal Financial Aid

To apply for financial aid, complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). A personal identification number (PIN) may be requested at [www.pin.ed.gov](http://www.pin.ed.gov).

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

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

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

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

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

## Loans

### Federal Direct Stafford Unsubsidized Loans

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

### Federal Direct Graduate PLUS Loan

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

## Alternative Loans

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

---

## Institutional Scholarships

### APPLICATION PROCEDURE

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

The institutional scholarships application may be accessed here: <http://www.muih.edu/admissions/financial-aid/institutional-scholarships-and-fellowships>

The application essay should include

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

A single application essay of no more than two pages may be used to apply for any number of institutional scholarships for which a student feels they are eligible.

Individual scholarships may have additional eligibility requirements and criteria as indicated below.

Scholarships are not currently available for academic programs beginning in the summer trimester. Students beginning programs in the summer trimester may submit applications for fall or spring scholarships. Scholarship applications are accepted during the following time frames.

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

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

## MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH-SPONSORED MINORITY SCHOLARSHIP

The Maryland University of Integrative Health-sponsored Minority Scholarship may provide up to 40 percent remission from the tuition cost of a doctoral degree, master's degree or academic certificate program for one year to a new or continuing eligible minority student who demonstrates financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period may reapply for future consideration.

### ELIGIBILITY REQUIREMENTS

Candidates for the MUIH-Sponsored Minority Scholarship must meet the following criteria:

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

## THE DEBORA A. MAHAN & CHARLES D. HOCK SCHOLARSHIP

The Debora A. Mahan & Charles D. Hock Scholarship provides up to \$1000 for education-related expenses for one year to new or continuing eligible students who demonstrate financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period may reapply for future consideration.

### ELIGIBILITY REQUIREMENTS

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

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

### SHERMAN L. & LUCY DIAZ COHN SCHOLARSHIP

The Sherman L. & Lucy Diaz Cohn Scholarship provides up to \$500 for education-related expenses for one year to a new or continuing eligible student who demonstrates financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period may reapply for future consideration.

#### ELIGIBILITY REQUIREMENTS

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

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

### HELEN M. & ANNETTA E. HIMMELFARB SCHOLARSHIP

The Helen M. & Annetta E. Himmelfarb Scholarship provides up to \$700 for education-related expenses for one year to new or continuing eligible Acupuncture and Oriental Medicine students who demonstrate financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship or are nearing the end of their one-year scholarship award period may reapply for future consideration.

#### ELIGIBILITY REQUIREMENTS

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

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

### THE JO ANN BARLOW SCHOLARSHIP

The Jo Ann Barlow Scholarship provides partial tuition and/or financial assistance up to one academic year to a new or continuing student enrolled in one of the doctoral degree, master's degree, post-master's certificate or post-baccalaureate certificate programs. Scholarship awards will be decided each September and January based on an evaluation of eligible applicants and availability of funds. Continued funding of the fellowship will be evaluated at the end of each academic year.

#### ELIGIBILITY REQUIREMENTS

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

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

### THE LESLIE MONTGOMERY MEMORIAL ENDOWMENT

The Leslie Montgomery Memorial Endowment provides partial tuition and/or financial assistance up to one academic year to a new or continuing student enrolled in an Acupuncture and Oriental Medicine program. Scholarship awards will be decided each September and January based on an evaluation of eligible applicants and availability of funds. Continued funding of the scholarship will be evaluated at the end of each academic year.

#### ELIGIBILITY REQUIREMENTS

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

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

## THE EDITH OLSON RANGE SCHOLARSHIP FUND

The Edith Olson Range Scholarship Fund provides scholarships to graduates and current students of the Johns Hopkins School of Nursing. Scholarship awards will be decided each September and January based on an evaluation of eligible applicants and availability of funds. Continued funding of the fellowship will be evaluated at the end of each academic year.

### ELIGIBILITY REQUIREMENTS

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

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

## MICHAEL MOORE HERBAL SCHOLARSHIP

The Michael Moore Scholarship provides \$250 for education expenses for one year to new or continuing eligible students enrolled in the Master of Science in Therapeutic Herbalism or the Post-Master's Certificate in Clinical Herbalism who demonstrate financial need. The scholarship will be awarded each September and January based on an evaluation of eligible applicants and availability of funds. Students who are not selected for the scholarship may reapply for future consideration.

### ELIGIBILITY REQUIREMENTS

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

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

## Maryland State Scholarships

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

## Outside Scholarships

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

## Return of Federal Funds

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

The amount to be returned will be calculated as follows:

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

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

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

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

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

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

---

## Veterans Benefits

Students attending Maryland University of Integrative Health and receiving Veterans Benefits must be aware of the following:

- Students are expected to pursue degree programs or approved post-baccalaureate certificate, or post-masters certificate programs at the University.
- Students must achieve satisfactory academic progress toward degree or program completion.
- Students must report changes in enrollment including drops, adds, withdrawals, changes to audit, and changes to educational objectives to the Office of the Registrar as well as the Department of Veterans Affairs (DVA).
- Students who register for courses and do not attend without officially withdrawing are misusing federal funds.
- Students who repeat a course for which a passing grade was awarded are ineligible for DVA benefits for that course.
- Students who audit a course or register for a non-credit course will be ineligible for DVA benefits. Students who wish to receive veterans benefits must also notify the Office of the Registrar in writing one month prior to the intended start date of every trimester of enrollment.

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

To review the frequently asked questions for MUIH students receiving military benefits, visit [www.muih.edu/admissions/financial-aid/veterans-benefits](http://www.muih.edu/admissions/financial-aid/veterans-benefits).

---

# TRANSFER AND EXEMPTION POLICY

Transfer credits may be considered for individual courses in cases where a student has taken graduate level coursework that meets the same course outcomes as the comparable course at Maryland University of Integrative Health.

Students may apply for transfer credits or course exemptions as part of their master's degree, post-baccalaureate, or post-master's certificate. The maximum number of credits for which course exemptions and transfers may be granted is 35 percent of the total credits for the Acupuncture and Oriental Medicine programs; 25 percent of the total credits of all other master's degree programs; and up to three credits in post-baccalaureate and post-master's certificates.

Up to six credits may be applied to a post-master's doctoral program at MUIH from another post-master's doctoral program in which the student has been previously accepted.

**Note:** Transferring credits is based on academic course/level equivalency. Exemption of courses is based on experience and other related credentials.

## Transfer Credit Policy

Students interested in Transfer of Credit must submit a Request for Transfer of Credit Review Form specifying the courses requested to be reviewed for transfer, including official course descriptions. Note: Undergraduate coursework cannot be transferred into a graduate program.

- Courses taken more than five years prior to enrollment are not eligible for transfer credit (students may apply for course exemption). Equivalency is determined by the Academic Director, Provost, or their faculty designee.
- The student must have earned a minimum grade of B-, 80 percent, or PASS "P" for the course to be considered for transfer. Students will receive notice of award of transfer credits in their letter of acceptance, or if approved at a later date, from the Registrar. Upon approval, course credits, but not the grades, are transferred to the MUIH transcript.
- Students are requested to apply for transfer review during the application process. If applying after acceptance into a program and after the admissions process is complete, the Office of the Registrar will oversee the process including final notice to the student.
- Additional information including a course catalog, syllabus and other related information for each course under review from the former college or university may be required.

## Exemption Policy

Course exemptions may be considered in cases where a student has prior experience or learning in the subject that meets the outcomes of a particular course. Students who are approved will have an "X" placed on their transcript next to the listing of the course. The department from which the targeted course originates (i.e. NUTR is Nutrition) evaluates the material provided and makes the decision. Because no credits will be awarded for an exempted course, students may be required to take another course to meet total program credit requirements or minimum state requirements.

In certain instances, MUIH may have formal Articulation Agreements with other institutions. In this case, the Articulation Agreement or other formal agreement with another entity supersedes this policy.

## 600-Level Courses and Above

To qualify for course exemption, the process starts with:

1. *Exemption by review.* Fee is \$75 per credit. The student must submit the Course Exemption Request Form with official requested documentation to the Office of Graduate Admissions upon application or, if a current student, to the Office of Registrar. Official documentation requirements are listed on the Course Exemption Request Form and may include: transcripts for a course older than five years, documentation of licensure, portfolio, resume, references, course assessments, or other appropriate documentation as agreed upon by the Academic Director. The request will be reviewed by expert faculty in that course using an assessment rubric that is appropriate to material being presented. The fee for review must accompany the Course Exemption Request Form. The Office of the Registrar will notify the student of the outcome of the review.

If the review of the student's material does not yield a clear decision, an exam or other form of assessment may be required to document prior learning.

2. *Exemption by exam.* Fee is \$75 per credit. If an exam is required, arrangements for taking the exam must be made through the Office of the Registrar, who will schedule the exam with the Academic Director. The fees should be submitted to the Office of the Registrar prior to scheduling the exam. The Office of the Registrar will notify the student of the outcome of the exam.

---

## Special Exemptions for 500-Level Courses

Our academic programs are designed to encourage students from diverse academic backgrounds. To do this, we build foundational courses into the graduate programs rather than requiring them for initial admission. In some instances, these prerequisites may have been courses required at the undergraduate level to prepare students for graduate study.

Students who meet these foundational prerequisites or “bridge” courses (which are identified in the MUIH system as 500 level courses) qualify for exemption of these courses in the specific program to which the applicant has applied without additional evidence. The student must submit the 500 Level Course Exemption Request Form to the Office of Graduate Admissions upon application or, if a current student, to the Office of the Registrar.

The applicant must have earned a minimum grade of B-, 80 percent, or PASS (P) in an equivalent course from a regionally accredited institution within the last 10 years. If the completion of the course exceeds the 10 year limit, the Academic Director may elect to use the regular Exemption Policy for the 600 level courses. If, by exempting the applicant from the MUIH 500 level course, the number of credits needed to graduate falls below the number of required MUIH residency credits or below state requirements, the student must take additional coursework to meet the state or university residency credit requirements as determined by the Academic Director. The Registrar’s Office will notify the student of the outcome. The limit of exempted 500 level courses is six credits.

Note: For current students, the application and documentation for course exemption must be submitted at least one trimester prior to the start of the MUIH course(s) being considered. Newly accepted students are requested to submit their exemption request forms at the time of admission to the university.

# ACADEMIC ENROLLMENT POLICIES

## Attendance Policy

Attendance and tardiness are among the factors faculty members take into account in evaluating student progress including the requirements on a syllabus.

Each faculty member has developed an attendance policy and includes the policy in his/her respective syllabus. The course syllabus should provide a clear statement of the instructor's expectations concerning absences, active student participation, assignments, examinations, make-up examinations or assignments, and other matters related to class attendance. A student is responsible for attending all class sessions. In general, a student's grade and status in the program may be affected if s/he misses more than are required/outlined in the course syllabus. Whenever missing a class (or being late) is unavoidable, any missed class work or other assignments must be made up by equivalent work as directed by the instructor.

## Satisfactory Academic Progress (SAP)

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

It is important to note that separate from the policy outlined herein for financial aid purposes, the Office of Academic Affairs conducts reviews of student academic performance in accordance with Maryland University of Integrative Health (MUIH) standards.

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 will be made electronically, unless otherwise noted.

## Satisfactory Academic Progress (SAP) Requirements

- Maintain a successful course completion rate of at least 50% (calculation based upon credit count);
- Maintain the necessary pace for completion within the maximum timeframe (MTF); and

- Meet student specific requirements set forth by the Academic Department, the Office of Financial Aid and an Academic Advisor (when applicable).

## QUALITATIVE MEASURE

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

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

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

## QUANTITATIVE MEASURE

**Pace:** This measure assesses the pace at which a student progresses toward attainment of their degree. The calculation to determine pace is done by testing the student against pre-determined progression benchmarks at the end of the terms referenced below. These benchmarks are designed to assess whether or not a student will be able to complete their program of study within the maximum timeframe (MTF) for completion as defined by MUIH. The following table outlines the appropriate pace of completion by trimester, based on a larger percentage of courses due to be successfully completed later in the program. The MTF is calculated from the first trimester of a student's enrollment and all trimesters are counted even if a student is not taking any courses or is on a leave of absence. Therefore, pace is calculated in reference to all terms enrolled, regardless of activity (or non-activity). Any break in a student's enrollment, except total program withdrawal, will be included in the calculation of pace.

## Pace of Completion by Trimester and Degree Level

Degree Type	Trimesters 3-5	Trimesters 6-8	Trimesters 9-11	Trimesters 12-14	Trimesters 15-17	Trimesters 18-20	Trimester 21
<b>Post-Baccalaureate Certificate</b>	25%	50%	MTF				
<b>Master's Degree</b>		10%	25%	50%	75%	MTF	
<b>Post-Masters Certificate</b>	25%	50%	MTF				
<b>Doctoral Degree</b>	10%	25%	50%	50%	75%	85%	MTF

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

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

### MAXIMUM TIMEFRAME (MTF)

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

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

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

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

<sup>\*</sup>Note: With respect to the MTF, all degree seeking students have the ability to apply, and if approved, be granted an additional year of eligibility to complete their program of study.

## Failure to Meet SAP Requirements for Academic Purposes

### ACADEMIC SANCTIONS

The Office of Academic Affairs (and specifically each Academic Advisor) will conduct a Satisfactory Academic Progress review for all students at the completion of each trimester. The review will not occur until the submission of all grades for a student.

Because this review cannot be completed before the submission of all grades for a student in each trimester and due to the nature of our course structure, students may be notified and removed from a course after the course has begun.

### ACADEMIC PROBATION

Students will be placed on Academic Probation:

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

### ACADEMIC JEOPARDY

Students will be placed on Academic Jeopardy:

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

## ACADEMIC DISMISSAL

Students will be Academically Dismissed:

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

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

## FREQUENCY OF REVIEW

The Office of Financial Aid, in coordination with the Office of Academic Affairs 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 Satisfactory Academic Progress will be evaluated: successful course completion, pace/progress rate, as well as maximum timeframe.

## Failure to Meet SAP Requirements for Financial Aid Purposes

### FINANCIAL AID WARNING

If MUIH determines a student is not making Satisfactory Academic Progress, 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 beginning with the next immediate trimester, until SAP is met.

A student may be placed on Financial Aid Warning multiple times if they have intermittent trimesters of meeting and not meeting SAP requirements. Example: A student is not meeting SAP standards upon review of the fall 2016 trimester performance and the student is placed on Financial Aid Warning. At the end of the following trimester, spring 2017, the student is meeting SAP standards and the student maintains eligibility for financial aid. At the end of fall 2017 trimester, however, the once again has not met SAP standards. The student is again placed on Financial Aid Warning. In other words, the clock re-sets after each trimester of successfully meeting SAP requirements.

## FINANCIAL AID SUSPENSION

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

## FINANCIAL AID PROBATION

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

## APPEAL CIRCUMSTANCES

Circumstances to appeal a Financial Aid Suspension decision are limited. A student may appeal suspension if the student did not make Satisfactory Academic Progress due to extenuating circumstances (e.g., the death of a relative, illness of the student). All circumstances must be documented (and may or may not be approved by the Director of Financial Aid and Chief Financial Officer (CFO)).

## APPEAL PROCESS

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

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

The appeal will be reviewed by the Director of Financial Aid and the Chief Financial Officer (CFO) and they may uphold the suspension, approve the appeal, or require additional information prior to making a decision.

- If the Director of Financial Aid and CFO determine the appeal cannot be approved, the suspension remains in place and financial aid eligibility remains suspended.
- If the Director of Financial Aid and CFO determine the appeal is sufficient and the student should be able to achieve Satisfactory Academic Progress by the end of their next trimester of enrollment and/or the student is taking sufficient credits to graduate prior to exceeding the MTF, the student

will be placed on Financial Aid Probation for one trimester. At the end of the trimester of Financial Aid Probation, the student's performance will be reviewed. If SAP requirements have been met, the student regains financial aid eligibility. If SAP requirements have not been met, the student's eligibility for financial aid is again suspended beginning with the next immediate trimester, and until SAP is met.

- The student's performance will continue to be monitored every trimester. An Academic Plan will have specific goals for a student to achieve each trimester of Financial Aid Probation and even if the goals are met early, the student continues on Financial Aid Probation until the end of the trimester. If a student does not meet the specific goals of the Academic Plan, the student's eligibility for financial aid is suspended beginning with the next immediate trimester, and until SAP is met.
- At the end of the trimester the student's performance will be reviewed. If SAP requirements have been met, the student regains financial aid eligibility for the next immediate trimester. If SAP requirements have not been met, the student's eligibility for financial aid is again suspended beginning with the next immediate trimester, and until SAP is met.

## ACADEMIC PLAN

An Academic Plan of Action is a course of action that, if achieved, will ensure that the student is able to meet the University's Satisfactory Academic Progress standards by a specific point in time. An Academic Plan of Action may include guidance provided by the student's Academic Advisor, suggested restrictions on work, social activity or other elements.

## REGAINING FINANCIAL AID ELIGIBILITY

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

If a student has successfully appealed Financial Aid Suspension and is placed on Financial Aid Probation but fails to meet the requirements of the Financial Aid Probation contract/Academic Plan of Action, the student may not appeal again unless 1) the student is granted permission by the Director of Financial Aid, the Associate VP of Enrollment Management and the Academic Director of the Department to continue in the program and 2) the student is able to attend without receiving federal, state or institutional financial aid and meet SAP and University academic standards. If those conditions are met, a student must then submit a new appeal to request a review of eligibility for financial aid.

Students may not submit two consecutive appeals.

## SPECIAL CONSIDERATIONS:

- **Transfer Credits:** Courses that are transferred from another institution and accepted toward an academic degree program (at the time of SAP Review) at the University count as attempted and completed hours for the purpose of measuring pace and for Maximum Timeframe (MTF).
- **Incomplete Grades:** Credit hours in which a student receives a grade "I" are included in the number of attempted credits, but don't count toward successfully completed credits. Students with numerous incompletes may have difficulty meeting the SAP standards at the time of evaluation. SAP will only be re-evaluated at the end of the next trimester.
- **Failing Grades:** Credit hours in which a student receives a grade "F" are included in the number of attempted credits. Failing grades are not successfully completed credits.
- **Withdrawals:** Credit hours in which a student receives a grade "W" are included in the number of attempted credits, but don't count towards successfully completed credits.
- **Audited Credits:** Audited class credits are not considered attempted coursework. A student cannot receive financial aid for audited courses.
- **Grade Changes:** Students who are on Financial Aid Probation must resolve all incomplete grades before the Office of Financial Aid can make a final determination that they meet the Satisfactory Academic Progress guidelines. Students must report any grade changes that impact their financial aid eligibility directly to the Office of Financial Aid. Students must notify the Office of Financial Aid once their final grades have been posted.

All information contained herein is subject to change without notice based on changes to federal law, regulation, or at the discretion of the University. If changes are made, students are required to abide by the new policy.

## Definitions

**Academic Plan of Action:** An Academic Plan of Action is a course of action that, if followed, will support a student's ability to meet the University's Satisfactory Academic Progress standards by a specific point in time. Academic Plans are included in the student's probation contract.

**Academic Program:** The Academic Program is the program in which a student plans to attain their degree.

**Audit Courses:** Audit Courses are courses that do not apply towards degree requirements, and are not taken for earned credit. (Audit Courses are ineligible for financial aid.)

**Completed Credits:** *Applicable only to doctoral programs in nutrition and acupuncture and Oriental medicine.* Credits previously earned in the acupuncture and Oriental medicine department, toward the completion of a Doctor of Acupuncture/Doctor of Oriental Medicine degree, or pre-requisite/pre-admission course work as a part of the Doctor of Clinical Nutrition program.

**Course Withdrawal:** Course Withdrawal is the process by which a student discontinues enrollment in a particular course.

**Exempted Credits:** Exempted Credits are credits awarded to enrolled students who have prior experience or learning in a subject (course) that meets the outcomes of a particular MUIH course.

**Financial Aid Probation:** Financial Aid Probation is a status assigned to a student who has failed to make Satisfactory Academic Progress, has appealed and had eligibility for aid reinstated for a defined period of time.

**Financial Aid Suspension:** Financial Aid Suspension results in termination of financial aid eligibility.

**Financial Aid Warning:** Financial Aid Warning is a status assigned when a student fails to meet SAP requirements for the first time. A student may be assigned a warning status multiple times.

**Remediated Course:** A Remediated Course is a course for which a student previously enrolled, failed and has successfully completed with a grade of “P.”

**Successful Completion:** Successful Completion of courses means finishing the courses for which one has subsequently enrolled and with the grade of “P” or “R.”

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

## 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. In this light, consistent standards of registration and approved deadlines have been implemented for three different groups of students:

- Current students who have registered in a previous trimester;
- Early confirmed new students – students who have confirmed their intent to enroll at MUIH prior to the late confirmation date. This date can be found on the universal academic calendar for all trimesters.
- Late confirmed new students – students who have confirmed their intent to enroll at MUIH after the first day of the late confirmed student registration period and

before the end of the admissions confirmation deadline.

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

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

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

In general, current and early confirmed students are expected to register for courses in advance of the start of each trimester. Current and early confirmed students are given priority registration, beginning on the first day of registration each term.

Late confirmed students may register for available courses from their confirmation date through the last day of the Schedule Adjustment Period without incurring fees.

Students who are waitlisted for courses will not incur late fees, if a course becomes available after the specified registration period ends.

Census dates each term will be the first Friday of the first week of class.

## Withdrawal from a Program

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

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

A student who withdraws and seeks to return to the institution must contact the Office of Graduate Admissions. 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. A student wishing to reapply for financial aid must meet with the Director of Financial Aid.

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

#### **INVOLUNTARY WITHDRAW**

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:

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

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



## SECTION THREE ACUPUNCTURE AND ORIENTAL MEDICINE

### **Acupuncture And Oriental Medicine Department**

Post-Baccalaureate Certificate in Chinese Herbs  
Master of Acupuncture  
Master of Oriental Medicine  
Doctor of Acupuncture  
Doctor of Oriental Medicine

Programs not currently enrolling:  
Post-Master's Certificate in Animal Acupuncture  
Post-Master's Certificate in Women's Holistic Health

### **Administration**

Jeff Millison, M.Ac.  
Academic Director

Rhonda Sapp, M.Ac.  
Associate Director

Janet Padgett, M.Ac., Ph.D.  
Program Director, Acupuncture and Oriental Medicine  
Doctoral Programs  
Program Director, Evening/Weekend Programs  
Interim Chair, Touching Energy and Structure Division

Evan Rabinowitz, M.Ac.  
Program Manager, Chinese Herbs Program  
Chair, Chinese Herbs Division

Tyme Gigliotti, M.Ac.  
Director, Acupuncture and Oriental Medicine Clinic  
Chair, Clinical Practices Division

Jane Grissmer, M.Ac. (UK)  
Chair, Theory Division

Maryland University of Integrative Health [www.muih.edu](http://www.muih.edu)

Stacey MacFarlane, M.Ac.  
Chair, Clinical Foundations Division

Cheryl Walker, M.L.  
Chair, Applied Practices Division

Heming Zhu, M.Ac., M.D. (China), Ph.D.  
Chair, Integrated Health Sciences Division

Hee Sueng, M.Ac.  
Chinese Herbs Dispensary Supervisor

Julia Mandes, M.O.M.  
Chinese Herbs Dispensary Supervisor

Gena Roberge, M.O.M.  
Chinese Herbs Dispensary Supervisor

Chelsey Barrett  
Program Administrator, Acupuncture and Oriental Medicine

M. Eileen Foley  
Program Administrator, Chinese Herbs

Michelle Bliss, J.D.  
Academic Advisor

### **Contact the Department**

**ACUPUNCTURE AND ORIENTAL MEDICINE PROGRAMS**  
410-888-9048 ext. 6689  
[acupuncture@muih.edu](mailto:acupuncture@muih.edu)

**CHINESE HERBS PROGRAM**  
410-888-9048 ext. 6616  
[chineseherbs@muih.edu](mailto:chineseherbs@muih.edu)

# POST-BACCALAUREATE CERTIFICATE IN CHINESE HERBS

## Program Overview

Maryland University of Integrative Health's two-year Post-Baccalaureate Certificate in Chinese Herbs integrates classical Chinese medicine with a Constitutional Five Element perspective. The program is rooted in the history of ideas of Chinese herbal medicine from the classics to contemporary practice. Its flexible weekend format is designed for licensed acupuncturists and current acupuncture students.

The 37-credit program provides a deep and thorough understanding of Chinese herbs and formulas in the didactic component. Clinical training, consisting of 210 hours, includes direct diagnostic calibration with experienced supervisors and practical dispensary training in MUIH's extensive herbal dispensary. Students also learn advanced specialty topics, including gynecology, dermatology, oncology, gastroenterology, and traumatology. Graduates are confident in their ability to be effective and knowledgeable practitioners of Chinese herbal medicine.

## Purpose

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

## Goals

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

## Course of Study

Number	Course Title	Credits
CHP 610A	History of Chinese Herbal Medicine	0.25
CHP 621	Chinese Herbal Medicine Theory I	4.25
CHP 621B	Five Element Theory & Integration	3.00
CHP 621C	Five Element Theory & Integration	5.25
CHP 642B	Clinical Theory in Practice I	0.25
CHP 642C	Clinical Theory in Practice II	0.50
CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721A	Clinical Internship	2.00
CHP 721B	Clinical Internship	2.50
CHP 721C	Clinical Internship	2.50
CHP 731A	Clinical Thought Process	0.50
CHP 731B	Clinical Thought Process	0.50
CHP 741A	Diagnostic Skills	0.50
CHP 760	Clinical Orientation	0.25
CHP 770A	Pharmacy Practicum	0.25
CHP 770B	Pharmacy Practicum	0.25
CHP 770C	Pharmacy Practicum	0.50
CHP 780A	Core Group I	0.50
CHP 780B	Core Group II	0.25
CHP 780C	Core Group III	0.25
<b>Total Program Credits</b>		<b>37.00</b>

---

## Faculty

Evan Rabinowitz, M.Ac.  
Program Manager, Chinese Herbs

## Adjunct Faculty

Ann Cecil-Sterman, M.S.  
Anne Jeffres, D.A.O.M.

## Guest Lecturers

Stephen Cowan, M.D.  
Thea Elijah, M.Ac.  
Andrew Ellis  
Heiner Fruehauf, Ph.D.  
Diane Gioioso, M.Ac.  
Stephen Howard, M.Ac.  
Jeffrey Yuen

## Clinical Supervisors

Beth Burke M.Ac.  
Jie Chen, M.S., O.M.D.  
Elizabeth Fellows, M.Ac.  
Ta-Ya Lee, M.P.H., M.B.A., M.Ac., D.N.P.  
Dan Parrish, M.Ac.  
Jennifer Stuckey O.M.D.  
Keri Westhauser, M.Ac.

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Additional Requirements

Applicants must meet one of the following criteria:

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

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

## Health Requirements

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

## Program Format

The Post-Baccalaureate Certificate in Chinese Herbs is a 24-month program offered on campus on weekends. Saturday and Sunday class times are generally 8:30 a.m.–5:30 p.m., with some Friday classes from 8:30 a.m. – 4:30 p.m.

In the second year, students will begin participating in clinic. Clinic times are available on weekdays and weekends. See [www.muih.edu](http://www.muih.edu) for more information.

## Additional Information

### Laws & Licensure

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

---

# MASTER OF ACUPUNCTURE

## Program Overview

The acupuncture program is a graduate curriculum leading to a Master of Acupuncture degree. It is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. The program provides a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture and Oriental medicine, provides a focus on the Constitutional Five Element Acupuncture tradition and Eight Principle treatment strategies, and introduces students to biomedicine from an integrative and holistic perspective, as needed for the practice of acupuncture and Oriental medicine.

The program emphasizes self-cultivation and “healership” – providing a rigorous, transformative, and relationship-centered curriculum that guides students to choose their words and actions intentionally, in order to be a healing presence that supports their patients. The program also provides a solid foundation in practice management and the skills necessary to build a practice or enter the work force and participate in today’s growing healthcare field.

## Purpose

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

## Goals

Students who complete the program will:

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

Please note: To view the expanded educational objectives, please visit: [www.muih.edu](http://www.muih.edu)

## Curriculum Overview

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

### Level I: The Tao: Health in Wholeness

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

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

### Level II: Ying/Yang: Health in Balance

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

### Level III: Qi: Health in Movement

Level III begins with a three-day off-campus retreat. The retreat serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 10 patients, and completes, under supervision, a minimum of 250 treatments. In addition, each student performs

at least 80 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

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

## Course of Study

### LEVEL I

Number	Course Title	Credits <sup>1</sup>
<b>Trimester 1</b>		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: "Healership"	1.50
APP 613	Becoming a Healing Presence I: Qualities and Practices	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy Regional and Surface Anatomy	3.00
MUIH 550	Academic Research and Scholarship	0.00
<b>Subtotal</b>		<b>13.50</b>

### Trimester 2

AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II: Listening Within	1.50
ISCI 547A	Physiology I: Healthy Function	3.00
ISCI 754	Safe Practices	2.00
<b>Subtotal</b>		<b>15.00</b>

### LEVEL II

Number	Course Title	Credits <sup>1</sup>
<b>Trimester 3</b>		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Health	3.00
<b>Subtotal</b>		<b>14.00</b>

### Trimester 4

AOM 014	Five Element Project	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 690B	Supervised Community Practice II	0.25
APP 615	Becoming a Healing Presence III: The Power of Language and Skillful Inquiry	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
<b>Subtotal</b>		<b>13.75</b>

### Trimester 5

AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 095	Orientation to Clinical Practice	0.00
AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 665	Physiology III: Integration with Oriental Medicine	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice II	0.25
AOM 790C5	Supervised Clinical Practice	0.50
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00
ISCI 647B	Physiology II: Movement Away from Health	3.00
<b>Subtotal</b>		<b>17.25</b>

LEVEL III		
Number	Course Title	Credits <sup>1</sup>
<b>Trimester 6</b>		
AOM 096	Pre-Clinic Retreat	0.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 776A	Five Element Theory Integration Intensive I	0.50
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV: Emotional Intelligence	1.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
<b>Subtotal</b>		<b>9.00</b>
<b>Trimester 7</b>		
AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 776B	Five Element Theory Integration Intensive II	0.50
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
IHM 762	Practice Management The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedical Integration of Acupuncture and Oriental Medicine I	2.00
<b>Subtotal</b>		<b>12.00</b>
<b>Trimester 8</b>		
AOM 748	Asian Body Work and Medical Therapy	0.75
AOM 758	Clinical Observation: Living Traditions	1.00
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
ISCI 758B	Biomedical Integration of Acupuncture and Oriental Medicine II	3.00
<b>Subtotal</b>		<b>11.50</b>
<b>Trimester 9</b>		
AOM 7EXI	AOM Oral Exam Level Three	0.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
APP 710	Becoming a Healing Presence V: Principles In Practice	1.50
IHM 763	Practice Management: The Practice And Business of Oriental Medicine IV	2.00
Choose 3.0 credits of the following: <sup>2</sup>		
AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Five Element Clinical Intensive	3.00
<b>Subtotal</b>		<b>13.25</b>

<b>Trimester 10<sup>3</sup></b>		
AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

<b>Trimester 11<sup>3</sup></b>		
AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

<b>Flex Core<sup>4</sup></b>		
APP VOL	Professional Project	0.00
ISCI 615	Mind Body Science	3.00
ISCI 636	Integrative Science of Acupuncture	3.00
<b>Subtotal</b>		<b>6.00</b>

### BIOSCIENCE ELECTIVES

Choose 3.00 credits in bioscience electives. Elective offerings vary by trimester and are subject to change. Please refer to the Schedule of Courses for an update to date list of elective offerings.

Sample electives include:

Number	Course Title	Credits
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 632B	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
NUTR 602	Nutrition: Food and Balance	3.00
<b>Subtotal</b>		<b>3.00</b>

### OPTIONAL LEVEL III COURSES<sup>5</sup>

AOM 710	Theory: NCCAOM Review Elective	0.00
<b>Total Program Credits<sup>5</sup></b>		<b>128.25</b>
<b>Total Program Hours<sup>5</sup></b>		<b>2,385.00</b>

<sup>1</sup>Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

<sup>2</sup>Students select from multiple advanced course topics to fulfill the requirement for their senior selection.

<sup>3</sup>While the program is designed to be completed in three years, this course of study illustrates how students are allowed to progress through clinic at a more moderate pace and extend their clinical practice beyond Trimester 9 if necessary.

<sup>4</sup>The term "Flex Core" indicates that students may elect when to complete required credits and/or hours. APP VOL is a 75-hour, non-credit academic requirement while ISCI 615 and ISCI 636 are required credit courses that students may take during any trimester they are offered.

<sup>5</sup> Total hours and credits do not include Optional Level III Courses or extended clinic coursework (AOM 790G) in trimesters 10 and 11.

---

## Faculty

David Blaiwas, M.Ac., M.A.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Tyme Gigliotti, M.Ac.  
Assistant Professor

Jane Grissmer, M.Ac. (UK)  
Professor

Celeste Homan, M.Ac., M.S.  
Assistant Professor

Kaiya Larson, M.Ac.  
Assistant Professor

Jeff Millison, M.Ac.  
Academic Director, Acupuncture and Oriental Medicine

Heidi Most, M.Ac.  
Associate Professor

Linda Simons, M.Ac.  
Assistant Professor

Marlysa Sullivan, M.P.T.  
Assistant Professor

Heming Zhu, M.Ac., M.D. (China), Ph.D.  
Professor

## Adjunct Faculty

Barbara Abrams, M.Ac.

Tom Balles, M.Ac.

Susan Berman, M.Ac.

Stephanie Bernardo, M.Ac.

Edna Brandt, M.Ac.

Jefferson Breland, M.Ac.

Jack Daniel, M.Ac. (UK)

Cheryl DePetro, M.Ac., M.S.W.

Heather Dorst, M.Ac.

Marianne Susanti Follingstad, M.Ac.

Reggie Gooden, M.Ac.

Tracy Rupp Hockmeyer, Ph.D.

Cynthia Jabs, M.Ac.

Pamela Jeter, Ph.D.

Mikschal Johanison, M.Ac., M.A.

Elizabeth Kipphut, M.Ac.

Kathleen Koch, M.Ac.

Stacey MacFarlane, M.Ac.

Tatyana Maltseva, M.Ac., M.D. (Ukraine)

Julia Mandes, M.Ac.

Brenda McNeal, M.Ac.

Marybeth Missenda, M.S.

Daryl Nault, M.S.

Patricia Owen-Buckley, M.Ac.

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

Greg Padrick, M.Ac.

Laritta Paolini, M.Ac., M.D. (Russia)

David Paton, M.Ac.

Micheal Phillips, M.Ac.

Evan Rabinowitz, M.Ac.

Rhonda Sapp, M.Ac.

Cheryl Walker Shapero, M.L.

Robert Shapero, M.Ac.

Deanna Stennett, M.Ac. (UK)

Nancy Takahashi, M.Ac.

Claudia Thomas, M.Ac.

Shea Hunter Thompson, M.Ac.

Claudia Joy Wingo, M.P.H

Brooks Wuerderman, M.Ac.

Jennifer Yocum, M.Ac.

## Guest Lecturers

Joseph Betz, Ph.D.

Nicola Bilton, M.Ac.

Stephen Howard, M.D.

Andrew Prescott, B.Ac. (UK)

Helen Mitchell, Ph.D.

Clayton Spivey, M.Ac.

John Sullivan, Ph.D.

Jeffrey Yuen

## Clinical Supervisors

Sherrie Black, M.Ac., J.D.

Janice Campbell, M.Ac.

Maureen Gary, M.Ac.

Ellie Isaac, M.Ac.

Robin Johnsen, M.Ac.

Craig Kerr, M.Ac.

Arthur Lazarowitz, M.Ac.

Martha Rogers, M.Ac.

Christina Sarlo, M.Ac.

Barbara Schuyler, M.Ac., M.S.W.

Nancy Smith, M.Ac.

Rose Truby, M.Ac.

Lydia Wainwright, M.Ac.

## Teaching Associates

Diane Alberga, M.Ac.

Abbe Creaney, M.Ac.

Michelle Gellis, M.Ac.

Sharon Hipkins, M.Ac.

Karen Johnson, M.Ac.

Mary Morrison, M.Ac.

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Health Requirements

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

## Program Format

The Master of Acupuncture is offered in a hybrid daytime format with primarily on-campus courses and a few online courses. It is designed to be completed in three years and eight months across 11 trimesters, with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary. The program may be completed in as few as nine trimesters, or students may progress at a more moderate pace and extend their clinical practice beyond trimester 11 if necessary.

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

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

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

## INTENSIVES

The program begins with a three-day intensive and has a few weekend intensives throughout the 11 trimesters. Most weekend intensives are 9 a.m.–5:30 p.m. on Saturday and Sunday. See [www.muih.edu](http://www.muih.edu) for more information.

## ELECTIVES

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

## NON-CREDIT REQUIREMENTS

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

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment (i.e. five times a year seasonally at minimum)
- MUIH 550: Academic Research and Scholarship
- APP VOL: Professional Project (75 hours over the program)
- AOM 014: Five Element Project
- AOM 095: Orientation to Clinical Practice
- AOM 096: Pre-Clinic Retreat
- AOM 6EXI: AOM Comprehensive Exam Level Two
- AOM 7EXI: AOM Oral Exam Level Three

## Additional Information

### Laws and Licensure

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

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to [www.nccaom.org](http://www.nccaom.org).

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

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

## GENERAL

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

## MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

### **Maryland Board of Acupuncture**

4201 Patterson Avenue, Room 311  
Baltimore, MD 21215  
410-764-4766 or 800-530-2481  
[dhmh.state.md.us/bacc](http://dhmh.state.md.us/bacc)

## STATE OF CALIFORNIA

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

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

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

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

- Chinese Herbal Certificate: 450 hours of didactic instruction and 210 hours of clinical instruction
- AOM CA701 California Supplemental Information I
- AOM CA702 California Supplemental Information II
- CPR: A minimum of eight (8) hours in first aid and adult/child CPR from the American Red Cross, American Heart

Association or other organization with an equivalent course approved by the California Acupuncture Board.

- Self-identified California tracked students must comply with California supervisory requirements by treating on specified California tracked treatment slots.
- Recommended elective coursework: ISCI 667: The Science of Addiction

The Integrative Health Sciences department at MUIH provides all California-required science coursework within the core science courses in the Master of Acupuncture program. MUIH also offers additional electives to meet more specific California requirements if those requirements are not met in the student's undergraduate coursework. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

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

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

### **California Acupuncture Board**

1747 N. Market Blvd., Suite 180  
Sacramento, CA 95834  
916-928-2204  
[www.acupuncture.ca.gov](http://www.acupuncture.ca.gov)

## REQUIREMENTS OF OTHER STATES

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

---

## Resources

### COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

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

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

600 Wyndhurst Ave, Suite 112  
Baltimore, MD 21210  
410-464-6040  
[www.ccaom.org](http://www.ccaom.org)

### ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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

#### **Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)**

8941 Aztec Drive  
Eden Prairie, MN 55347  
952-212-2434  
[www.acaom.org](http://www.acaom.org)

### NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)

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

#### **National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)**

76 S. Laura Street, Suite 1290  
Jacksonville, FL 32202  
904-598-1005  
[info@nccaom.org](mailto:info@nccaom.org)  
[www.nccaom.org](http://www.nccaom.org)

### AMERICAN ASSOCIATION OF ACUPUNCTURE AND ORIENTAL MEDICINE (AAAOM)

AAAOM is a national membership organization dedicated to promoting excellence and integrity in the professional practice of acupuncture and Oriental medicine in order to enhance public health and well-being. The AAAOM is committed to high ethical and educational standards and to ensuring the safety of the public. As part of its purpose, the AAAOM seeks to advance the professional field of acupuncture and Oriental medicine and to educate and serve as a resource to legislators, regulators, and the general public regarding the nature and scope of the practice of acupuncture and Oriental medicine.

#### **American Association of Acupuncture and Oriental Medicine**

9650 Rockville Pike  
Bethesda, MD 20814  
866-455-7999  
[www.aaaomonline.org](http://www.aaaomonline.org)

---

# MASTER OF ORIENTAL MEDICINE PROGRAM

## Program Overview

The Master of Oriental Medicine integrates MUIH's Master of Acupuncture and Post-Baccalaureate Certificate in Chinese Herbs into one graduate curriculum. It is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. The program provides a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture and Oriental medicine, provides a focus on the Constitutional Five Element Acupuncture tradition and Eight Principle treatment strategies, and introduces students to biomedicine from an integrative and holistic perspective, as needed for the practice of acupuncture and Oriental medicine.

The program emphasizes self-cultivation and “healership” – providing a rigorous, transformative, and relationship-centered curriculum that guides students to choose their words and actions intentionally, in order to be a healing presence that supports their patients. The program also provides a solid foundation in practice management and the skills necessary to build a practice or enter the work force and participate in today's growing healthcare field.

## Purpose

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

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

## Goals

Students who complete the program will:

- Possess a comprehensive and integrated understanding of the classical and theoretical foundations of the field of acupuncture and Oriental medicine
- Possess a well-rounded knowledge of the theory and philosophy of Chinese herbal medicine, its rich history, and contemporary applications
- Possess an understanding of biomedicine from an integrative and holistic perspective.
- Grow personally and professionally, and develop a “healing presence”

- Serve clients at all levels of being – body, mind, and spirit
- Be able to specialize in the treatment of certain health conditions and populations, including pain management and women's health
- Possess the business and practice management skills to ensure their success as they enter the workforce

Please note: To view the expanded educational objectives, please visit: [www.muih.edu](http://www.muih.edu)

## Curriculum Overview

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

### Level I: The Tao: Health in Wholeness

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

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

### Level II: Ying/Yang: Health in Balance

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

## Level III: Qi: Health in Movement

Level III begins with a three-day off-campus retreat. The retreat serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 10 acupuncture patients, and completes, under supervision, a minimum of 250 acupuncture treatments. In addition, each student performs at least 80 treatments on acupuncture patients at Community Clinic Sites (begun in Level II). The Chinese Herbs clinic consists of 210 hours, including direct diagnostic calibration treatment planning, and extensive practical dispensary training. In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

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

## Course of Study

### LEVEL I

Number	Course Title	Credits <sup>1</sup>
<b>Trimester 1</b>		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: "Healership"	1.50
APP 613	Becoming a Healing Presence I: Qualities and Practices	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy Regional and Surface Anatomy	3.00
MUIH 550	Academic Research and Scholarship	0.00
<b>Subtotal</b>		<b>13.50</b>

### Trimester 2

AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II: Listening Within	1.50
ISCI 547A	Physiology I: Healthy Function	3.00
ISCI 754	Safe Practices	2.00
<b>Subtotal</b>		<b>15.00</b>

### LEVEL II

Number	Course Title	Credits <sup>1</sup>
<b>Trimester 3</b>		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Health	3.00
<b>Subtotal</b>		<b>14.00</b>

### Trimester 4

AOM 014	Five Element Project	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 690B	Supervised Community Practice II	0.25
APP 615	Becoming a Healing Presence III: The Power of Language and Skillful Inquiry	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
<b>Subtotal</b>		<b>13.75</b>

<b>Trimester 5<sup>6</sup></b>		
<b>Number</b>	<b>Course Title</b>	<b>Credits<sup>1</sup></b>
AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 095	Orientation to Clinical Practice	0.00
AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 665	Physiology III: Integration with Oriental Medicine	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice II	0.25
AOM 790C5	Supervised Clinical Practice	0.50
CHP 610A	History of Chinese Herbal Medicine	0.25
CHP 621	Chinese Herbal Medicine Theory I	4.25
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00
ISCI 647B	Physiology II: Movement Away from Health	3.00
<b>Subtotal</b>		<b>21.75</b>

### LEVEL III

<b>Number</b>	<b>Course Title</b>	<b>Credits<sup>1</sup></b>
<b>Trimester 6</b>		
AOM 096	Pre-Clinic Retreat	0.00
AOM 716	Writing a Case Report	1.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV: Emotional Intelligence	1.50
CHP 621B	Five Element Theory & Integration	3.00
CHP 642B	Clinical Theory in Practice II	0.25
CHP 731A	Clinical Thought Process	0.50
CHP 741A	Diagnostic Skills	0.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
<b>Subtotal</b>		<b>13.75</b>

### Trimester 7

AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
CHP 621C	Five Element Theory & Integration	5.25
CHP 642C	Clinical Theory in Practice III	0.50
CHP 760	Clinical Orientation	0.25
HRB 645	Foundations of Toxicology and Herb-Drug Interactions	3.00

IHM 762	Practice Management The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedical Integration of Acupuncture and Oriental Medicine I	2.00
<b>Subtotal</b>		<b>20.50</b>

### Trimester 8

AOM 748	Asian Body Work and Medical Therapy	0.75
AOM 758	Clinical Observation: Living Traditions	1.00
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 721A	Clinical Internship	2.00
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group I	0.50
ISCI 758B	Biomedical Integration of Acupuncture and Oriental Medicine II	3.00
<b>Subtotal</b>		<b>18.25</b>

### Trimester 9

AOM 7EXI	AOM Oral Exam Level Three	0.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
APP 710	Becoming a Healing Presence V: Principles In Practice	1.50
CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 721B	Clinical Internship	2.50
CHP 770B	Pharmacy Practicum	0.25
CHP 780B	Core Group II	0.25
IHM 763	Practice Management: The Practice and Business of Oriental Medicine IV	2.00
Choose 3.0 of the following credits: <sup>2</sup>		
AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Five Element Clinical Intensive	3.00
<b>Subtotal</b>		<b>20.75</b>

### Trimester 10<sup>3</sup>

AOM 790G	Supervised Clinical Practice	3.00
CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721C	Clinical Internship	2.50
CHP 770C	Pharmacy Practicum	0.50
CHP 780C	Core Group III	0.25
<b>Subtotal</b>		<b>8.00</b>

### Trimester 11<sup>3</sup>

AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

#### Flex Core<sup>4</sup>

APP VOL	Professional Project	0.00
ISCI 615	Mind Body Science	3.00
ISCI 636	Integrative Science of Acupuncture	3.00
<b>Subtotal</b>		<b>6.00</b>

#### BIOSCIENCE ELECTIVES

Choose 3.00 credits in bioscience electives. Elective offerings vary by trimester and are subject to change. Please refer to the Schedule of Courses for an update to date list of elective offerings.

Sample electives include:

Number	Course Title	Credits
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 632B	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
NUTR 602	Nutrition: Food and Balance	3.00
<b>Subtotal</b>		<b>3.00</b>

#### OPTIONAL LEVEL III COURSES<sup>6</sup>

AOM 710	Theory: NCCAOM Review Elective	0.00
---------	--------------------------------	------

**Total Program Credits<sup>6</sup>** 168.25

**Total Program Hours<sup>6</sup>** 3,067.50

<sup>1</sup>Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

<sup>2</sup>Students select from multiple advanced course topics to fulfill the requirement for Senior Selection.

<sup>3</sup> While the program is designed to be completed in three years and eight months, this course of study illustrates how students are allowed to progress through clinic at a more moderate pace and extend their clinical practice beyond Trimester 10 if necessary. AOM 790G is an optional extended clinic course for trimesters 10 and 11.

<sup>4</sup>The term “Flex Core” indicates that students may elect when to complete required credits and/or hours. APP VOL is a 75-hour, non-credit academic requirement while ISCI 615 and ISCI 636 are required credit courses that students may take during any trimester they are offered.

<sup>5</sup>Total program hours do not include hours for Optional Level III Courses or extended clinic coursework (AOM 790G) in trimesters 10 and 11.

<sup>6</sup> This course of study illustrates the progression of courses for fall intakes with Chinese Herbs courses beginning in Trimester

5. Spring intakes should plan to take all Chinese Herbs courses one trimester earlier than fall intakes. Students may also elect to defer the start of Chinese Herbs courses until Trimester 7 or 8, depending on intake, which will extend the length of the program to a minimum of 13 trimesters.

#### Faculty

David Blaiwas, M.Ac., M.A.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Tyme Gigliotti, M.Ac.  
Assistant Professor

Jane Grissmer, M.Ac. (UK)  
Professor

Celeste Homan, M.Ac., M.S.  
Assistant Professor

Kaiya Larson, M.Ac.  
Assistant Professor

Jeff Millison, M.Ac.  
Academic Director, Acupuncture and Oriental Medicine

Heidi Most, M.Ac.  
Associate Professor

Linda Simons, M.Ac.  
Assistant Professor

Marlysa Sullivan, M.P.T.  
Assistant Professor

Heming Zhu, M.Ac., M.D. (China), Ph.D.  
Professor

#### Adjunct Faculty

Barbara Abrams, M.Ac.

Tom Balles, M.Ac.

Susan Berman, M.Ac.

Stephanie Bernardo, M.Ac.

Edna Brandt, M.Ac.

Jefferson Breland, M.Ac.

Jack Daniel, M.Ac. (UK)

Cheryl DePetro, M.Ac., M.S.W.

Heather Dorst, M.Ac.

Marianne Susanti Follingstad, M.Ac.

Reggie Gooden, M.Ac.

Tracy Rupp Hockmeyer, Ph.D.

Cynthia Jabs, M.Ac.

Pamela Jeter, Ph.D.

Mikschal Johanison, M.Ac., M.A.

Elizabeth Kipphut, M.Ac.  
Kathleen Koch, M.Ac.  
Stacey MacFarlane, M.Ac.  
Tatyana Maltseva, M.Ac., M.D. (Ukraine)  
Julia Mandes, M.Ac.  
Brenda McNeal, M.Ac.  
Marybeth Missenda, M.S.  
Daryl Nault, M.S.  
Patricia Owen-Buckley, M.Ac.  
Janet Padgett, M.Ac., Ph.D.  
Greg Padrick, M.Ac.  
Laritta Paolini, M.Ac., M.D. (Russia)  
David Paton, M.Ac.  
Micheal Phillips, M.Ac.  
Evan Rabinowitz, M.Ac.  
Rhonda Sapp, M.Ac.  
Cheryl Walker Shapero, M.L.  
Robert Shapero, M.Ac.  
Deanna Stennett, M.Ac. (UK)  
Nancy Takahashi, M.Ac.  
Claudia Thomas, M.Ac.  
Shea Hunter Thompson, M.Ac.  
Claudia Joy Wingo, M.P.H.  
Brooks Wuerderman, M.Ac.  
Jennifer Yocum, M.Ac.

### Guest Lecturers

Joseph Betz, Ph.D.  
Nicola Bilton, M.Ac.  
Stephen Howard, M.D.  
Andrew Prescott, B.Ac. (UK)  
Helen Mitchell, Ph.D.  
Clayton Spivey, M.Ac.  
John Sullivan, Ph.D.  
Jeffrey Yuen

### Clinical Supervisors

Sherrie Black, M.Ac., J.D.  
Janice Campbell, M.Ac.  
Maureen Gary, M.Ac.  
Ellie Isaac, M.Ac.  
Robin Johnsen, M.Ac.  
Craig Kerr, M.Ac.  
Arthur Lazarowitz, M.Ac.  
Martha Rogers, M.Ac.  
Christina Sarlo, M.Ac.  
Barbara Schuyler, M.Ac., M.S.W.  
Nancy Smith, M.Ac.  
Rose Truby, M.Ac.  
Lydia Wainwright, M.Ac.

### Teaching Associates

Diane Alberga, M.Ac.  
Abbe Creaney, M.Ac.  
Michelle Gellis, M.Ac.  
Sharon Hipkins, M.Ac.  
Karen Johnson, M.Ac.  
Mary Morrison, M.Ac.

### Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

### Health Requirements

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

### Program Format

The Master of Oriental Medicine is offered in a hybrid daytime format with primarily on campus courses and a few online courses. It is designed to be completed in three years and eight months across 11 trimesters with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary.

Students beginning the program in September may complete the program in as few as 10 trimesters. Students beginning the program in January may complete the program in as few as 9 trimesters. Students may also progress at a more moderate pace and extend their clinical practice beyond Trimester 11 if necessary.

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

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

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

### INTENSIVES

The program begins with a three-day intensive and has a few weekend intensives throughout the 11 trimesters. Most weekend intensives are 9 a.m.–5:30 p.m. on Saturday and Sunday. See [www.muih.edu](http://www.muih.edu) for more information.

### CHINESE HERBS COURSES

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

### ELECTIVES

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

### NON-CREDIT REQUIREMENTS

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

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment (i.e. five times a year seasonally at minimum)
- MUIH 550: Academic Research and Scholarship
- APP VOL: Professional Project (75 hours over the program)
- AOM 014: Five Element Project
- AOM 095: Orientation to Clinical Practice
- AOM 096: Pre-Clinic Retreat
- AOM 6EXI: AOM Comprehensive Exam Level Two
- AOM 7EXI: AOM Oral Exam Level Three

## Additional Information

### Laws and Licensure

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

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to [www.nccaom.org](http://www.nccaom.org).

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

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

### GENERAL

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

### MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

#### **Maryland Board of Acupuncture**

4201 Patterson Avenue, Room 311

Baltimore, MD 21215

410-764-4766 or 800-530-2481

[dhmh.state.md.us/bacc](http://dhmh.state.md.us/bacc)

### STATE OF CALIFORNIA

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

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

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

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

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

The Integrative Health Sciences department at MUIH provides all California-required science coursework within the core science courses in the Master of Oriental Medicine program. MUIH also offers additional electives to meet more specific California requirements if those requirements are not met in the student's undergraduate coursework. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

If any of the above coursework is to be completed at an institution other than MUIH, the Academic Director of the Acupuncture and Oriental Medicine programs must approve the course. Appropriate documentation must also be submitted to the Office of the Registrar before such coursework may be included in the student's academic file and official transcript.

Students planning to seek licensure in California must speak to the Associate Director to insure that their course of study meets all requirements to sit the California Licensing Examination.

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

#### **California Acupuncture Board**

1747 N. Market Blvd., Suite 180  
Sacramento, CA 95834  
916-928-2204  
[www.acupuncture.ca.gov](http://www.acupuncture.ca.gov)

### **REQUIREMENTS OF OTHER STATES**

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

### **Resources**

#### **COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)**

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

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

600 Wyndhurst Ave., Suite 112  
Baltimore, MD 21210  
410-464-6040.  
[www.ccaom.org](http://www.ccaom.org)

---

## ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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

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

14502 Greenview Drive, Suite 300B  
Laurel, MD 20708  
301-313-0855  
[www.acaom.org](http://www.acaom.org)

## AMERICAN ASSOCIATION OF ACUPUNCTURE AND ORIENTAL MEDICINE (AAAOM)

AAAOM is a national membership organization dedicated to promoting excellence and integrity in the professional practice of acupuncture and Oriental medicine, in order to enhance public health and well-being. The AAAOM is committed to high ethical and educational standards and to ensuring the safety of the public. As part of its purpose, the AAAOM seeks to advance the professional field of acupuncture and Oriental medicine and to educate and serve as a resource to legislators, regulators, and the general public regarding the nature and scope of the practice of acupuncture and Oriental medicine.

### **American Association of Acupuncture and Oriental Medicine**

9650 Rockville Pike  
Bethesda, MD 20814  
866-455-7999  
[www.aaaomonline.org](http://www.aaaomonline.org)

## NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)

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

### **National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)**

76 S. Laura Street, Suite 1290  
Jacksonville, FL 32202  
904-598-1005  
[info@nccaom.org](mailto:info@nccaom.org)  
[www.nccaom.org](http://www.nccaom.org)

---

# DOCTOR OF ACUPUNCTURE

## Program Overview

Maryland University of Integrative Health's Doctor of Acupuncture degree is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. The program provides a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture and Oriental medicine, provides a focus on the Constitutional Five Element Acupuncture tradition and Eight Principle treatment strategies, and introduces students to biomedicine from an integrative and holistic perspective, as needed for the practice of acupuncture and Oriental medicine.

The program emphasizes self-cultivation and "healership" – providing a rigorous, transformative, and relationship-centered curriculum that guides students to choose their words and actions intentionally, in order to be a healing presence that supports their patients. The program also provides a solid foundation in practice management and the skills necessary to build a practice or enter the work force and participate in today's growing healthcare field.

The Doctor of Acupuncture builds on the outcomes and competencies of the Master of Acupuncture with the addition of 28 doctoral-specific competencies in the domains of research literacy, advanced diagnostic studies, systems-based medicine, and professional development, along with an enhanced clinical training. The Doctor of Acupuncture prepares graduates to work in a multitude of clinical environments, including integrative healthcare settings.

## Purpose

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

## Goals

Students who complete the program will:

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

Please note: To view the expanded educational objectives, please visit: [www.muih.edu](http://www.muih.edu)

## Curriculum Overview

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

### Level I: The Tao: Health in Wholeness

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

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

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

## Level II: Ying/Yang: Health in Balance

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

## Level III: Qi: Health in Movement

Level III begins with a three-day off-campus retreat. The retreat serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 12 patients, and completes, under supervision, a minimum of 310 treatments. A portion of the completed treatments will take place in integrative healthcare settings. Each student also performs at least 80 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. In addition, students must complete a capstone project at the end of their program that will include an extensive case study of one of their patients, in addition to a comprehensive research paper analyzing a clinical condition from an integrative (Western biomedical and Chinese Medicine) perspective. Students may graduate upon completion of all coursework, clinical, and other academic requirements.

## Course of Study

LEVEL I		
Number	Course Title	Credits <sup>1</sup>
<b>Trimester 1</b>		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: "Healership"	1.50
APP 613	Becoming a Healing Presence I: Qualities and Practices	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy Regional and Surface Anatomy	3.00
MUIH 550	Academic Research and Scholarship	0.00
<b>Subtotal</b>		<b>13.50</b>
<b>Trimester 2</b>		
AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II: Listening Within	1.50
ISCI 547A	Physiology I: Healthy Function	3.00
ISCI 754	Safe Practices	2.00
<b>Subtotal</b>		<b>15.00</b>
LEVEL II		
Number	Course Title	Credits <sup>1</sup>
<b>Trimester 3</b>		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Health	3.00
<b>Subtotal</b>		<b>14.00</b>

**Trimester 4**

AOM 014	Five Element Project	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 690B	Supervised Community Practice II	0.25
APP 615	Becoming a Healing Presence III: The Power of Language and Skillful Inquiry	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
<b>Subtotal</b>		<b>13.75</b>

**Trimester 5**

AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 095	Orientation to Supervised Clinical Practice	0.00
AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 665	Physiology III: Integration with Oriental Medicine	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice III	0.25
AOM 790C5	Supervised Clinical Practice	0.50
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00
ISCI 647B	Physiology II: Movement Away from Health	3.00
<b>Subtotal</b>		<b>17.25</b>

**LEVEL III**

<b>Number</b>	<b>Course Title</b>	<b>Credits<sup>1</sup></b>
---------------	---------------------	----------------------------

**Trimester 6**

AOM 096	Pre-Clinic Retreat	0.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 776A	Five Element Theory Integration Intensive I	0.50
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV: Emotional Intelligence	1.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
<b>Subtotal</b>		<b>9.00</b>

**Trimester 7**

AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 776B	Five Element Theory Integration Intensive II	0.50
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
IHM 762	Practice Management The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedical Integration of Acupuncture and Oriental Medicine I	2.00
<b>Subtotal</b>		<b>12.00</b>

**Trimester 8**

AOM 748	Asian Body Work and Medical Therapy	0.75
AOM 758	Clinical Observation: Living Traditions	1.00
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
ISCI 758B	Biomedical Integration of Acupuncture and Oriental Medicine II	3.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
<b>Subtotal</b>		<b>11.75</b>

**Trimester 9**

AOM 7EXI	AOM Oral Exam Level Three	0.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
AOM 794	Collaborative Care	2.00
APP 710	Becoming a Healing Presence V: Principles In Practice	1.50
IHM 763	Practice Management: The Practice and Business of Oriental Medicine IV	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25

Choose 3.0 of the following credits:<sup>2</sup>

AOM 719A1	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Five Element Clinical Intensive	3.00
<b>Subtotal</b>		<b>15.50</b>

**Trimester 10**

FPD 779	Point Functions	2.00
FPD 790AC	Advanced Clinical Practice	3.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 752	Advanced Diagnostic Studies	3.00
ISCI 801	Designing Research in Clinical Practice	3.00
<b>Subtotal</b>		<b>11.50</b>

### Trimester 11

FPD 781	Qi Cultivation	1.50
FPD 790I	Supervised Advanced Clinical Practice: Integrative Medicine	1.00
IHED 777	Health Care Systems: From Macro to Micro	3.00
IHM 768	Advanced Practice Management	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
<b>Subtotal</b>		<b>8.00</b>

### Trimester 12<sup>3</sup>

AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

### Trimester 13<sup>3</sup>

AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

### FLEX CORE<sup>4</sup>

APP VOL	Professional Project	0.00
ISCI 615	Mind Body Science	3.00
ISCI 636	Integrative Science of Acupuncture	3.00
<b>Subtotal</b>		<b>6.00</b>

### Bioscience Electives

Choose 3.00 credits in bioscience electives. Elective offerings vary by trimester and are subject to change. Please refer to the Schedule of Courses for an update to date list of elective offerings.

Sample electives include:

Number	Course Title	Credits
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 632B	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
NUTR 602	Nutrition: Food and Balance	3.00
<b>Subtotal</b>		<b>3.00</b>

### OPTIONAL LEVEL III COURSES<sup>5</sup>

AOM 710	Theory: NCCAOM Review Elective	0.00
---------	--------------------------------	------

<b>Total Program Credits<sup>5</sup></b>	<b>150.25</b>
<b>Total Program Hours<sup>5</sup></b>	<b>2805.00</b>

<sup>1</sup>Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

<sup>2</sup>Students select from multiple advanced course topics to fulfill the requirement for Senior Selection.

<sup>3</sup> While the program is designed to be completed in four years and four months, this course of study illustrates how students are allowed to progress through clinic at a more moderate pace and extend their clinical practice beyond Trimester 11 if necessary.

<sup>4</sup>The term "Flex Core" indicates that students may elect when to complete required credits and/or hours. APP VOL is a 75-hour, non-credit academic requirement while ISCI 615 and ISCI 636 are required credit courses that students may take during any trimester they are offered.

<sup>5</sup> Total hours and credits do not include Optional Level III Courses or extended clinic coursework (AOM 790G) in trimesters 12 and 13.

---

## Faculty

David Blaiwas, M.Ac., M.A.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Tyme Gigliotti, M.Ac.  
Assistant Professor

Jane Grissmer, M.Ac. (UK)  
Professor

Celeste Homan, M.Ac., M.S.  
Assistant Professor

Kaiya Larson, M.Ac.  
Assistant Professor

Jeff Millison, M.Ac.  
Academic Director, Acupuncture and Oriental Medicine

Heidi Most, M.Ac.  
Associate Professor

Linda Simons, M.Ac.  
Assistant Professor

Marlysa Sullivan, M.P.T.  
Assistant Professor

Heming Zhu, M.Ac., M.D. (China), Ph.D.  
Professor

## Adjunct Faculty

Barbara Abrams, M.Ac.

Tom Balles, M.Ac.

Susan Berman, M.Ac.

Stephanie Bernardo, M.Ac.

Edna Brandt, M.Ac.

Jefferson Breland, M.Ac.

Jack Daniel, M.Ac. (UK)

Cheryl DePetro, M.Ac., M.S.W.

Heather Dorst, M.Ac.

Marianne Susanti Follingstad, M.Ac.

Reggie Gooden, M.Ac.

Tracy Rupp Hockmeyer, Ph.D.

Cynthia Jabs, M.Ac.

Pamela Jeter, Ph.D.

Mikschal Johanison, M.Ac., M.A.

Elizabeth Kipphut, M.Ac.

Kathleen Koch, M.Ac.

Stacey MacFarlane, M.Ac.

Tatyana Maltseva, M.Ac., M.D. (Ukraine)

Julia Mandes, M.Ac.

Brenda McNeal, M.Ac.

Marybeth Missenda, M.S.

Daryl Nault, M.S.

Patricia Owen-Buckley, M.Ac.

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

Greg Padrick, M.Ac.

Laritta Paolini, M.Ac., M.D. (Russia)

David Paton, M.Ac.

Micheal Phillips, M.Ac.

Evan Rabinowitz, M.Ac.

Rhonda Sapp, M.Ac.

Cheryl Walker Shapero, M.L.

Robert Shapero, M.Ac.

James Snow, M.A.

Deanna Stennett, M.Ac. (UK)

Nancy Takahashi, M.Ac.

Claudia Thomas, M.Ac.

Shea Hunter Thompson, M.Ac.

Claudia Joy Wingo, M.P.H

Brooks Wuerderman, M.Ac.

Jennifer Yocum, M.Ac.

## Guest Lecturers

Joseph Betz, Ph.D.

Nicola Bilton, M.Ac.

Stephen Howard, M.D.

Andrew Prescott, B.Ac. (UK)

Helen Mitchell, Ph.D.

Clayton Spivey, M.Ac.

John Sullivan, Ph.D.

Jeffrey Yuen

## Clinical Supervisors

Sherrie Black, M.Ac., J.D.

Janice Campbell, M.Ac.

Maureen Gary, M.Ac.

Ellie Isaac, M.Ac.

Robin Johnsen, M.Ac.

Craig Kerr, M.Ac.

Arthur Lazarowitz, M.Ac.

Martha Rogers, M.Ac.

Christina Sarlo, M.Ac.

Barbara Schuyler, M.Ac., M.S.W.

Nancy Smith, M.Ac.

Rose Truby, M.Ac.

Lydia Wainwright, M.Ac.

## Teaching Associates

Diane Alberga, M.Ac.

Abbe Creaney, M.Ac.

Michelle Gellis, M.Ac.

Sharon Hipkins, M.Ac.

Karen Johnson, M.Ac.

Mary Morrison, M.Ac.

---

## Admission Requirements

To be considered for admission to all graduate programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

MUIH's Doctor of Acupuncture is a First Professional Doctorate degree. A student may enter the program with a bachelor's degree; a graduate degree is not required for admission. Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Health Requirements

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

## Program Format

The Doctor of Acupuncture Program is a hybrid program with primarily on-campus courses and some online courses. The program is designed to be completed in four years and four months across 13 trimesters with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary. The program may be completed in as few as 11 trimesters, or students are allowed to progress at a more moderate pace and extend their clinical practice beyond Trimester 13 if necessary.

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

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

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

## INTENSIVES

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

## ELECTIVES

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

## NON-CREDIT REQUIREMENTS

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

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment (i.e. five times a year seasonally at minimum)
- MUIH 550: Academic Research and Scholarship
- APP VOL: Professional Project (75 hours over the program)
- AOM 014: Five Element Project
- AOM 095: Orientation to Clinical Practice
- AOM 096: Pre-Clinic Retreat
- AOM 6EXI: AOM Comprehensive Exam Level Two
- AOM 7EXI: AOM Oral Exam Level Three

## Additional Information

### Laws and Licensure

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

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to [www.nccaom.org](http://www.nccaom.org).

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

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

### GENERAL

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

### MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

**Maryland Board of Acupuncture**

4201 Patterson Avenue, Room 311

Baltimore, MD 21215

410-764-4766 or 800-530-2481

[dhmh.state.md.us/bacc](http://dhmh.state.md.us/bacc)

### STATE OF CALIFORNIA

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

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

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

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

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

The Integrative Health Sciences department at MUIH provides all California-required science coursework within the core science courses in the Doctor of Acupuncture program. MUIH also offers additional electives to meet more specific California requirements if those requirements are not met in the student's undergraduate coursework. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

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

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

#### **California Acupuncture Board**

1747 N. Market Blvd., Suite 180  
Sacramento, CA 95834  
916-928-2204  
[www.acupuncture.ca.gov](http://www.acupuncture.ca.gov)

#### **REQUIREMENTS OF OTHER STATES**

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

#### **Resources**

##### **COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)**

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

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

600 Wyndhurst Ave, Suite 112  
Baltimore, MD 21210  
410-464-6040  
[www.ccaom.org](http://www.ccaom.org)

##### **ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)**

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

##### **Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)**

8941 Aztec Drive  
Eden Prairie, MN 55347  
952-212-2434  
[www.acaom.org](http://www.acaom.org)

---

**NATIONAL CERTIFICATION COMMISSION FOR  
ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)**

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

**National Certification Commission for Acupuncture and  
Oriental Medicine (NCCAOM)**

76 S. Laura Street, Suite 1290  
Jacksonville, FL 32202  
904-598-1005  
info@nccaom.org  
www.nccaom.org

**AMERICAN ASSOCIATION OF ACUPUNCTURE AND  
ORIENTAL MEDICINE (AAAOM)**

AAAOM is a national membership organization dedicated to promoting excellence and integrity in the professional practice of acupuncture and Oriental medicine, in order to enhance public health and well-being. The AAAOM is committed to high ethical and educational standards and to ensuring the safety of the public. As part of its purpose, the AAAOM seeks to advance the professional field of acupuncture and Oriental medicine and to educate and serve as a resource to legislators, regulators, and the general public regarding the nature and scope of the practice of acupuncture and Oriental medicine..

**American Association of Acupuncture and  
Oriental Medicine**

9650 Rockville Pike  
Bethesda, MD 20814  
866-455-7999  
www.aaaomonline.org

---

# DOCTOR OF ORIENTAL MEDICINE

## Program Overview

Maryland University of Integrative Health's Doctor of Oriental Medicine degree is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. The program provides a comprehensive understanding of the classical and theoretical foundations of the field of acupuncture and Oriental medicine, provides a focus on the Constitutional Five Element Acupuncture tradition and Eight Principle treatment strategies, and introduces students to biomedicine from an integrative and holistic perspective, as needed for the practice of acupuncture and Oriental medicine.

The program emphasizes self-cultivation and “healership” – providing a rigorous, transformative, and relationship-centered curriculum that guides students to choose their words and actions intentionally, in order to be a healing presence that supports their patients. The program also provides a solid foundation in practice management and the skills necessary to build a practice or enter the work force and participate in today's growing healthcare field.

The Doctor of Oriental Medicine builds on the outcomes and competencies of the Master of Oriental Medicine program with the addition of 28 doctoral specific competencies in the domains of research literacy, advanced diagnostic studies, systems-based medicine, and professional development, along with an enhanced clinical training. The Doctor of Oriental Medicine program prepares graduates to work in a multitude of clinical environments, including integrative healthcare settings.

## Purpose

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

## Goals

Students who complete the program will:

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

Please note: To view the expanded educational objectives, please visit: [www.muih.edu](http://www.muih.edu)

## Curriculum Overview

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

### Level I: The Tao: Health in Wholeness

Level I begins with the SOPHIA® Intensive (School of Philosophy and Healing in Action). This foundational course introduces the experience of Qi and basic laws of nature and lays the groundwork for the entire program. Students develop language and sensory awareness at a new level. They begin to practice Chinese philosophy in everyday life, as a preparation for its specific application in acupuncture. This intensive is followed by coursework designed to open up the power of observation and sensory awareness. Other topics in Level I include:

- The foundational laws and theories that underpin the field of acupuncture and oriental medicine
- Diagnostic skills development
- Rapport building skills development

- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics
- Orientation to information literacy
- Philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices (such as Tai Ji, Qi Gong, and Daoist meditation)

## Level II: Ying/Yang: Health in Balance

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

## Level III: Qi: Health in Movement

Level III begins with a three-day off-campus retreat. The retreat serves as a bridge between the academic work of Levels I and II, and the clinical experience of Level III. During the retreat, students reflect on their clinical transition and build community with peers who will practice with them in the faculty-supervised clinic. Over the course of Level III, each student generates a minimum of 12 patients, and completes, under supervision, a minimum of 310 treatments. A portion of the completed treatments will take place in integrative healthcare settings. The Chinese Herbs clinic consists of 210 hours, including direct diagnostic calibration treatment planning, and extensive practical dispensary training. Each student also performs at least 80 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. In addition, students must complete a capstone project at the end of their program that will include an extensive case study of one of their patients, in addition to a comprehensive research paper analyzing a clinical condition from an integrative (Western biomedical and Chinese Medicine) perspective. Students may graduate upon completion of all coursework, clinical, and other academic requirements

## Course of Study

LEVEL I		
Number	Course Title	Credits <sup>1</sup>
<b>Trimester 1</b>		
AOM 601	History of Acupuncture and Oriental Medicine	2.00
AOM 611	Foundations of Oriental Medicine I	2.00
AOM 631	Diagnostic Skills I	1.50
AOM 681	Self-Cultivation I	0.50
APP 612	Becoming a Healing Presence: "Healership"	1.50
APP 613	Becoming a Healing Presence I: Qualities and Practices	1.50
IHM 611	Practice Management: Ethics for the Wellness Professional	1.50
ISCI 640	Clinical Anatomy Regional and Surface Anatomy	3.00
MUIH 550	Academic Research and Scholarship	0.00
<b>Subtotal</b>		<b>13.50</b>
<b>Trimester 2</b>		
AOM 612A	Foundations of Oriental Medicine II	2.00
AOM 612B	Constitutional Five Element Acupuncture I	2.00
AOM 622	Point Location I	3.00
AOM 632	Diagnostic Skills II	1.00
AOM 682	Self-Cultivation II	0.50
APP 614	Becoming a Healing Presence II: Listening Within	1.50
ISCI 547A	Physiology I: Healthy Function	3.00
ISCI 754	Safe Practices	2.00
<b>Subtotal</b>		<b>15.00</b>
LEVEL II		
Number	Course Title	Credits <sup>1</sup>
<b>Trimester 3</b>		
AOM 613A	Foundations of Oriental Medicine III	1.50
AOM 613B	Constitutional Five Element Acupuncture II	2.50
AOM 623	Point Location II	3.00
AOM 633	Diagnostic Interaction	1.25
AOM 643	Treatment Skills I	1.00
AOM 653	Clinical Observation I	0.75
AOM 683	Self-Cultivation III	0.50
AOM 690A	Introduction to Community Acupuncture and Supervised Community Practice I	0.50
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Health	3.00
<b>Subtotal</b>		<b>14.00</b>

**Trimester 4**

AOM 014	Five Element Project	0.00
AOM 614	Patterns of Disharmony I	2.00
AOM 614B	Visiting Scholar Intensive I	1.00
AOM 624	Point Location III	3.00
AOM 634A	Patient Intake and Assessment	2.50
AOM 634B	Diagnostic Skills Lab I	0.75
AOM 654	Clinical Observation II	0.75
AOM 690B	Supervised Community Practice II	0.25
APP 615	Becoming a Healing Presence III: The Power of Language and Skillful Inquiry	1.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00
<b>Subtotal</b>		<b>13.75</b>

**Trimester 5<sup>6</sup>**

AOM 6EXI	AOM Comprehensive Exam Level Two	0.00
AOM 095	Orientation to Supervised Clinical Practice	0.00
AOM 615A	Patterns of Disharmony II	2.00
AOM 615B	Treatment Planning and Design	2.00
AOM 615C	Point Functions and Applications	3.00
AOM 625	Point Location IV	2.00
AOM 635	Diagnostic Skills Lab II	0.50
AOM 645	Clinical Theatre Lab	0.50
AOM 655	Clinical Theatre	1.00
AOM 665	Physiology III: Integration with Oriental Medicine	1.00
AOM 685	Self-Cultivation IV	0.50
AOM 690C	Supervised Community Practice III	0.25
AOM 790C5	Supervised Clinical Practice	0.50
CHP 610A	History of Chinese Herbal Medicine	0.25
CHP 621	Chinese Herbal Medicine Theory I	4.25
IHM 660	Practice Management: The Practice and Business of Oriental Medicine I	1.00
ISCI 647B	Physiology II: Movement Away from Health	3.00
<b>Subtotal</b>		<b>21.75</b>

**LEVEL III**

<b>Number</b>	<b>Course Title</b>	<b>Credits<sup>1</sup></b>
<b>Trimester 6</b>		
AOM 096	Pre-Clinic Retreat	0.00
AOM 716	Writing a Case Report	1.00
AOM 726	Point Location V	2.00
AOM 746	Transforming and Healing Emotions	1.00
AOM 790B6	Supervised Clinical Practice: Core Group	1.00
AOM 790C6	Supervised Clinical Practice	1.50
APP 616	Becoming a Healing Presence IV: Emotional Intelligence	1.50
CHP 621B	Five Element Theory & Integration	3.00
CHP 642B	Clinical Theory in Practice II	0.25
CHP 731A	Clinical Thought Process	0.50
CHP 741A	Diagnostic Skills	0.50
IHM 661	Practice Management: The Practice and Business of Oriental Medicine II	1.50
<b>Subtotal</b>		<b>13.75</b>

**Trimester 7**

AOM 717A	Visiting Scholar Intensive II	1.00
AOM 717B	Advanced Treatment Planning	2.00
AOM 747	Advanced Treatment Skills	0.75
AOM 790B7	Supervised Clinical Practice: Core Group	1.00
AOM 790C7	Supervised Clinical Practice	3.25
CHP 621C	Five Element Theory & Integration	5.25
CHP642C	Clinical Theory in Practice III	0.50
CHP 760	Clinical Orientation	0.25
HRB 645	Foundations of Toxicology and Herb-Drug Interactions	3.00
IHM 762	Practice Management The Practice and Business of Oriental Medicine III	1.50
ISCI 758A	Biomedical Integration of Acupuncture and Oriental Medicine I	2.00

**Subtotal 20.50****Trimester 8**

AOM 748	Asian Body Work and Medical Therapy	0.75
AOM 758	Clinical Observation: Living Traditions	1.00
AOM 790B8	Supervised Clinical Practice: Core Group	1.00
AOM 790C8	Supervised Clinical Practice	5.75
CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 721A	Clinical Internship	2.00
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group I	0.50
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 758B	Biomedical Integration of Acupuncture and Oriental Medicine II	3.00

**Subtotal 18.50**

**Trimester 9**

AOM 7EXI	AOM Oral Exam Level Three	0.00
AOM 790B9	Supervised Clinical Practice: Core Group	1.00
AOM 790C9	Supervised Clinical Practice	5.75
AOM 794	Collaborative Care	2.00
APP 710	Becoming a Healing Presence V: Principles In Practice	1.50
CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 721B	Clinical Internship	2.50
CHP 770B	Pharmacy Practicum	0.25
CHP 780B	Core Group II	0.25
IHM 763	Practice Management: The Practice And Business of Oriental Medicine IV	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Choose 3.0 of the following credits: <sup>2</sup>		
AOM 719A	Pain Management in Oriental Medicine	3.00
AOM 719A2	Women's Health in Oriental Medicine	3.00
AOM 719A3	Five Element Clinical Intensive	3.00
<b>Subtotal</b>		<b>23.00</b>

**Trimester 10**

CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721C	Clinical Internship	2.50
CHP 770C	Pharmacy Practicum	0.50
CHP 780C	Core Group III	0.25
FPD 779	Point Functions	2.00
FPD 790AC	Advanced Clinical Practice	3.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 752	Advanced Diagnostic Studies	3.00
ISCI 801	Designing Research in Clinical Practice	3.00
<b>Subtotal</b>		<b>19.50</b>

**Trimester 11**

FPD 781	Qi Cultivation	1.50
FPD 790I	Supervised Advanced Clinical Practice: Integrative Medicine	1.00
IHED 777	Health Care Systems: From Macro to Micro	3.00
IHM 768	Advanced Practice Management	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
<b>Subtotal</b>		<b>10.25</b>

**Trimester 12<sup>3</sup>**

AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

**Trimester 13<sup>3</sup>**

AOM 790G	Supervised Clinical Practice	3.00
<b>Subtotal</b>		<b>3.00</b>

**FLEX CORE<sup>4</sup>**

APP VOL	Professional Project	0.00
ISCI 615	Mind Body Science	3.00
ISCI 636	Integrative Science of Acupuncture	3.00
<b>Subtotal</b>		<b>6.00</b>

**BIOSCIENCE ELECTIVES**

Choose 3.00 credits in bioscience electives. Elective offerings vary by trimester and are subject to change. Please refer to the Schedule of Courses for an update to date list of elective offerings.

Sample electives include:

Number	Course Title	Credits
ISCI 630A	Survey of Complementary Health Approaches	3.00
ISCI 631	Introduction to Complementary and Integrative Health	1.50
ISCI 632B	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
NUTR 602	Nutrition: Food and Balance	3.00
<b>Subtotal</b>		<b>3.00</b>

**OPTIONAL LEVEL III COURSES<sup>5</sup>**

AOM 710	Theory: NCCAOM Review Elective	0.00
<b>Total Program Credits<sup>5</sup></b>		<b>198.50</b>
<b>Total Program Hours<sup>5</sup></b>		<b>3,717.00</b>

<sup>1</sup>Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

<sup>2</sup>Students select from multiple advanced course topics to fulfill the requirement for Senior Selection.

<sup>3</sup>While the program is designed to be completed in four years and four months, this course of study illustrates how students are allowed to progress through clinic at a more moderate pace and extend their clinical practice beyond Trimester 11 if necessary.

<sup>4</sup>The term "Flex Core" indicates that students may elect when to complete required credits and/or hours. APP VOL is a 75-hour, non-credit academic requirement while ISCI 615 and ISCI 636 are required credit courses that students may take during any trimester they are offered.

<sup>5</sup>Total hours and credits do not include Optional Level III Courses or extended clinic coursework (AOM 790G) in trimesters 12 and 13.

<sup>6</sup>This course of study illustrates the progression of courses for fall intakes with Chinese Herbs courses beginning in Trimester 5. Spring intakes should plan to take all Chinese Herbs courses one trimester earlier than fall intakes. Students may also elect to defer the start of Chinese Herbs courses until Trimester 7 or 8, depending on intake, which will require a minimum of 13 trimesters.

---

## Faculty

David Blaiwas, M.Ac., M.A.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Tyme Gigliotti, M.Ac.  
Assistant Professor

Jane Grissmer, M.Ac. (UK)  
Professor

Celeste Homan, M.Ac., M.S.  
Assistant Professor

Kaiya Larson, M.Ac.  
Assistant Professor

Jeff Millison, M.Ac.  
Academic Director, Acupuncture and Oriental Medicine

Heidi Most, M.Ac.  
Associate Professor

Linda Simons, M.Ac.  
Assistant Professor

Marlysa Sullivan, M.P.T.  
Assistant Professor

Heming Zhu, M.Ac., M.D. (China), Ph.D.  
Professor

## Adjunct Faculty

Barbara Abrams, M.Ac.

Tom Balles, M.Ac.

Susan Berman, M.Ac.

Stephanie Bernardo, M.Ac.

Edna Brandt, M.Ac.

Jefferson Breland, M.Ac.

Jack Daniel, M.Ac. (UK)

Cheryl DePetro, M.Ac., M.S.W.

Heather Dorst, M.Ac.

Marianne Susanti Follingstad, M.Ac.

Reggie Gooden, M.Ac.

Tracy Rupp Hockmeyer, Ph.D.

Cynthia Jabs, M.Ac.

Pamela Jeter, Ph.D.

Mikschal Johanison, M.Ac., M.A.

Elizabeth Kipphut, M.Ac.

Kathleen Koch, M.Ac.

Stacey MacFarlane, M.Ac.

Tatyana Maltseva, M.Ac., M.D. (Ukraine)

Julia Mandes, M.Ac.

Brenda McNeal, M.Ac.

Marybeth Missenda, M.S.

Daryl Nault, M.S.

Patricia Owen-Buckley, M.Ac.

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

Greg Padrick, M.Ac.

Laritta Paolini, M.Ac., M.D. (Russia)

David Paton, M.Ac.

Micheal Phillips, M.Ac.

Evan Rabinowitz, M.Ac.

Rhonda Sapp, M.Ac.

Cheryl Walker Shapero, M.L.

Robert Shapero, M.Ac.

James Snow, M.A.

Deanna Stennett, M.Ac. (UK)

Nancy Takahashi, M.Ac.

Claudia Thomas, M.Ac.

Shea Hunter Thompson, M.Ac.

Claudia Joy Wingo, M.P.H

Brooks Wuerderman, M.Ac.

Jennifer Yocum, M.Ac.

## Guest Lecturers

Joseph Betz, Ph.D.

Nicola Bilton, M.Ac.

Stephen Howard, M.D.

Andrew Prescott, B.Ac. (UK)

Helen Mitchell, Ph.D.

Clayton Spivey, M.Ac.

John Sullivan, Ph.D.

Jeffrey Yuen

## Clinical Supervisors

Sherrie Black, M.Ac., J.D.

Janice Campbell, M.Ac.

Maureen Gary, M.Ac.

Ellie Isaac, M.Ac.

Robin Johnsen, M.Ac.

Craig Kerr, M.Ac.

Arthur Lazarowitz, M.Ac.

Martha Rogers, M.Ac.

Christina Sarlo, M.Ac.

Barbara Schuyler, M.Ac., M.S.W.

Nancy Smith, M.Ac.

Rose Truby, M.Ac.

Lydia Wainwright, M.Ac.

## Teaching Associates

Diane Alberga, M.Ac.

Abbe Creaney, M.Ac.

Michelle Gellis, M.Ac.

Sharon Hipkins, M.Ac.

Karen Johnson, M.Ac.

Mary Morrison, M.Ac.

---

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

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

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Health Requirements

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

## Program Format

The Doctor of Oriental Medicine is a hybrid program with primarily on-campus courses and some online courses. The program is designed to be completed in four years and four months across 13 trimesters with a 14-week schedule per trimester. An additional week is designated for makeup classes, if necessary. The program may be completed in as few as 11 trimesters, or students are allowed to progress at a more moderate pace and extend their clinical practice beyond Trimester 13 if necessary.

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

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

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

## CHINESE HERBS COURSES

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

## INTENSIVES

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

## ELECTIVES

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

## NON-CREDIT REQUIREMENTS

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

- Acupuncture Treatment: Students are required to receive ongoing acupuncture treatment (i.e. five times a year seasonally at minimum)
- MUIH 550: Academic Research and Scholarship
- APP VOL: Professional Project (75 hours over the program)
- AOM 014: Five Element Project
- AOM 095: Orientation to Clinical Practice
- AOM 096: Pre-Clinic Retreat
- AOM 6EXI: AOM Comprehensive Exam Level Two
- AOM 7EXI: AOM Oral Exam Level Three

## Additional Information

### Laws and Licensure

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

Most states require successful completion of the National Certification Commission for Acupuncture and Oriental Medicine exam. For more information, refer to [www.nccaom.org](http://www.nccaom.org).

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

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

### GENERAL

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

### MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

#### **Maryland Board of Acupuncture**

4201 Patterson Avenue, Room 311

Baltimore, MD 21215

410-764-4766 or 800-530-2481

[dhmh.state.md.us/bacc](http://dhmh.state.md.us/bacc)

### STATE OF CALIFORNIA

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

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

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

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

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

The Integrative Health Sciences department at MUIH provides all California-required science coursework within the core science courses in the Doctor of Acupuncture program. MUIH also offers additional electives to meet more specific California requirements if those requirements are not met in the student's undergraduate coursework. MUIH reviews California's requirements on an ongoing basis and adjusts course offerings as needed.

If any of the above coursework is to be completed at an institution other than MUIH, the Academic Director of the Acupuncture and Oriental Medicine programs must approve the course. Appropriate documentation must also be submitted

to the Office of the Registrar before such coursework may be included in the student's academic file and official transcript. Students planning to seek licensure in California must speak to the Associate Director to insure that their course of study meets all requirements to sit the California Licensing Examination.

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

#### **California Acupuncture Board**

1747 N. Market Blvd., Suite 180  
Sacramento, CA 95834  
916-928-2204  
[www.acupuncture.ca.gov](http://www.acupuncture.ca.gov)

#### **REQUIREMENTS OF OTHER STATES**

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

#### **Resources**

##### **COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)**

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

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

600 Wyndhurst Ave, Suite 112  
Baltimore, MD 21210  
410-464-6040  
[www.ccaom.org](http://www.ccaom.org)

##### **ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)**

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

##### **Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)**

8941 Aztec Drive  
Eden Prairie, MN 55347  
952-212-2434  
[www.acaom.org](http://www.acaom.org)

##### **NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)**

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

##### **National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)**

76 S. Laura Street, Suite 1290  
Jacksonville, FL 32202  
904-598-1005  
[info@nccaom.org](mailto:info@nccaom.org)  
[www.nccaom.org](http://www.nccaom.org)

---

## AMERICAN ASSOCIATION OF ACUPUNCTURE AND ORIENTAL MEDICINE (AAAOM)

AAAOM is a national membership organization dedicated to promoting excellence and integrity in the professional practice of acupuncture and Oriental medicine, in order to enhance public health and well-being. The AAAOM is committed to high ethical and educational standards and to ensuring the safety of the public. As part of its purpose, the AAAOM seeks to advance the professional field of acupuncture and Oriental medicine and to educate and serve as a resource to legislators, regulators, and the general public regarding the nature and scope of the practice of acupuncture and Oriental medicine..

### **American Association of Acupuncture and Oriental Medicine**

9650 Rockville Pike  
Bethesda, MD 20814  
866-455-7999  
[www.aaaomonline.org](http://www.aaaomonline.org)



**SECTION FOUR  
NUTRITION AND HERBAL MEDICINE**

**Nutrition and Herbal Medicine Department**

Master of Science in Nutrition and Integrative Health  
 Post-Master's Certificate in Nutrition and Integrative Health  
 Nutrition Internship Program  
 Doctor of Clinical Nutrition  
 Post-Baccalaureate Certificate in Herbal Studies  
 Post-Baccalaureate Certificate in Medical Herbalism  
 Master of Science in Therapeutic Herbalism  
 Post-Master's Certificate in Clinical Herbalism

**Administration**

**Herbal Programs**

Michael Tims, Ph.D.  
 Academic Director

Bevin Clare, M.S.  
 Program Manager, Post-Master's Certificate in Clinical Herbalism

Nicole Rubin, M.S.  
 Director, Herbal Dispensary

M. Eileen Foley  
 Program Administrator

Natisha Willis  
 Academic Advisor

**CONTACT THE HERBAL PROGRAMS**

410-888-9048 ext. 6616  
 herbalmedicine@muih.edu

**Nutrition and Integrative Health Programs**

Kathleen Warner, Ph.D.  
 Academic Director

Liz Lipski, Ph.D.  
 Director, Academic Development

Eleonora Gafton, M.S.  
 Cooking Lab Manager

Elizabeth Owens, M.S.  
 Manager, Experiential Programs

Elizabeth Timmons  
 Program Administrator

Jennifer Swetz, M.S.  
 Nutrition Clinic Coordinator

Lindsey Brandenburg, M.S.  
 Academic Advisor

Nicole Charles, M.A.  
 Academic Advisor

**CONTACT THE NUTRITION PROGRAMS**

410-888-9048 ext. 6654  
 nutrition@muih.edu

---

# MASTER OF SCIENCE IN NUTRITION AND INTEGRATIVE HEALTH

## Program Overview

The Master of Science in Nutrition and Integrative Health offers students a distinctive program that emphasizes the vital and interrelated physiological, environmental, socio-cultural, and spiritual roles of food in our lives. Developed from MUIH's mission and vision to integrate nature-based knowledge and traditional systems with transformational learning and contemporary scientific knowledge, the curriculum offers a broader evidence base for nutrition education than science, tradition, or empiricism alone. As one of the only integrative master's degree programs in nutrition in the country, our faculty and scholars are the leading national authorities in this field of study. The program encourages students to question assumptions in the field of nutrition and to learn through critical thinking and personal transformation. Students apply nutrition theory through cooking labs, case studies, and clinical and biochemical assessments. In addition to building foundational skills in the sciences and introductory nutrition, students enhance the scope of their skills by selecting an area of concentration in Community Nutrition Education, Herbal Medicine, or Human Clinical Nutrition.

Students in the Human Clinical Nutrition and Herbal Medicine areas of concentration will complete supervised clinical experience. Students in the Community Nutrition Education area of concentration will have a choice of a supervised capstone project or community practicum.

The comprehensive and multifaceted program ensures that graduates are prepared for a variety of careers in the diverse field of nutrition, such as practicing nutritionists, consultants, educators, researchers, and writers. Graduates seeking board certification may wish to continue their supervised internship experience through the Internship in Nutrition and Integrative Health program.

## Purpose

It is the purpose of the Master of Science in Nutrition and Integrative Health at Maryland University of Integrative Health to offer a uniquely comprehensive and integrative approach to the study of applied nutrition. Students will gain a solid biochemical and physiological understanding of the complex role of nutrition in human health, coupled with an understanding of traditional and nature-based perspectives on food and health. Students will build skills and competencies in interpreting nutrition research, health behavior change, culinary techniques, and mindfulness practices. Graduates of the program will be able to take leadership roles in nutrition, providing a new perspective and voice to public policy, nutrition education, private nutrition practice, or the practice of nutrition in organizational settings.

## Goals

The Master of Science in Nutrition and Integrative Health program will:

- Teach students the principles, knowledge and application of integrative nutrition in the areas of physiology; nutritional biochemistry; biochemical individuality; macronutrients; micronutrients; role of whole foods; nutrition through the life cycle; food, drug, supplement and herbal interactions; use of clinical laboratory evaluations; clinical nutrition or community nutrition; food as medicine; and how personal values and culture affect food choices and eating behavior
- Teach students to cook with whole foods to maintain health and management of disease
- Prepare students to educate others about holistic nutrition, lifestyle, wellness, and healthy living in clinical, community, and educational settings
- Teach students to apply the principles of interconnection, holism, transformation, diversity, and resilience in life and in the field of nutrition
- Prepare graduates to sit for national board certification exams

In addition to the educational objectives for all graduates, specific areas of concentration have the following objectives:

### Community Nutrition Education:

- Prepare graduates to take leadership roles in the field of nutrition education and behavior change in a variety of settings including individual, community, and policy
- Prepare graduates to assess population needs, assets, and capacity for nutrition education
- Provide experiential training in a community setting

### Herbal Medicine:

- Prepare graduates to take leadership roles as nutrition professionals with knowledge of the role of both foods and herbs in promoting human health
- Prepare students to work as nutritionists with an herbal background through comprehensive study of herbal pharmacology, herbal pharmacy (herbal preparation), and principles of herbal therapeutics
- Provide supervised clinical or research experience in clinical nutrition and herbalism

### Human Clinical Nutrition:

- Prepare graduates to take leadership roles in the field of clinical nutrition
- Provide experiential training in a clinical setting
- Enable students to effectively position their services and offerings to clients, clinics and other practitioners in order to earn a livelihood as a nutrition professional

## Course of Study

Students complete the Master of Science in Nutrition and Integrative Health by completing core program credits and choosing one of three areas of concentration: Community Nutrition Education, Herbal Medicine, or Human Clinical Nutrition.

### Core Credits

Number	Course Title	Credits
ISCI 522	Foundations in Organic Chemistry	3.0
ISCI 547A	Physiology I: Healthy Function	3.0
ISCI 626	Nutritional Biochemistry	3.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
ISCI 647B	Physiology II: Movement Away from Health	3.0
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Health	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 612	Human Nutrition II: Micronutrients	3.0
NUTR 614	Human Nutrition I: Macronutrients	2.0
NUTR 641	Life Cycle Nutrition	3.0
NUTR 6EXI	Nutrition MSNIH Comprehensive Exam	0.0
MUIH 550	Academic Research & Scholarship	0.0
<i>Cooking Labs Required</i>		
NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5
<i>Cooking Labs Additional</i> (Choose 2 additional cooking labs from the following)		
NUTR 683	Cooking with Whole Foods Lab III	0.5
NUTR 684	Cooking with Whole Foods Lab IV	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5
<b>Total Core Credits</b>		<b>29.0</b>

### Community Nutrition Education Area of Concentration

19 Required Credits + 2 Elective Credits

Number	Course Title	Credits
IHED 620	Foundations of Health Behavior and Health Education	2.0
IHED 623	Health Education Program Evaluation	2.0
IHED 625	Research Methods in Health Education: Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
NUTR 643	Public Health Nutrition	2.0
NUTR 664	Food Systems and Policy	2.0
NUTR 672	Mindful Eating and Nourishment	2.0

Choose 3.0 credits from the following sets:

NUTR 691C	Practicum	1.5
AND		
NUTR 691D	Practicum	1.5
OR		
NUTR 692C	Capstone Project	1.5
AND		
NUTR 692D	Capstone Project	1.5

### ELECTIVES

Choose 2.0 credits from the following:

Number	Course Title	Credits
IHED 617*	Health Education Leadership, Resource Development and Management	2.0
IHED 619*	Transformative Communication Strategies	2.0
IHED 629*	Implementation of Community Health Education Programs	2.0
NUTR 603A	Contemporary Topics in Nutrition	0.5
NUTR 603B	Contemporary Topics in Nutrition	1.0
NUTR 603C	Contemporary Topics in Nutrition	2.0
NUTR 622**	Advanced Biochemistry, Pathophysiology, and Assessment	3.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 635†	Applied Clinical Nutrition I	2.0
NUTR 636†	Applied Clinical Nutrition II	2.0
NUTR 651A†	Clinical Skills I	2.0
NUTR 651B†	Clinical Skills II	2.0
NUTR 671	Food and Culture	1.0
NUTR 673	Global Nutrition	2.0
NUTR 799A	NUTR Internship	3.0
NUTR 799B	NUTR Internship	0.0

\* These courses are a requirement for CHES certification (IHED 629 is only required if Capstone Project is completed).

\*\*This course is a requirement for BCNS certification.

† These courses are recommended for BCNS certification.

### Total Program Credits with Community Nutrition Education Concentration

**50.0**

### Herbal Medicine Area of Concentration

29 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica	3.0
HRB 620A	Herbal Therapeutics I	3.0
HRB 622	Herbal Pharmacy: Evaluating & Manufacturing Quality Herbal Products	3.0
NUTR 622	Advanced Biochemistry, Pathophysiology, and Assessment	3.0
NUTR 635	Applied Clinical Nutrition I	2.0
NUTR 636	Applied Clinical Nutrition II	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0

Choose 3.0 of the following credits:

HRB 620B	Herbal Therapeutics II	3.0
HRB 654B	Herbal Pharmacology and Phytochemistry	3.0

Choose 3.0 credits from the following sets:

NUTR 655C	Nutrition/Herbal Therapeutics Clinic	1.5
AND		
NUTR 655D	Nutrition/Herbal Therapeutics Clinic	1.5
OR		
NUTR 656C	Clinical Strategies in Nutrition Care	1.5
AND		
NUTR 656D	Clinical Strategies in Nutrition Care	1.5

#### OPTIONAL ELECTIVES

NUTR 799A	NUTR Internship	3.0
NUTR 799B	NUTR Internship	0.0

**Total Program Credits with Herbal Medicine Concentration** **58.0**

#### Human Clinical Nutrition Area of Concentration

16 Required Credits + 5 Elective Credits

Number	Course Title	Credits
NUTR 622	Advanced Biochemistry, Pathophysiology and Assessment	3.0
NUTR 635	Applied Clinical Nutrition I	2.0
NUTR 636	Applied Clinical Nutrition II	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
NUTR 672	Mindful Eating and Nourishment	2.0
Choose 3.0 credits from the following sets:		
NUTR 654C	Clinic	1.5
AND		
NUTR 654D	Clinic	1.5
OR		
NUTR 656C	Clinical Strategies in Nutrition Care	1.5
AND		
NUTR 656D	Clinical Strategies in Nutrition Care	1.5

#### ELECTIVES

Choose 5.0 of the following credits:

Number	Course Title	Credits
APP 607	Introduction to Healing Presence	1.0
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica	3.0
HRB 618	Herbs for Home Use: Living in Harmony with the Seasons	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
HRB 633	Medicinal Plants and Cultures	2.0
IHED 617	Health Education Leadership, Resource Development and Management	2.0
IHED 619	Transformative Communication Strategies	2.0

IHED 620	Foundations of Health Behavior and Health Education	2.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
IHM 620	Marketing for Health & Wellness Professionals	1.0
IHM 665	Practice Management for Nutrition Professionals	1.0
ISCI 615	Mind Body Science	3.0
ISCI 630A	Survey of Complementary Health Approaches	3.0
NUTR 603A	Contemporary Topics in Nutrition	0.5
NUTR 603B	Contemporary Topics in Nutrition	1.0
NUTR 603C	Contemporary Topics in Nutrition	2.0
NUTR 625	Introduction to Nutritional Genomics	1.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 637	Nutrition and Digestive Health	1.0
NUTR 643	Public Health Nutrition	2.0
NUTR 662	Energetics of Food	1.0
NUTR 663	Sports Nutrition	1.0
NUTR 664	Food Systems and Policy	2.0
NUTR 665	The Dynamics of Food and Healing	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyond	1.0
NUTR 671	Food and Culture	1.0
NUTR 673	Global Nutrition	2.0
NUTR 675	Chinese Nutrition Therapy	2.0
NUTR 699A	Independent Study	1.0
NUTR 699B	Independent Study	2.0
NUTR 699C	Independent Study	3.0
NUTR 699D	Independent Study	0.5
NUTR 722	Advanced Laboratory Assessment	2.0
NUTR 799A	NUTR Internship	3.0
NUTR 799B	NUTR Internship	0.0

**Total Program Credits with Human Clinical Nutrition Concentration** **50.0**

#### Additional Program Requirements:

- Complete MUIH 550 Academic Research & Scholarship, a non-credit online training course on information literacy by the end of the first trimester.
- Complete the ServSafe™ Food Safety Manager Course from the National Restaurant Association. Certification must be obtained prior to graduation or before enrolling in NUTR 686 Cooking with Whole Foods Lab VI or NUTR 691c Practicum. Students are encouraged to obtain the certification sooner because the knowledge is helpful in all cooking labs. The course is offered by MUIH for local students as NUTR 001.
- Become a client of an integrative nutritionist in student's area of residence or with a senior clinical nutrition intern at the MUIH Natural Care Center for at least three nutrition consultations before enrolling in the experiential courses.
- Earn a passing grade on a comprehensive exam (NUTR 6EXI) at the end of the academic program.

---

## Faculty

Bevin Clare, M.S.  
Associate Professor

Oscar Coetzee, M.S.  
Assistant Professor

Camille Freeman, M.S.  
Associate Professor

Mary Fry, N.D.  
Associate Professor

Eleonora Gafton, M.S.  
Assistant Professor  
Cooking Lab Manager

Liz Lipski, Ph.D.  
Professor  
Director, Academic Development,  
Nutrition and Integrative Health

Heidi Most, M.Ac.  
Associate Professor

Sylvia Regalla, M.S., M.D.  
Instructor

Marlysa Sullivan, M.P.T.  
Assistant Professor

Bryan Walsh, N.D.  
Instructor

Kathleen Warner, Ph.D.  
Professor  
Academic Director, Nutrition and Integrative Health

## Adjunct Faculty

Noel Aldrich, Ph.D.  
Sheeba Asad, N.D.  
Nishanga Bliss, D.Sc.  
Jason Bosley-Smith, M.S.  
Bryan Bowen, M.S.  
Jill Burns  
Emily D'Angelo, M.S.  
Casey Fay, M.S.  
Penny Friedberg, M.B.A., M.S.  
Michael Guidry, M.S.  
Cheryl Harris, M.P.H.  
Tracy Rupp Hockmeyer, Ph.D.  
Raha Janka, M.P.H.  
Pamela Jeter, Ph.D.  
Jessica Jordan, Ph.D.  
Ryan Knessi, N.D.  
Myra Kornfeld, B.A.

Sophia Kuziel, M.P.H.  
Tamara Lawrence, N.D.  
Julia Mandes, M.O.M.  
Deanna Minich, Ph.D.  
Lauren Mirkin, M.S.  
Marybeth Missenda, M.S.  
Daryl Nault, M.S.  
Elizabeth Owens, M.S.  
Janet Padgett, M.Ac., Ph.D.  
Laritta Paolini, M.Ac., M.D. (Russia)  
Andrew Pengelly, Ph.D.  
Louis Sarry, M.A., M.S.  
Linda Silverstein, M.B.A.  
James Snow, M.A.  
Jessica Suggs, M.S.  
Jennifer Swartout, M.S.  
Jennifer Swetz, M.S.  
Susan Testa, M.S.  
Tori Trocki, M.S.  
Claudia Joy Wingo, M.P.H.  
Jen Yasis, M. Ed.  
Victoria Yunez-Behm, M.S.

## Guest Lecturers

Xonna Clark, J.D.  
Eric Cohen, M.S.  
Katy Linda  
Steffany Moonaz, Ph.D.

## Clinical Supervisors

Tricia McCauley, M.S.

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Additional Requirements

Applicants for the Master of Science in Nutrition and Integrative Health must hold a bachelor's degree with a minimum overall 2.5 GPA in undergraduate coursework.

## Health Requirements

Students in this program may have health requirements related to on-campus or off-campus clinical or practicum phases of the program. Requirements will vary by area of concentration and clinic, practicum, or capstone project course selections. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

## Advanced Standing

Maryland University of Integrative Health allows advanced standing for students who have completed the following programs.

### Center for Mind-Body Medicine – Food as Medicine

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

### Natural Gourmet Institute – Chef's Training Program

Graduates of the Chef's Training Program at the Natural Gourmet Institute may be eligible for advanced standing in MUIH's Master of Science in Nutrition and Integrative Health. Graduates may be exempt from taking some of the Cooking with Whole Foods Labs I-VIII. Candidates for this advanced standing should indicate this in their application essay and submit their official record of graduation from the Chef's Training Program to the Office of Graduate Admissions office so that the Academic Director can evaluate eligibility.

## Articulation Agreement

### Institute for Integrative Nutrition (IIN)

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

### HUMAN CLINICAL NUTRITION OR COMMUNITY NUTRITION EDUCATION AREA OF CONCENTRATION:

Number	Course Title	Credits
ISCI 632B	Foundations of Health and Wellness II	1.5
NUTR 601	Redefining Nutrition	1.0
NUTR 672	Mindful Eating and Nourishment	2.0
	Electives	2.0

### HERBAL MEDICINE AREA OF CONCENTRATION:

Number	Course Title	Credits
ISCI 632B	Foundations of Health and Wellness II	1.5
NUTR 601	Redefining Nutrition	1.0

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

## Program Format

The Master of Science in Nutrition and Integrative Health is a flexible program designed to accommodate working professionals. It can be completed in as few as two years or as many as five years, in an on-campus, online, or hybrid format. The content of the program does not vary by format—only the delivery method of the course is different.

See the latest list of Program Start Dates to determine the availability of each format, available online at [www.muih.edu](http://www.muih.edu) in the Admissions section.

### On-Campus Format

Coursework is completed on campus in this format. Only the area of concentration in Human Clinical Nutrition is available in this format. On-campus students are also welcome to take online courses, subject to availability.

The on-campus schedule consists of 15 to 19 weekends per year. Weekend class times are 5–9 p.m. on Fridays, and 8:30 a.m.–5:30 p.m. on Saturdays and Sundays. Format may vary during clinic and practicum phase. The time needed to complete the elective credits and clinic/practicum/capstone project is not included in this academic calendar.

Visit [www.muih.edu](http://www.muih.edu) for specific course schedules or contact the Office of Graduate Admissions.

### Online Format

Coursework is completed online in this format. Although no residency is required, online students are welcome to take on-campus courses, subject to availability.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available on [www.muih.edu](http://www.muih.edu).

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar on [www.muih.edu](http://www.muih.edu). Individual schedules may vary depending on course selection.

## Hybrid Format

Coursework is completed through a combination of online and on-campus courses in this format. Students may choose the format of each course on a case-by-case basis, subject to availability. See descriptions above for details on online and on-campus formats. Contact the Office of Graduate Admissions for more information.

## Additional Information

### Licensure

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to [www.nutritionadvocacy.org](http://www.nutritionadvocacy.org).

### Certification

The Master of Science in Nutrition and Integrative Health program is tailored to meet the eligibility requirements of several national board certifications. At the present time MUIH is in compliance with the requirements of each of the professional organizations listed below. However boards do change their eligibility requirements. Please contact the appropriate board with questions and review licensing laws by state for the most up to date information.

Board certification for nutrition often requires a supervised practice experience. To obtain the needed hours for certification, MUIH offers an optional six-month supervised internship program for those who hold an advanced degree (master's or doctorate) in nutrition. See the Nutrition Internship Program in this section.

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

### CERTIFIED NUTRITION SPECIALIST (CNS)

Graduates from the Clinical Nutrition and Herbal Medicine areas of concentration in the Master of Science in Nutrition and Integrative Health meet the educational requirements to sit for the CNS exam. Students in the Community Nutrition Education area of concentration must take additional courses to meet the academic requirements to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

Coursework in the Master of Science in Nutrition and Integrative Health program includes some supervised practice experience depending on the electives a student chooses. MUIH offers the Nutrition Internship Program to complete the remaining supervised clinical practice hours.

MUIH is not responsible for changes to CNS certification requirements. Requirements listed are current as of catalog publication date. For the most recent CNS requirements, contact BCNS.

#### **Board for Certification of Nutrition Specialists**

4707 Willow Springs Rd, Suite 207  
La Grange, IL 60525  
202-903-0267  
[www.nutritionspecialists.org](http://www.nutritionspecialists.org)

### CERTIFIED CLINICAL NUTRITIONIST (CCN)

Graduates of the Master of Science in Nutrition and Integrative Health program are exempt from taking the post-graduate training offered through the Clinical Nutrition Certification Board before sitting for the exam. CNCB reviews each applicant individually. They review all transcripts to determine eligibility.

#### **Clinical Nutrition Certification Board**

15280 Addison Road, Suite 130  
Addison, TX 75001  
972-250-2829  
[www.cncb.org](http://www.cncb.org)

### CERTIFIED HEALTH EDUCATION SPECIALIST (CHES)

With the appropriate choice of courses, graduates from the Community Nutrition Education area of concentration are eligible to sit for the Certified Health Education Specialist (CHES) exam.

MUIH is not responsible for changes to CHES certification requirements. Requirements listed are current as of catalog publication date. For the most recent CHES requirements, contact the National Commission for Health Education Credentialing.

#### **National Commission for Health Education Credentialing**

1541 Alta Drive, Suite 303  
Whitehall, PA 18052  
(484) 223-0770  
[www.nchec.org](http://www.nchec.org)

### BOARD CERTIFIED IN HOLISTIC NUTRITION®

Graduates of the Master of Science in Nutrition and Integrative Health program are eligible to sit for this certification exam. The requirements for this exam include at least one herbal elective course.

#### **Holistic Nutrition Credentialing Board**

P.O. Box 1884  
Rancho Cordova, CA 95741-1884  
800-342-8037  
[www.nanp.org/hncb](http://www.nanp.org/hncb)

---

## SOCIETY FOR NUTRITION EDUCATION AND BEHAVIOR

Graduates from the Community Nutrition Education area of concentration may become members of the Society for Nutrition Education and Behavior (SNEB).

### **Society for Nutrition Education and Behavior**

9100 Purdue Road, Suite 200

Indianapolis, IN 46268

800-235-6690

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

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

## Program Overview

The Post-Master's Certificate in Nutrition and Integrative Health offers health professionals and those with advanced science training an opportunity to learn core competencies in the field of holistic nutrition in an online format. As the nation's only Post-Master's Certificate in Nutrition and Integrative Health, MUIH's program provides evidence-based nutrition training specifically for health professionals and those with advanced science training, including: physicians, physician assistants, registered nurses, nurse practitioners, acupuncturists, herbalists, physical therapists, occupational therapists, dentists, pharmacists, osteopaths, and chiropractors. Our program will set graduates apart from their peers by broadening their expertise and client reach in this rapidly growing field.

Students will integrate a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole person health and wellness care. Of the 15 credits required for this program, students take 11 core credits and four elective credits. Students can opt to take their elective courses in a variety of areas including sports nutrition, mindful eating, whole food preparation, diabetes education, or eastern nutrition philosophy. Graduates may be eligible for board certification in the field of nutrition and can advance their career in health care with specialized training in holistic nutrition.

## Purpose

The Post-Master's Certificate in Nutrition and Integrative Health will provide health professionals with skills and knowledge in the field of nutrition to address patient health concerns and educate patients with whole foods, nutrition supplementation, and other specialized tools and techniques. The program has been designed within the context of MUIH's mission and vision, giving students a contextualized understanding of nutritional science and biochemistry, through exploration of traditional dietary practices and a critical evaluation of current paradigms of nutrition, food, and health.

## Goals

Students who complete this program will:

- Integrate core nutrition competencies into current clinical practice and/or professional work
- Incorporate knowledge of human nutrition and treatments 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
- Demonstrate an understanding of the relationship between nutrients and biochemical/physiological processes in health and disease
- Demonstrate an understanding of the various synergistic, antagonistic effects of various nutrients
- Demonstrate a nature-based understanding of whole foods, energetic properties of foods, and effects on mind, body, and spirit
- Demonstrate knowledge of various modern and traditional diets and their effect human health

## Course of Study

11 Required Credits + 4 Elective Credits

Number	Course Title	Credits
ISCI 626	Nutritional Biochemistry	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 613	Human Nutrition: Macronutrients and Micronutrients	3.0
NUTR 633	Integrative Client Care: Nutrition Assessment, Applied Biochemistry, and Treatment Planning	4.0

## Electives

Choose 4.0 credits of electives. Sample electives include:

NUTR 622	Advanced Biochemistry, Pathophysiology and Assessment	3.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 641	Life Cycle Nutrition	3.0
NUTR 662	Energetics of Food	1.0
NUTR 663	Sports Nutrition	1.0
NUTR 664	Food Systems and Policies	2.0
NUTR 665	Dynamics of Food and Healing	1.0
NUTR 671	Food and Culture	1.0
NUTR 672	Mindful Eating and Nourishment	2.0
NUTR 681	Whole Foods Cooking Lab I	0.5
NUTR 682	Whole Foods Cooking Lab II	0.5
NUTR 683	Whole Foods Cooking Lab III	0.5
NUTR 684	Whole Foods Cooking Lab IV	0.5

**Total Program Credits** 15.0

---

## Faculty

Bevin Clare, M.S.  
Associate Professor

Oscar Coetzee, M.S.  
Assistant Professor

Eleonora Gafton, M.S.  
Assistant Professor  
Cooking Lab Manager

Heidi Most, M.Ac.  
Associate Professor

Sylvia Regalla, M.S., M.D.  
Instructor

Bryan Walsh, N.D.  
Instructor

## Adjunct Faculty

Jill Burns  
Emily D'Angelo, M.S.  
Penny Friedberg, M.B.A., M.S.  
Cheryl Harris, M.P.H.  
Myra Kornfeld, B.A.  
Lauren Mirkin, M.S.  
Christina Pirello, M.S.  
Victoria Yunez-Behm, M.S.

## Guest Lecturers

Eric Cohen, M.S.  
Katy Linda

## Program Format

This program is delivered in an online format within a cohort of peers. The program can be completed in one year if five credits are taken each trimester.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, see [www.muih.edu](http://www.muih.edu).

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual students may choose to create a different schedule of courses that meet their needs and preferences.

## Admission Requirements

In addition to the general admissions requirements listed under the Application Requirements section of this catalog, applicants to the Post-Master's Certificate in Nutrition and Integrative Health must:

- Have earned a minimum of a master's degree from an accredited educational institution
- Submit official transcripts of all coursework taken to verify degree completion, along with copies of any licenses or certifications in the field of health care
- Demonstrate completion of the following prerequisite requirements (eligibility to test out or be exempt from the prerequisite requirements is at the discretion of the Academic Director):
  - 3 semester credits of Organic/Biological Chemistry
  - 4 semester credits of Physiology and/or Pathophysiology

OR

Submit a copy of official transcripts to verify degree completion along with a copy of license to practice in one of the following fields:

- Nutrition/Dietetics
- Medicine
- Chiropractic Medicine
- Nurse Practitioner
- Physician Assistant
- Dentistry
- Osteopathic Medicine
- Nursing
- Physical Therapy
- Occupational Therapy
- Acupuncture
- Pharmacy
- Other licensed healthcare professionals

---

## Additional Information

### Licensure

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to [www.nutritionadvocacy.org](http://www.nutritionadvocacy.org).

### Certification

Graduates of the Post-Master's Certificate in Nutrition and Integrative Health may meet the eligibility requirements of several national nutrition boards. Eligibility will be contingent upon prerequisite courses completed prior to entry into the Post-Master's Certificate program. Please contact the appropriate board with questions, and review licensing laws by state for the most up to date information.

#### CERTIFIED NUTRITION SPECIALIST (CNS)

Depending upon a student's prior clinical training, the Post-Master's Certificate in Nutrition may complete the educational requirements needed for graduates to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

##### **Board for Certification of Nutrition Specialists**

4707 Willow Springs Rd, Suite 207  
La Grange, IL 60525  
202-903-0267  
[www.nutritionspecialists.org](http://www.nutritionspecialists.org)

#### CERTIFIED CLINICAL NUTRITIONIST (CCN)

CNCB reviews each applicant individually. They review all transcripts to determine eligibility.

##### **Clinical Nutrition Certification Board**

15280 Addison Road, Suite 130  
Addison, TX 75001  
972-250-2829  
[www.cncb.org](http://www.cncb.org)

#### BOARD CERTIFIED IN HOLISTIC NUTRITION®

Requires at least one herbal elective course.

##### **Holistic Nutrition Credentialing Board**

P.O. Box 1884  
Rancho Cordova, CA 95741-1884  
800-342-8037  
[exam@hncb.org](mailto:exam@hncb.org)  
[www.nanp.org/hncb](http://www.nanp.org/hncb)

# NUTRITION INTERNSHIP PROGRAM

## Program Overview

The Nutrition Internship Program provides up to 1,000 hours of supervision for individualized professional practice experience in the field of nutrition for those who hold an advanced degree (master's or doctorate) in nutrition from an accredited institution. The two-trimester program offers students supervision, structure, and support in a flexible schedule that enables students to create the experience that best meets their needs and interests.

The program provides supervision for self-initiated internship experiences for students who have already found their own internship placements, are incorporating nutrition into their current position, are seeking internship or job placements, or are developing their own businesses or clinical practices. Students may also utilize MUIH placements in the Maryland and District of Columbia area. Completion of the Nutrition Internship Program offers students the experience necessary to improve their clinical and community skills in the field of nutrition.

## Purpose

This program is specifically designed to prepare students to pursue board certification in nutrition as a Certified Nutrition Specialist (CNS). The Board for Certification of Nutrition Specialists (BCNS) requires 1,000 hours of documented supervised nutrition practice experience, along with the passage of the CNS examination, to attain the CNS credential. Enrollment and completion of the Nutrition Internship Program does not guarantee eligibility for nutrition board certification and/or state licensure.

## Goals

Students who complete this program will:

- Develop a broad range of clinical, community education, culinary nutrition education, and communication skill sets that will be transferable to any setting, including integrative and community clinics and corporate, academic and governmental institutions
- Identify and apply appropriate assessments, evaluations, intervention, monitoring, education strategies for clinical and/or community nutrition settings
- Demonstrate leadership qualities that establishes the intern as a trusted resource in the field of nutrition and integrative health as it applies to all aspects of this internship
- Demonstrate management skills and professionalism in all assigned responsibilities
- Demonstrate excellent interpersonal skills necessary to build communication, rapport and a safe healing environment
- Demonstrate growth personally and professionally through self-reflection and evaluation and willingness to be a learner
- Attain up to 1,000 hours of supervised practice in the field of nutrition

## Course of Study

Number	Course Title	Credits
NUTR 799A	Nutrition Internship	3.0
NUTR 799B	Nutrition Internship	0.0

## Faculty

Elizabeth Owens, M.S.  
Manager, Experiential Programs

## Adjunct Faculty

Lauren Mirkin, M.S.  
Jennifer Swetz, M.S.  
Susan Testa, M.S.

## Admissions Requirements

To be eligible for admission to the Nutrition Internship Program, individuals must hold one of the following from a regionally accredited institution:

- Master of Science in the field of nutrition, or
- Doctoral degree in the field of nutrition, or
- Doctoral degree in a field of clinical healthcare (including, but not limited to, MD, DO, DC, DDS, Doctor of Nursing, ND, or PharmD) and a minimum of nine semester credit hours in nutrition application/skill courses, six semester credit hours in biochemistry, three semester credit hours in anatomy and physiology, and 12 additional semester credit hours in clinical or life sciences.

Students enrolled in the Master of Science in Nutrition and Integrative Health are eligible to join the Nutrition Internship Program after successful completion of NUTR 654C, 655C, 656C, 691C, or 692C within the master's degree.

For students needing to attain supervised practice experience outside the state of Maryland, admission into the internship may depend upon individual state authorization requirements.

## Additional Requirements

Applicants must demonstrate proficiency in documentation of clinical nutrition progress notes.

Verification of competencies in culinary or community nutrition practice may be required prior to certain internship placements. Serv-Safe™ Certification is required for culinary settings.

## Program Format

The Nutrition Internship Program begins every trimester and lasts for two trimesters.

Specific schedules will vary depending on placement sites, and will include options for weekdays, late afternoons, evenings, and weekends to accommodate a variety of schedules.

---

## **Additional Information**

### **Certification**

#### **CERTIFIED NUTRITION SPECIALIST (CNS)**

In addition to educational requirements, the Board for Certification of Nutrition Specialists (BCNS) requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

#### **Board for Certification of Nutrition Specialists**

4707 Willow Springs Road, Suite 207

La Grange, IL 60525

202-903-0267

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

# DOCTOR OF CLINICAL NUTRITION

## Program Overview

Students entering the Doctor of Clinical Nutrition will receive advanced education in clinical nutrition to enhance their clinical skills, contribute to the current literature in the field, and take leadership roles in this emerging field. The program is geared toward practicing nutritionists, dietitians, and other healthcare professionals who are seeking to deepen their clinical nutrition skills.

Cumulative knowledge will be demonstrated by completion of a comprehensive exam, preparation of a manuscript for publication in a peer-reviewed journal, and completion of a clinical residency that includes a research project.

There are two pathways to the DCN degree: one for those who have a master's degree and a background in nutrition, and one for those who hold a bachelor's degree with a strong science focus.

## Purpose

The program will educate clinicians, educators, and researchers in integrative and functional nutrition by using a systems biology approach. DCN students will acquire a clinical skill set and knowledge base that prepares them to work with individuals by creating respectful, personalized plans that move people towards health. Additionally, students will publish original clinical nutrition manuscripts in peer-reviewed journals. The program outcomes are supported by a curriculum that includes core courses in functional nutrition, courses in research and publication as well as courses on clinical nutrition client assessment and care plans for a wide range of health concerns and medical issues.

## Goals

The Doctor of Clinical Nutrition will:

- Provide training in advanced clinical nutrition for graduates to work in health care organizations, as educators in communities, schools and universities; in government and/or policy settings; and to be leaders in the emerging field of integrative and functional nutrition
- Foster an environment which enables students to focus on areas of special clinical interest
- Provide students with an in-depth study of integrative and functional nutrition in the areas of gastrointestinal, immune, cardio-metabolic, neurological, energy metabolism, and endocrine health drawing from contemporary science, and traditional wisdom
- Synthesize didactic, clinical, and culinary training, and translate this into personalized nutrition care plans

- Apply principles of research methodology, health informatics, bioethics, academic journal writing, and case studies in practice and research settings
- Prepare graduates to promote health of medically complex clients through clinical residencies and special projects in clinical nutrition
- Prepare graduates to collaborate with other members of the healthcare team, industry, and academia as the nutrition expert

## Course of Study Master's Degree Pathway

Number	Course Title	Credits
ISCI 610B	Introduction to Scientific Writing	1.5
ISCI 801	Designing Research in Clinical Practice	3.0
ISCI 823	Academic Publication and Peer Review	3.0
MUIH 550	Academic Research & Scholarship	0.0
NUTR 800	Graduate Colloquium	1.5
NUTR 801	Principles of Integrative & Functional Nutrition	3.0
NUTR 802	Nutritional Approaches to Detoxification	3.0
NUTR 810	Special Topics in Nutrition I	1.5
NUTR 811	Special Topics in Nutrition II	1.5
NUTR 821	Bioethics in Clinical Nutrition	3.0
NUTR 822	Epigenetics & Nutritional Genomics	3.0
NUTR 831	Integrative & Functional Nutrition in Gastrointestinal Health	3.0
NUTR 832	Integrative and Functional Nutrition in Immune Health	3.0
NUTR 833	Integrative and Functional Nutrition in Cardio-Metabolic Health	3.0
NUTR 834	Integrative and Functional Nutrition in Neurological Health	3.0
NUTR 835	Integrative and Functional Nutrition in Endocrine and Energy Health	3.0
NUTR 836	Case Reports in Functional Nutrition	3.0
NUTR 850	Nutrition Focused Physical Exam	1.5
NUTR 8EXI	Comprehensive Exam (Case-Study Based)	0.0
Choose 3.0 of the following credits:		
NUTR 900	Advanced Clinical Nutrition Residency & Research Project I	3.0
NUTR 902*	Advanced Clinical Strategies in Nutrition I	3.0
Choose 3.0 of the following credits:		
NUTR 901	Advanced Clinical Nutrition Residency & Research Project II	3.0
NUTR 903*	Advanced Clinical Strategies in Nutrition II	3.0
<b>Total Program Credits for Master's Degree Pathway</b>		<b>48.0</b>

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

## Bachelor's Degree Pathway

In addition to the courses listed above in the Master's Degree Pathway, students who enter the Bachelor's Degree Pathway will complete the following coursework.

Number	Course Title	Credits
ISCI 626	Nutritional Biochemistry	3.0
ISCI 647B	Physiology II: Movement Away from Health	3.0
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Health	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 604	Graduate Seminar	1.0
NUTR 612	Human Nutrition: Micronutrients	3.0
NUTR 614	Human Nutrition: Macronutrients	2.0
NUTR 635	Applied Clinical Nutrition I	2.0
NUTR 636	Applied Clinical Nutrition II	2.0
NUTR 641	Life Cycle Nutrition	3.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5

Choose 3.0 credits from the following sets:

NUTR 654C Clinic 1.5

AND

NUTR 654D Clinic 1.5

OR

NUTR 656C Clinical Strategies in Nutrition Care 1.5

AND

NUTR 656D Clinical Strategies in Nutrition Care 1.5

**Total Program Credits with Bachelor's Degree Pathway 79.0**

## Faculty

Mary Fry, N.D.

Associate Professor

Eleonora Gafton, M.S.

Assistant Professor

Cooking Lab Manager

Liz Lipski, Ph.D.

Professor

Director, Academic Development, Nutrition and Integrative Health

Heidi Most, M.Ac.

Associate Professor

Sylvia Regalla, M.S., M.D.

Instructor

Kathleen Warner, Ph.D.

Professor

Academic Director, Nutrition and Integrative Health

## Adjunct Faculty

Peter D'Adamo, N.D.

Pamela Jeter, Ph.D.

Deanna Minich, Ph.D.

Steffany Moonaz, Ph.D.

Tara Nayak, N.D.

Steven Noseworthy, D.C.

David Riley, M.D.

James Snow, M.A.

Alex Vasquez, D.O., N.D., D.C.

## Admission Requirements

In addition to the general admission requirements listed under the Application Requirements section of this catalog, applicants to the Doctor of Clinical Nutrition must meet the requirements for one of the following pathways:

### Master's Degree Pathway

- Have earned a minimum of a master's degree from a regionally accredited educational institution
- Have a minimum overall 3.0 GPA in master's level coursework, or if school uses a pass/no-pass system, passing grades in all coursework
- Submit official transcripts of all coursework taken to verify degree completion
- Submit two academic or professional letters of recommendation\*
- Meet one of the following requirements:
  - A. Demonstrate the completion of the following prerequisite requirements from a regionally accredited college or university or complete missing coursework at MUIH under conditional acceptance to the doctoral program:
    - Nutrition (9 graduate level credits including macronutrients, micronutrients, and life cycle nutrition )
    - Clinical Skills (6 graduate level credits)
    - Biochemistry (6 graduate level credits)
    - Physiology or Anatomy and Physiology (3 credits at graduate or bachelor's level acceptable)
    - Clinical, Life or Physical Sciences (12 credits – graduate or bachelor's level acceptable; including 3 credits of graduate level statistics/research literacy. Typical courses include: biology, botany, microbiology, nutrition science, pathophysiology, and organic or inorganic chemistry.)
  - B. Hold one of the following credentials which is equivalent to the pre-admissions requirements:
    - Registered Dietitian Nutritionist (RDN) by the Commission on Dietetic Registration (CDR)
    - Certified Nutrition Specialist (CNS) by the Board of Certification of Nutrition Specialists (BCNS)
    - Certified Clinical Nutritionist (CCN) by the Clinical Nutrition Certification Board (CNCB)

## Bachelor's Degree Pathway

Admissions to the bachelor's pathway is competitive and class size is limited.

- Have earned a minimum of a bachelor's degree in a science-related major from a regionally accredited educational institution
- Have a minimum overall 3.2 GPA in bachelor's level coursework, or if school uses a pass/no-pass system, passing grades in all coursework.
- Submit official transcripts of all coursework taken to verify degree completion
- Submit two letters of recommendation:\*
- One from a previous faculty member
- One from someone in the nutritional field
- Interview
- Demonstrate the completion of the following prerequisite requirements from a regionally accredited college or university:
- Biochemistry (3 credits)
- Physiology or Anatomy and Physiology (3 credits)
- Organic Chemistry (3 credits)
- Life or Physical Science (3 credits)

\*Must use MUIH-supplied Applicant Recommendation Form

## Health Requirements

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

## Program Format

The Doctor of Clinical Nutrition is a hybrid program designed to be completed in as few as three years, depending on pathway. Coursework is completed through a combination of online and on-campus courses in this format.

## Master's Degree Pathway

Thirty-six of the 48 credits are completed through online courses. Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. More information about MUIH's online format is available on [www.muih.edu](http://www.muih.edu). Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar on [www.muih.edu](http://www.muih.edu). Individual schedules may vary depending on course selection.

Students are required to complete six credits on campus, offered as four 1.5-credit courses offered on weekends. Weekend class times are typically 5–9 p.m. on Fridays, and 8:30 a.m.–5:30 p.m. on Saturdays and Sundays. Visit [www.muih.edu](http://www.muih.edu) for specific course schedules or contact the Office of Graduate Admissions.

The final six credits will require the completion of a clinical nutrition residency. The clinical residency may be completed where the student lives, or on the MUIH campus at the Natural Care Center. Students who live in states where MUIH does not have approval for distance learning internship/residency programs will complete special case study projects and presentations in lieu of residency.

## Bachelor's Degree Pathway

Students will complete 69 or 72 credits online, depending on course selection, and will be required to complete seven credits on campus, offered as weekend courses.

Six credits will require the completion of a clinical nutrition residency. The clinical residency may be completed where the student lives, or on the MUIH campus at the Natural Care Center. Students who live in states where MUIH does not have approval for distance learning internship/residency programs will complete special case study projects and presentations in lieu of residency. Three credits of clinical studies will be completed online or on campus in trimesters four and five.

## Additional Information

### Licensure

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to [www.nutritionadvocacy.org](http://www.nutritionadvocacy.org).

### Certification

#### CERTIFIED NUTRITION SPECIALIST (CNS)

Depending upon a student's prior clinical training, the Doctor of Clinical Nutrition may complete the educational requirements needed for graduates to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

#### Board for Certification of Nutrition Specialists

4707 Willow Springs Road, Suite 207

La Grange, IL 60525

202-903-0267

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

---

## DIPLOMATE OF THE AMERICAN CLINICAL BOARD OF NUTRITION

Graduates of the Doctor of Clinical Nutrition are eligible to apply to become a Diplomate of the American Clinical Board of Nutrition. This board requires that applicants hold a professional doctorate and have at least 300 hours of nutrition education, a minimum of two years practice experience, and write an article or paper on a nutritional topic that could be published.

### **American Clinical Board of Nutrition**

6885 Browntown Road  
Front Royal, VA 22630  
540-364-8844  
[www.acbn.org](http://www.acbn.org)

## CERTIFIED CLINICAL NUTRITIONIST (CCN)

CNCB reviews each applicant individually. They review all transcripts to determine eligibility.

### **Clinical Nutrition Certification Board**

15280 Addison Road, Suite 130  
Addison, TX 75001  
972-250-2829  
[www.cncb.org](http://www.cncb.org)

# POST-BACCALAUREATE CERTIFICATE IN HERBAL STUDIES

## Program Overview

This 12-credit Post-Baccalaureate Certificate in Herbal Studies provides the herbal enthusiast with a foundational knowledge of herbal sciences, as well as an understanding of wellness-based models of health care. An emphasis on practical skills ensures that students are familiar with the identification of local plants and have the ability to make medicinal food and herbal preparations. Combining modern, scientific knowledge with traditional wisdom, the coursework uses the cycles of nature to guide the integration of herbs into daily life. This program empowers the student with the knowledge and skills to support self-care through the safe and effective incorporation of herbs into daily life, using body care products, food preparations, and other herbal supplements.

Nine to 12 credits in this certificate program can be applied to the Master of Science in Nutrition and Integrative Health and all 12 credits may be applied to the Master of Science in Therapeutic Herbalism.

## Purpose

The Post-Baccalaureate Certificate in Herbal Studies program empowers the student by combining modern, scientific knowledge with traditional herbal wisdom, using the cycles of nature to guide the integration of herbs into daily life.

## Goals

- Identify the principles of a wellness-based model of health care and apply these principles in a variety of personal and professional settings
- Identify and harvest local herbs in the field, recognize raw materials, and manufacture herbal and food preparations
- Describe the safe and appropriate use of a limited number of herbs as dietary supplements within the framework of a wellness-based model of health care
- Identify how life is intertwined with the surrounding environment, articulate the implications of the changing seasons, and be able to safely and effectively utilize herbs to support self-care throughout the year
- Incorporate herbs into food preparation as a way to provide daily wellness support

## Curriculum Overview

During the certificate program students will begin their immersion in traditional and evidenced-based knowledge. At the same time, a new model for integrative healthcare will be introduced, one that focuses on wellness and supporting human resilience. Students will deepen their knowledge of Materia Medica, or how to use plants for healing, and learn how to make quality herbal products for home use.

## Course of Study

12 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy	3.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
MUIH 550	Academic Research and Scholarship	0.0

**Total Program Credits** **12.0**

## Faculty

Bevin Clare, M.S.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Michael Tims, Ph.D.  
Academic Director, Herbal Programs

## Adjunct Faculty

Bryan Bowen, M.S.  
Dart Clancy, M.S.  
Betsy Costilo, M.S.  
Courtney Fischer, M.S.  
Oliva Fite, M.S.  
Marybeth Missenda, M.S.  
Krista Noelle, M.S.  
Andrew Pengelly, Ph.D.  
Claudia Joy Wingo, M.P.H.

## Teaching Associates

Anne Harvey, M.S.  
Lisa Scott, M.S.

---

## **Admission Requirements**

To be considered for admission to all graduate academic programs, applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## **Program Format**

The Post-Baccalaureate Certificate in Herbal Studies is designed to be completed in eight months and is offered online. Although no residency is required, online students are welcome to take on-campus courses, subject to availability.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit [www.muih.edu](http://www.muih.edu).

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual students may choose to create a different schedule of courses that meet their needs and preferences.

## **Additional Information**

### **Resources**

The Herbal Program at Maryland University of Integrative Health maintains an herbal dispensary and garden as experiential classrooms for students to acquire skills and engage in longer term research projects.

# POST-BACCALAUREATE CERTIFICATE IN MEDICAL HERBALISM

## Program Overview

The 12-credit Post-Baccalaureate Certificate in Medical Herbalism program provides licensed or certified healthcare professionals, pharmacists, and researchers with a foundational knowledge of herbal medicine. Students learn about the most popular herbs and herbal supplements in the U.S. market and likely interactions with conventional pharmaceuticals. Modern scientific understanding is discussed within the framework of traditional herbal wisdom to provide a truly integrated and realistic perspective on the use of herbs in a variety of health care models. Students learn how to identify and create quality herbal products through hands-on wild plant identification, harvesting, and making medicinal food and herbal preparations. Combining theory with practical applications, the program empowers healthcare professionals with the necessary tools to engage clients in an informed discussion of herbal supplements, understand the implications of proposed treatments, and determine the safety and efficacy of herbal options.

Nine to 12 credits in this certificate program can be applied to the Master of Science in Nutrition and Integrative Health and 12 credits may be applied to the Master of Science in Therapeutic Herbalism.

## Purpose

The Post-Baccalaureate Certificate in Medical Herbalism program is designed for licensed and certified health-care professionals and provides a foundational knowledge of herbal medicine that emphasizes issues of quality, safety and efficacy.

## Goals

- Help clients understand and differentiate between the application of herbs in a wellness-based and disease-based model of health care
- Contextualize isolated herbal research or traditional uses within a broader body of knowledge, allowing for a balanced assessment of clinical relevance and safety concerns
- Describe the safe and appropriate use of a limited number of herbs as dietary supplements within the framework of modern health care
- Identify and harvest local herbs in the field, recognize raw materials, and manufacture herbal and food preparations

## Curriculum Overview

During the certificate program students will begin their immersion in traditional and evidenced-based knowledge on the use of herbal medicine. At the same time, students will engage a model of integrative health care that focuses on wellness and supporting human resilience. Students will deepen their knowledge of Materia Medica, and learn to evaluate the safety and efficacy of herbal products they see in their clients using.

## Course of Study

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy	3.0
MUIH 550	Academic Research and Scholarship	0.0

## Electives

Choose at least 3.0 credits:

Number	Course Title	Credits
HRB 641	Safety in Botanical Medicine	3.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5

**Total Program Credits** **12.0**

---

## Faculty

Bevin Clare, M.S.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Michael Tims, Ph.D.  
Academic Director, Herbal Programs

## Adjunct Faculty

Bryan Bowen, M.S.  
Dart Clancy, M.S.  
Betsy Costilo, M.S.  
Courtney Fischer, M.S.  
Oliva Fite, M.S.  
Marybeth Missenda, M.S.  
Krista Noelle, M.S.  
Andrew Pengelly, Ph.D.  
Claudia Joy Wingo, M.P.H.

## Teaching Associates

Lisa Scott, M.S.

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Additional Requirements

Applicants must have professional licensure in an allied health field such as medicine, osteopathy, chiropractic medicine, pharmacology, naturopathy, nursing, physical therapy, health education, exercise physiology, psychotherapy, nutrition, acupuncture, and other appropriately related health fields.

Other applicants with a bachelor's degree or higher with related licensure and/or certification will be considered on an individual basis.

## Program Format

The Post-Baccalaureate Certificate in Medical Herbalism is designed to be completed in eight months and is offered online. Although no residency is required, online students are welcome to take on-campus courses, subject to availability.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit [www.muih.edu](http://www.muih.edu).

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual students may choose to create a different schedule of courses that meet their needs and preferences.

## Additional Information Resources

The Herbal Program at Maryland University of Integrative Health maintains an herbal dispensary and garden as experiential classrooms for students to acquire skills and engage in longer term research projects.

---

# MASTER OF SCIENCE IN THERAPEUTIC HERBALISM

## Program Overview

Maryland University of Integrative Health offers the only master's degree in herbal therapeutics from a regionally-accredited university that offers students a comprehensive study of medicinal herbs and health and integrates modern scientific knowledge with traditional wisdom. Combining research with foundational theory, the program offers an in-depth education covering the principles of health and wellness; herb identification and harvesting; herbal pharmacy; herbal pharmacology and phytochemistry; integrative human physiology; *Materia Medica*; and herbal therapeutics.

Graduates are empowered with the critical thinking skills and health information literacy needed to be effective researchers, writers, educators and consultants. The research training prepares students to join the herbal industry by helping them acquire skills in production, formulation, GMP compliance, communication, clinical training and education.

Students may select one of two areas of concentration: Clinical Herbalism or Herbal Product Design.

Graduates of the Clinical Herbalism area of concentration will acquire the skills and knowledge to build a safe and effective clinical practice in herbalism. The curriculum educates students to apply a bio-psycho-social model of care to meet health and wellness goals. Students see clients as they build their practice in their home location through an articulation agreement with the American Herbalists Guild (AHG), where they work closely with an AHG mentor to learn to conduct a comprehensive assessment and work cooperatively with clients to develop goals and an individualized health plan. Additionally, students see clients through group facilitation models and a case study course. The main emphasis of the program is on developing real world, clinical competence. Topics such as ethics, business, and legal issues in clinical herbalism are explored in order to facilitate the transition from student to working professional.

Graduates of the Herbal Product Design area of concentration will acquire the skillset and knowledge necessary to become thought leaders in the field of natural products, with an understanding of product development both broad and deep that allows them to participate in multiple sectors of the herbal supplement field from production to manufacturing to research to final product development with existing companies and as entrepreneurs.

## Purpose

The Master of Science in Therapeutic Herbalism empowers students with a comprehensive knowledge of applied biomedicine, pharmacology, phytochemistry, herbal pharmacy, *Materia Medica*, and therapeutic theory.

## Goals

- Be able to advise and educate effectively to create a comprehensive wellness plan incorporating herbal, dietary and lifestyle recommendations integrating self-awareness and lessons of nature
- Possess knowledge of traditional herbal systems as well as an understanding of the principles and practices of modern Western herbalism
- Have a foundational understanding of biomedicine, pharmacology, *Materia Medica*, herbal preparations, history, clinical assessment, safety, and plant identification and wild crafting
- Have the skills to understand, design, and perform GMP compliance measurements
- Demonstrate the ability to critically analyze herbal research and contribute to the current body of herbal literature
- Know how to integrate knowledge of raw materials, formulation, and herbal pharmacy for product development purposes
- Know how to effectively educate individuals and groups about herbs
  - Be able to demonstrate basic skills in herb identification, harvesting, and preparation
  - Be able to address potential safety concerns including herb-drug interactions
  - Be able to grow personally and professionally and to participate actively in the field of herbalism through writing, research, public speaking, and/or professional affiliation

In addition to the educational objectives for all graduates, specific areas of concentration have the following outcomes:

## Clinical Herbalism

- Students who complete this program will be able to:
  - Accurately gather information regarding past and current health status while differentiating between phenomena and the client's interpretation of phenomena
  - Synthesize the above information to create a comprehensive assessment of health inputs and processes
  - Work with clients to develop individualized goals and a plan for health and wellness
  - Adjust the individualized plan and goals in response to the changing needs of the client.
  - Achieve and maintain rapport with clients, listen attentively, and practice with compassion

- Have the skills to establish and maintain an effective herbal practice
  - Be able to assess and support clients within the context of a health and wellness paradigm
  - Be able to navigate the current healthcare environment, empower clients to make informed choices and refer when appropriate
  - Be competent in the basic business skills necessary to build and maintain an herbal practice
- Be able to collaborate with other healthcare providers in partnership
  - Be able to grow personally and professionally
  - Have the self-awareness to recognize external and internal cues, reflect upon feedback and adjust behavior accordingly
  - Be able to apply concepts of critical thinking and information literacy to individualized client care.

## Herbal Product Design

Students who complete this program will be able to:

- Demonstrate intermediate to advanced skills in:
  - Harvesting and processing of plant material
  - Rationale design, product preparation, and formulation of herbal products
  - Macroscopy and related botanical skills to confidently analyze botanical ingredients used in commercial products
  - Researching evidenced based literature to support the safe and efficacious devilmment of a herbal supplement
  - Using traditional knowledge to bridge the knowledge gap of evidenced based data to make rational decisions in developing safe and effective herbal products
- Demonstrate an understanding of:
  - The impact of processing practices on the therapeutic value of herbs
  - How to work ethically in natural plant communities
  - How to appropriately gather and process plants in the field
  - How to extract and synthesize traditional, pharmacological and clinical data to make an informed decision about the application of herbal formulas
  - How to link pharmacological concepts with the qualities of herbal medicine
  - How the traditional knowledge for use of medicinal plants from the local bioregion has been influence by cultural, ecological, and medicinal values

- Demonstrate the knowledge and competencies necessary for successful employment in:
  - The natural products industry as QA, QC and GMP technicians; raw materials production, acquisition and wild crafting; researcher, product designer and formulator; educator for internal, as well as consumer constituencies
  - Academic institutions and related areas as researchers, educators and writers
  - Federal regulatory roles assessing phytochemical profiles, safety concerns, structure function and new ingredient claims

## Course of Study

### Core Credits

33.5 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 620A	Herbal Therapeutics I	3.0
HRB 620B	Herbal Therapeutics II	3.0
HRB 622	Herbal Pharmacy	3.0
HRB 654B	Herbal Pharmacy and Phytochemistry	3.0
HRB 705	Materia Medica II	3.0
HRB 790	E-Portfolio: Introduction	0.5
HRB 791	E-Portfolio: Final	0.5
ISCI 547A	Physiology I: Healthy Function	3.0
ISCI 610B	Introduction to Scientific Writing	1.5
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
ISCI 701	Intro Statistics, Research Design & Info Literacy in Integrative Health	3.0
MUIH 550	Academic Research and Scholarship	0.0
Choose 1.0 of the following credits:		
HRB 635A	Field Trip/Nature Intensive	1.0
HRB 635C	Field Botany for Herbalists	1.0

## Clinical Herbalism Concentration

18.5 Required Credits

Number	Course Title	Credits
APP 607	Introduction to Healing Presence	1.0
HRB 713B	Clinical Roundtable	1.5
HRB 715	Orientation Retreat	1.0
HRB 722	Faculty Supervised Clinic	0.5
HRB 722B	Faculty Supervised Clinic II	1.0
HRB 722C	Faculty Supervised Clinic III	1.0
HRB 723C	Applied Therapeutics: Clinical Assessment, Goals and Plans	0.5
HRB 735A	Clinical Theory in Practice I	2.0
HRB 735B	Clinical Theory in Practice II	2.0

HRB 740	Models of Herbal Practice	1.0
HRB 753B	Applied Therapeutics: Case Studies	2.0
HRB 780*	Professional Project Elective	0.5
IHM 664	Practice Management	1.5
ISCI 647B	Physiology II: Movement Away from Health	3.0

**Total Program Credits with Clinical Herbalism Concentration** **52.0**

### Herbal Product Design Concentration

8.5 Required Credits

Number	Course Title	Credits
HRB 650	Professional Career Trajectory	0.5
HRB 690	Internship	0.5
HRB 793	Case Studies in Herb Product Design	2.5

Choose 3.0 of the following credits:

HRB 641	Safety of Botanical Medicine	3.0
HRB 642	Dispensary Practices and Quality Assessment	3.0

Choose at least 2.0 credits:

HRB 633	Medicinal Plants and Cultures	2.0
HRB 635B	Field Trip/Industry Intensive	1.0
HRB 635C**	Field Botany for Herbalists	1.0

**Total Program Credits with Herbal Product Design Concentration** **42.0**

\*HRB 780 may be repeated in the final trimester to meet minimum credit requirements for financial aid eligibility.

\*\*HRB 635C may only be completed once. If selected as part of the core credits, students in the Herbal Product Design concentration must make other course selections.

### Faculty

Bevin Clare, M.S.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

Michael Tims, Ph.D.  
Academic Director, Herbal Programs

### Adjunct Faculty

Jillian Bar-av, M.S.

Bryan Bowen, M.S.

Amy Charnay, M.S.

Dart Clancy, M.S.

Betsy Costilo, M.S.

Sara Eisenberg, M.S.

Courtney Fischer, M.S.

Oliva Fite, M.S.

Ashley Litecky, M.S.

Marybeth Missenda, M.S.

Krista Noelle, M.S.

Andrew Pengelly, Ph.D.

Claudia Joy Wingo, M.P.H.

### Guest Lecturers

Joseph Betz, Ph.D.

Anne Harvey, M.S.

Vickie Shufer, M.S.

Paul Strauss

### Teaching Associates

Renata Atkinson, M.S.

Joanne Givens, M.S.

Krista Lamoreaux, M.S.

Nicole Rubin, M.S.

### Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Additional Requirements

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

## Health Requirements

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

## Articulation Agreement

### American Herbalists Guild Supervisory Mentoring Program

Through an articulation agreement with the American Herbalists Guild (AHG), students in the Master of Science in Therapeutic Herbalism with area of concentration in Clinical Herbalism have the opportunity to earn clinical hours by enrolling in the AHG Supervisory Mentoring Program. Through this program, students will be mentored and supervised by AHG Registered Herbalists as they work with clients, either in person or through the use of technology. The experiences and hours then articulate into .5 to 1.5 required academic credits.

## Program Format

The Master of Science in Therapeutic Herbalism is designed to be completed in two years in an online or hybrid format, depending on area of concentration.

## Online Format

The Herbal Product Design concentration is offered in an online format. Although no residency is required, online students are welcome to take on-campus courses, subject to availability. Two courses offer optional face-to-face field trip opportunities (HRB 635A and HRB 635B). See the Schedule of Courses for more information.

Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit [www.muuh.edu](http://www.muuh.edu).

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Individual students may choose to create a different schedule of courses that meet their needs and preferences.

## Hybrid Format

The Clinical Herbalism concentration is offered as a hybrid program with a blend of online coursework and clinical experience. The program requires a four-day orientation retreat in the Baltimore/Washington, DC region. Students will work directly with registered herbalists through the American Herbalists Guild Clinical Herbalism Training Program to complete their clinical training, either in their own area or from a distance. Additional coursework may be offered on campus, and two courses offer optional face-to-face field trip opportunities (HRB 635a and HRB 635b). See the Schedule of Courses for more information.

## Additional Information Certification

**AMERICAN HERBALISTS GUILD REGISTERED HERBALIST**  
Herbal medicine remains an unlicensed field but does offer a recognized board certification through the American Herbalists Guild, a body of professional herbalists certifying a high level of knowledge and experience in botanical medicine. Graduates of the Master of Science in Therapeutic Herbalism are eligible to apply for this credential.

### **American Herbalists Guild**

125 South Lexington Avenue, Suite 101  
Asheville, NC 28801  
617-520-4372  
[www.americanherbalistsguild.com](http://www.americanherbalistsguild.com)

### **CERTIFIED NUTRITION SPECIALIST (CNS)**

Graduates of the Clinical Herbalism area of concentration may pursue the Certified Nutrition Specialist (CNS) credential by taking 16 credits in nutrition and related topics. Contact your Academic Advisor for additional information, and see information about the CNS exam under the Master of Science in Nutrition and Integrative Health.

### **Board for Certification of Nutrition Specialists**

4707 Willow Springs Rd, Suite 207  
La Grange, IL 60525  
202-903-0267  
[www.cbns.org](http://www.cbns.org)

# POST-MASTER'S CERTIFICATE IN CLINICAL HERBALISM

## Program Overview

The 15-credit Post-Master's Certificate in Clinical Herbalism provides graduates of the Master of Science in Therapeutic Herbalism program and other qualified applicants with the skills and knowledge to build a safe and effective clinical practice in herbalism. The curriculum educates students to apply a bio-psycho-social model of care to meet health and wellness goals. Students see clients as they build their practice in their home location through an articulation agreement with the American Herbalists Guild (AHG), where they work closely with an AHG mentor to learn to conduct a comprehensive assessment and work cooperatively with clients to develop goals and an individualized health plan. Additionally, students see clients through group facilitation models and a case study course. The main emphasis of the program is on developing real world clinical competence. Topics such as ethics, business, and legal issues in clinical herbalism are explored in order to facilitate the transition from student to working professional.

## Purpose

The Post-Master's Certificate in Clinical Herbalism provides alumni of the Master of Science in Therapeutic Herbalism program and other qualified individuals with the skills and knowledge to support client wellness in a variety of clinical care environments. The program has been designed to provide students the context and understanding of clinical intervention, as well as the herbs as powerful catalysts for change. Drawing from innovative practices in health care, the Post-Master's Certificate in Clinical Herbalism utilizes various tools including group wellness care and virtual care, and focuses on the development of academic case studies for publication and education.

## Goals

- Acquire a comprehensive knowledge of therapeutic principles as they apply to supporting individual health and wellness and the necessary tools and techniques to cultivate and build rapport in a clinical encounter
- Develop business skills for building and maintaining an herbal practice
- Be able to:
  - Conduct a comprehensive individualized assessment
  - Develop and adjust individualized health-related goals and plans with a client
  - Use language and observational tools and techniques to help clients become more self-aware and motivated to make behavioral changes
  - Recognize limitations and acquire help when needed
  - Present case studies to peers and provide a clear clinical rationale

## Curriculum Overview

Throughout this program, students will integrate therapeutic knowledge with the clinical skills needed to work with individual clients. In addition to analyzing a variety of teaching case studies, the primary learning tool will be the clinic experience itself. The hands-on experience during students' clinical mentorship through the AHG Articulation agreement will build their practice in their home location. All Clinical Herbalism students are required to attend a four-day Clinical Orientation Retreat in their first trimester to develop professional relationships with faculty and gain a solid understanding of the program. The many facets of this program allow clinicians to train at a distance, where they will focus on learning to facilitate group sessions and to understand the factors that influence successful models of practice in community settings. Student clinical interns can expect to develop specialized areas in their practice.

## Course of Study

Number	Course Title	Credits
APP 607	Introduction to Healing Presence	1.0
HRB 713B	Clinical Round Table	1.5
HRB 715	Orientation Retreat	1.0
HRB 720B	Faculty Supervised Clinic	1.5
HRB 722A	Faculty Supervised Clinic	1.0
HRB 723C	Applied Therapeutics: Clinical Assessment	0.5
HRB 735C	Clinical Skills	4.0
HRB 740	Innovative Models of Herbal Practice	1.0
HRB 753b	Applied Therapeutics: Case Studies	2.0
IHM 664	Practice Management for Herbalists	1.5
<b>Total Program Credits</b>		<b>15.0</b>

## Faculty

Bevin Clare, M.S.  
Associate Professor

Camille Freeman, M.S.  
Associate Professor

## Adjunct Faculty

Jillian Bar-av, M.S.  
Dart Clancy, M.S.  
Sara Eisenberg, M.S.  
Claudia Joy Wingo, M.P.H.

## Guest Lecturers

Lisa Scott, M.S.

## Clinic Supervisors

Dart Clancy, M.S.  
Sara Eisenberg, M.S.

---

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Additional Requirements

Applicants must have a master's degree and an herbal education equivalent to graduates of MUIH's Master of Science in Therapeutic Herbalism program (January 2015 program and earlier).

## Health Requirements

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

## Articulation Agreement

### AMERICAN HERBALISTS GUILD SUPERVISORY MENTORING PROGRAM

Through an articulation agreement with the American Herbalists Guild (AHG), students in the Post-Master's Certificate in Clinical Herbalism have the opportunity to earn clinical hours by enrolling in the AHG Supervisory Mentoring Program. Through this program, students will be mentored and supervised by AHG Registered Herbalists as they work with clients, either in person or through the use of technology. The experiences and hours then articulate into .5 to 1.5 required academic credits.

## Program Format

This program is offered in a hybrid format with a blend of online coursework and clinical experience. The program requires a four-day orientation retreat in the Baltimore/Washington, DC region. The program can be completed in one year.

The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit [www.muih.edu](http://www.muih.edu).

## Additional Information Certification

**AMERICAN HERBALISTS GUILD REGISTERED HERBALIST**  
Herbal medicine remains an unlicensed field but does offer a recognized board certification through the American Herbalist Guild, a body of professional herbalists certifying a high level of knowledge and experience in botanical medicine. Graduates of the Post-Master's Certificate in Clinical Herbalism will be eligible to apply for this credential.

### American Herbalists Guild

125 South Lexington Avenue, Suite 101  
Asheville, NC 28801  
617-520-4372  
[www.americanherbalistsguild.com](http://www.americanherbalistsguild.com)

### CERTIFIED NUTRITION SPECIALIST (CNS)

Graduates may pursue the Certified Nutrition Specialist (CNS) credential by taking 16 credits in nutrition and related topics. Contact the Program Manager for additional information, and see information about the CNS exam and subsequent nutritionist license under the Master of Science in Nutrition and Integrative Health.

### Certification Board of Nutrition Specialists

4707 Willow Springs Rd, Suite 207  
La Grange, IL 60525  
202-903-0267  
[www.cbns.org](http://www.cbns.org)



## SECTION FIVE HEALTH PHILOSOPHY AND PROMOTION

### **Health Philosophy and Promotion Department**

Post-Baccalaureate Certificate in Health and Wellness Coaching  
Master of Arts in Health and Wellness Coaching  
Master of Science in Health Promotion  
Master of Science in Yoga Therapy

Programs not currently enrolling:  
Post-Baccalaureate Certificate in Ayurvedic Wellness

### **Administration**

Cheryl Walker Shapero, M.L.  
Acting Program Director, Health and Wellness Coaching

Claudia Joy Wingo, M.P.H.  
Interim Program Director, Health Promotion

Jennifer Schwing  
Program Administrator, Health Philosophy and Promotion

Suzanne Zolnick, M.A.S.  
Program Administrator, Yoga Therapy

Natisha Willis, M.S.  
Academic Advisor

### **Contact the Department**

410-888-9048 ext. 6663  
coaching@muih.edu  
healthpromotion@muih.edu  
yoga@muih.edu

---

# POST-BACCALAUREATE CERTIFICATE IN HEALTH AND WELLNESS COACHING

## Program Overview

Maryland University of Integrative Health's Post-Baccalaureate Certificate in Health and Wellness Coaching is at the forefront of a growing field in the healthcare industry. This groundbreaking program is designed to prepare educators, life coaches, fitness instructors, employee assistance specialists, human resource specialists, healthcare professionals, and others with a strong interest in health and wellness to practice in a multitude of settings including health education facilities, gyms, spas, corporations, schools, physicians' offices, and private practice.

The curriculum focuses on three primary goals. The first goal is the development of a wider view of the field of health and wellness in contrast to our current disease-focused model. The second is to teach coaches to listen to the wisdom of their own bodies and to teach their clients to do the same. The third is to develop both proficiency and excellence in the skills necessary to help clients adopt attitudes and lifestyle changes most conducive to optimal health and other issues that affect health. It can prepare graduates to become International Coach Federation (ICF) certified coaches and National Consortium for Credentialing Health and Wellness Coaches (NCCHWC) certified health and wellness coaches.

The Post-Baccalaureate Certificate provides the foundation for the 30-credit Master of Arts in Health and Wellness Coaching.

## Purpose

The 15-credit Post-Baccalaureate Certificate (PBC) in Health and Wellness Coaching is a comprehensive academic program designed for people who are engaged in wellness activities and committed to helping others lead more healthy lives. Graduates of this certificate program are able to work with clients to help them clarify their personal health goals, explore possible resistance to change, implement and sustain health-generating behaviors, create health-maintenance activities, and manage their progress and accountability. The coaching courses that make up this certificate program are approved by the International Coach Federation (ICF). Further, this program offers students experience in working one-on-one with clients and forms the basis for building a successful practice.

## Goals

The program will:

- Provide students with skills in the use of language, listening, and composure as a means to inspire and motivate clients to make health generating changes
- Enable students to demonstrate proficiency in designing and implementing personalized health and wellness plans with clients
- Enable students to demonstrate the skills necessary to inspire accountability in their clients to adhere to goals
- Enable students to demonstrate proficiency in the art of evocative and powerful questioning as a means to develop client self-awareness and effective action
- Enable students to demonstrate proficiency in active, reflective and empathetic listening skills
- Provide students an understanding of the theories and practices that promote behavior change
- Enable students to demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles of the profession

## Course of Study

Number	Course Title	Credits
APP 606	Becoming a Healing Presence	3.0
COA 610	Fundamentals of Health and Wellness Coaching	3.0
COA 616	Theories and Principles of Behavior Change	3.0
COA 620	Applied Healing Strategies	3.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
MUIH 550	Academic Research and Scholarship	0.0

**Total Program Credits** 15.0

## Program Format

The Post-Baccalaureate Certificate in Health and Wellness Coaching can be completed in 12 months and is available in online, on-campus, and hybrid formats.

## Online Format

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

---

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Because of the experiential nature of coaching courses some coaching courses require synchronous assignments. Students will need to adjust their schedules to attend peer-to-peer coaching sessions.

### **On-Campus Format**

All coursework is completed on campus in this format. On-campus courses are delivered in a weekend format to accommodate students with weekday commitments and those who travel to attend the program.

Classes typically meet Friday evenings and all day Saturdays and Sundays. Class dates are subject to change. Please contact the Office of Graduate Admissions or visit [www.muih.edu](http://www.muih.edu) for additional class schedule details.

### **Hybrid Format**

Coursework is completed through a combination of online and on-campus courses in this format. Students may choose the format of each course on a case-by-case basis, subject to availability. See descriptions above for details on online and on-campus formats. Contact the Office of Graduate Admissions for more information.

### **Faculty**

Cheryl Walker Shapero, M.L.  
Acting Program Director, Health and Wellness Coaching

### **Adjunct Faculty**

Elizabeth Ahmann, Sc.D.  
Cecelia Gail Coffin, Ed.D.  
Brandon Eggleston, Ph.D.  
Rosy Elliott, M.S.  
Robin Goble, M.A.  
Susan Hanna, M.S.N, M.A.  
Laurissa Heller, M.S.  
Karen Hendrix, M.B.A.  
Valerie Maguire, M.A.  
Lauren Mirkin, M.S.  
Marybeth Missenda, M.S.  
Katrina Ogilby, M.A., J.D.  
Elitza Ranova, Ph.D.  
Suzanne Schneider, Ph.D.  
Mark Stamper, M.B.A.  
Claudia Joy Wingo, M.P.H

### **Admission Requirements**

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

### **Health Requirements**

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

### **Additional Information Certification and Credentials**

#### **INTERNATIONAL COACH FEDERATION (ICF)**

The coaching courses that make up this certificate program are approved by ICF. These courses provide Coach Specific Training Hours (ACSTH), a requirement to become an ICF-certified coach.

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

For information about pursuing credentials with the International Coach Federation, contact:

**International Coach Federation**  
2365 Harrodsburg Rd., Suite A325  
Lexington, KY 40504  
888-423-3131  
[www.coachfederation.org](http://www.coachfederation.org)

---

**NATIONAL CONSORTIUM FOR CREDENTIALING HEALTH  
AND WELLNESS COACHES (NCCHWC)**

MUIH's coaching program is an approved transition program per the standards of the NCCHWC. Graduates who have met NCCHWC's requirements will qualify to sit for the national exam, which is expected to launch in late 2016 or 2017. MUIH plans to become one of the first accredited programs when NCCHWC makes this option available.

**National Consortium for Credentialing Health and  
Wellness Coaches**

PO Box 16307

San Diego, CA 92176

866-535-7929

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

---

# MASTER OF ARTS IN HEALTH AND WELLNESS COACHING

## Program Overview

The Master of Arts in Health and Wellness Coaching at Maryland University of Integrative Health is a forerunner in one of the top careers of the decade. In this 30-credit program students gain the skills and expertise to build a rewarding coaching practice by helping clients clarify health goals, implement and sustain life-changing behaviors, and manage progress and accountability. In addition to obtaining behavior changing coaching skills, students enhance the scope of their skills by broadening their view of the field of wellness and gaining expertise in herbal studies, integrative health practices, medical herbalism, or nutrition.

Taught by leaders in the fields of health, wellness, and coaching, the curriculum includes evidence-based models such as Motivational Interviewing, Prochaska's Change Model, Positive Psychology, Immunity to Change Theory and the emerging field of brain science. While engaged in the study of theoretical models, students also gain the practical skills of building a coaching practice through working one-on-one with clients, and can prepare graduates to become International Coach Federation (ICF) certified coaches and National Consortium for Credentialing Health and Wellness Coaches (NCCHWC) certified health and wellness coaches.

## Purpose

The Master of Arts in Health and Wellness Coaching allows students to earn the highest academic credential currently available in the cutting edge field of health and wellness coaching. The program further provides students with the advanced skills and expertise to help clients clarify and implement health goals and sustain life-changing behaviors. Students also develop a wider view of the field of health and wellness, in contrast to a disease-focused model of care.

## Goals

The program will:

- Provide students with skills in the use of language, listening, and composure as a means to inspire and motivate clients to make health generating changes
- Enable students to demonstrate proficiency in designing and implementing personalized health and wellness plans with clients
- Enable students to demonstrate the skills necessary to inspire accountability in their clients to adhere to goals
- Enable students to demonstrate proficiency in the art of evocative and powerful questioning as a means to develop client self-awareness and effective action
- Enable students to demonstrate proficiency in active, reflective and empathetic listening skills

- Provide students an understanding of the theories and practices that promote behavior change
- Enable students to demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles of the profession
- Teach students to apply the philosophy, skills, and competencies within a selected area of concentration in wellness studies

## Curriculum Overview

This Master of Arts in Health and Wellness Coaching program begins with 15 credits of foundational courses that make up the Post-Baccalaureate Certificate in Health and Wellness Coaching plus an additional three credits for a total of 18 core coaching credits. These include a two-credit practice management course that teaches students the skills to build and sustain their own practice or business in coaching, and a one-credit capstone course that allows integration of the content in their area of concentration with their coaching skills. Students select an area of concentration in Herbal Studies, Integrative Health Practices, Medical Herbalism, or Nutrition to provide the remaining 12 credits for a master's degree.

The Herbal Studies area of concentration is designed for individuals with a keen interest in herbs, wellness, and self-care. This one-of-a-kind program combines modern, scientific knowledge with traditional herbal wisdom, using the cycles of nature to guide the integration of herbs into daily life. The program's emphasis on practical skills ensures that students learn to incorporate herbs into food preparation and a healthy diet, and prepare simple and useful herbal remedies.

The Integrative Health Practices area of concentration offers students an opportunity to learn about the wide range of integrative approaches that are taught at MUIH. It includes courses that expose students to mindfulness, meditation, deep breathing (along with other relaxation and stress management strategies), physical activity, basic nutrition concepts, and an advanced coaching course centered on the integration of these approaches when coaching clients. This concentration allows students to develop into integrative health-focused professionals who are to be competent in determining and applying the most appropriate interventions when working with their clients.

The Medical Herbalism area of concentration is designed for doctors, physician assistants, nurses, nurse practitioners, pharmacists, chiropractors, osteopaths, and other licensed and certified healthcare professionals who seek to be better informed about the safe and appropriate use of herbal medicine. The program provides a foundational knowledge of herbal medicine that emphasizes issues of quality, safety, and efficacy. Grounded

in modern science and traditional herbal wisdom, the program also provides an integrated and comprehensive perspective on the use of herbs in a variety of healthcare models.

The Nutrition area of concentration offers a unique approach to the study of nutrition that will complement a student's coaching skills, emphasizing the vital and interrelated physiological, medicinal, psychosocial, cultural, and spiritual roles of food in our lives. Students apply nutritional theory through cooking labs and learn to integrate nutritional knowledge into their coaching practice.

## Course of Study

18 Core Credits + 12 Area of Concentration Credits

Students must complete 18 core credits and select one 12-credit area of concentration.

If applicable, dependent upon their chosen area of concentration, students will choose from available elective courses to complete the remainder of their required credits for program completion.

## Core Credits

Number	Course Title	Credits
APP 606	Becoming a Healing Presence	3.0
COA 610	Fundamentals of Health and Wellness Coaching	3.0
COA 616	Theories and Principles of Behavior Change	3.0
COA 620	Applied Healing Strategies	3.0
COA 640	Health and Wellness Coaching Capstone	1.0
ISCI 631	Introduction to Complementary and Integrative Health	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
IHM 650	Practice Management in Coaching	2.0
MUIH 550	Academic Research and Scholarship	0.0
<b>Total Core Credits</b>		<b>18.0</b>

## HERBAL STUDIES CONCENTRATION

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
	Electives	3.0
<b>Total Herbal Studies Concentration Credits</b>		<b>12.0</b>

## INTEGRATIVE HEALTH PRACTICES CONCENTRATION

12 Required Credits

Number	Course Title	Credits
APP 700	Mindfulness, Meditation, and Health	3.0
COA 660	Advanced Coaching with Integrative Wellness Approaches	3.0
ISCI 671	Physical Activity and Health	3.0
NUTR 602	Nutrition: Food and Balance	3.0
<b>Total Integrative Health Practices Credits</b>		<b>12.0</b>

## MEDICAL HERBALISM CONCENTRATION

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
HRB 641	Safety of Botanical Medicine	3.0
	Electives	3.0
<b>Total Medical Herbalism Concentration Credits</b>		<b>12.0</b>

## NUTRITION CONCENTRATION

8 Required Credits + 4 Elective Credits

Number	Course Title	Credits
NUTR 601	Redefining Nutrition	1.0
NUTR 602	Nutrition: Food and Balance	3.0
NUTR 614	Human Nutrition I: Macronutrients	2.0
NUTR 672	Mindful Eating and Nourishment	2.0
	Electives	4.0
<b>Total Nutrition Concentration Credits</b>		<b>12.0</b>

## Electives

Note: Electives students choose may not be the same as the required courses in their area of concentration. Elective offerings vary by trimester—check the Schedule of Courses for availability.

Number	Course Title	Credits
APP 700	Mindfulness, Meditation, and Health	3.0
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
HRB 654B	Herbal Pharmacy and Phytochemistry	3.0
HRB 705	Materia Medica II	3.0
IHED 617	Health Education Leadership, Resource Development and Management	2.0
IHED 619	Transformative Communication Strategies	2.0
IHED 620	Foundations of Health Behavior & Health Education	2.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
IHM 620	Marketing for Health & Wellness Professionals	1.0

ISCI 547A	Physiology I: Healthy Function	3.0
ISCI 630A	Survey of Complementary Health Approaches	3.0
ISCI 667	Science of Addiction	3.0
ISCI 671	Physical Activity and Health	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 602	Nutrition: Food and Balance	3.0
NUTR 614	Macronutrients I	2.0
NUTR 634	Diabetes Education: An Integrative Approach	1.0
NUTR 662	Energetics of Food	1.0
NUTR 663	Sports Nutrition	1.0
NUTR 664	Food Systems and Policy	2.0
NUTR 665	The Dynamics of Food and Healing	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyond	1.0
NUTR 671	Food and Culture	1.0
NUTR 672	Mindful Eating & Nourishment	2.0
NUTR 675	Chinese Nutrition Therapy	2.0
NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5
NUTR 683	Cooking with Whole Foods Lab III	0.5
NUTR 684	Cooking with Whole Foods Lab IV	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5
<b>Total Program Credits</b>		<b>30.0</b>

## Faculty

Bevin Clare, M.S.  
Associate Professor

Oscar Coetzee, M.S.  
Assistant Professor

Cheryl Walker Shapero, M.L.  
Acting Program Director, Health and Wellness Coaching

Marlysa Sullivan, M.P.T.  
Assistant Professor

## Adjunct Faculty

Elizabeth Ahmann, Sc.D.  
Bryan Bowen, M.S.  
Cecelia Gail Coffin, Ed.D.  
Brandon Eggleston, Ph.D.  
Sara Eisenberg, M.S.  
Rosy Elliott, M.S.  
Penny Friedberg, M.B.A., M.S.  
Robin Goble, M.A.  
Susan Hanna, M.S.N., M.A.  
Cheryl Harris, M.P.H.  
Laurissa Heller, M.S.  
Karen Hendrix, M.B.A.  
Valerie Maguire, M.A.

Deanna Minich, Ph.D.  
Lauren Mirkin, M.S.  
Marybeth Missenda, M.S.  
Katrina Ogilby, M.A., J.D.  
Andrew Pengelly, Ph.D.  
Elitza Ranova, Ph.D.  
Suzanne Schneider, Ph.D.  
Mark Stamper, M.B.A.  
Claudia Joy Wingo, M.P.H.

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Health Requirements

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

## Articulation Agreement

### Institute for Integrative Nutrition (IIN)

According to an Articulation Agreement with IIN and as approved by the Maryland Higher Education Commission, graduates of the Institute for Integrative Nutrition who hold a bachelor's degree will be exempt from the following six credits in our Master of Arts in Health and Wellness Coaching with an area of concentration in Nutrition:

Number	Course Title	Credits
COA 610	Fundamentals of Health and Wellness Coaching	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 672	Mindful Eating and Nourishment	2.0

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

---

## Program Format

The Master of Arts in Health and Wellness Coaching is usually completed in two years (six trimesters) and is delivered in three flexible formats to accommodate a variety of students' schedules: online, on campus, and hybrid. Students may choose a different scheduling option under academic advisement, depending on course availability, to shorten or lengthen their time in the program.

Format options vary by area of concentration:

- Herbal Studies Concentration: Online and Hybrid
- Integrative Health Practices Concentration: Online and Hybrid
- Medical Herbalism Concentration: Online and Hybrid
- Nutrition Concentration: Online, On Campus, and Hybrid

See the latest list of Program Start Dates to determine availability of your preferred format, available online at [www.muih.edu](http://www.muih.edu) in the Admissions section.

## Online Format

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

Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar. Some coaching courses require synchronous assignments, usually by phone.

## On-Campus Format

All coursework is completed on campus in this format. On-campus courses are delivered in a weekend format to accommodate students with weekday commitments and those who travel to attend the program. Only the Master of Arts in Health and Wellness Coaching with area of concentration in Nutrition may be completed entirely in this format.

Classes meet Friday evenings and all day Saturdays and Sundays. Class dates are subject to change. Please contact the Office of Graduate Admissions or visit [www.muih.edu](http://www.muih.edu) for additional class schedule details.

## Hybrid Format

Coursework is completed through a combination of online and on-campus courses in this format. Students may choose to take courses in the core coaching curriculum either online or on campus, subject to availability. Students choosing an area of concentration in Herbal Studies, Integrative Health Practices, or Medical Herbalism will complete the remainder of their courses online. Students choosing an area of concentration in Nutrition may complete the remainder of their courses either online or on campus.

See On-Campus Format and Online Format above for additional details on each format.

## Additional Information Certification and Credentials

### INTERNATIONAL COACH FEDERATION (ICF)

The coaching courses that make up the coaching core are approved by the International Coach Federation (ICF). These courses provide Coach Specific Training Hours (ACSTH), a requirement to become an ICF-certified coach.

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

For information about pursuing credentials with the International Coach Federation, contact:

#### **International Coach Federation**

2365 Harrodsburg Rd, Suite A325  
Lexington, KY 40504  
888-423-3131  
[www.coachfederation.org](http://www.coachfederation.org)

### NATIONAL CONSORTIUM FOR CREDENTIALING HEALTH AND WELLNESS COACHES (NCCHWC)

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an approved transition program per the standards of the NCCHWC. Students in the master's program who have completed the that coursework and have met NCCHWC's requirements will qualify to sit for the national exam, which is expected to launch in late 2016 or 2017. MUIH plans to become one of the first accredited programs when NCCHWC makes this option available.

#### **National Consortium for Credentialing Health and Wellness Coaches**

PO Box 16307  
San Diego, CA 92176  
866-535-7929  
[www.ncchwc.org](http://www.ncchwc.org)

---

# MASTER OF SCIENCE IN HEALTH PROMOTION

## Program Overview

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

This unique and innovative program will prepare students with a deep understanding of the theoretical and practical applications of health promotion, health education, and integrative health. Students gain the knowledge and understanding to articulate the mechanisms between psychological, social, and environmental factors to formulate approaches to whole person health and healing, whether in a community or workplace setting.

The program also offers two areas of concentration: Community Health Education and Workplace Wellness. Both areas of concentration will teach students how to create sustainable behavior changes in order to powerfully impact individuals or organizations to make positive lifestyle choices.

## Purpose

The Master of Science in Health Promotion prepares graduates with specific competencies and skills to develop and implement programmatic integrative health solutions targeting current healthcare issues facing individuals, both in the workplace and within the wider community. The nation's interest in integrative health has been increasing, and there is a growing consensus that health professionals must focus on factors that actively promote health in a more global or holistic sense, which is in stark contrast to medicine's primary focus on treating disease. MUIH's Master of Science in Health Promotion graduates will be uniquely positioned as resources in these integrative disciplines to be part of the healthcare solution in our state and nation.

## Goals

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

- Have the skills to effectively educate communities to initiate and maintain behavioral changes that support health and wellness and will be able to:
  - Articulate integrative health modalities and wellness practices from a scientific perspective
  - Engage in personal transformation by embodying the practices learned in the program and by interacting with their community of committed teachers and learners
  - Demonstrate the role played by health education specialists as it relates to culturally appropriate' guidelines and cultural competency in integrative health strategies for specific populations
  - Assess population needs relevant to community integrative health education program design
  - Design and plan community integrative health education programs
  - Implement community integrative health education programs
  - Evaluate community integrative health educational programs and participate in research related to community health education
- Have the skills to administer and manage community integrative health education programs
- Have an evidence-based understanding of health and wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices and be able to:
  - Articulate the interrelationship between psychological, social, and biological processes
  - Evaluate the evidence base for integrative health and wellness approaches for communities
  - Evaluate the role played by cultural, social and ecological environments on community health and wellness
  - Evaluate the relationships with the social determinants of health that support or hinder community health and wellness
- Have the skills to succeed professionally as a health education specialist and contribute to the overall field of health education:
  - Be qualified and prepared to sit for the Certified Health Education Specialist (CHES) exam
  - Be able to articulate the various roles played in related careers by health promotion and health education specialists, and how the competencies and broader skills function in a variety of career settings to advance the field of health promotion

- Have the skills to be a life-long learner, apply critical thinking skills to the expanding evidence base and continue to develop health and information literacy
- Be able to apply a variety of integrative modalities to community health education interventions, such as physical activity/movement, mindfulness, meditation, and holistic nutrition

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

- Have the skills to effectively educate employees to initiate and maintain behavioral changes that support health and wellness and be able to:
  - Articulate integrative health modalities and wellness practices from a scientific perspective
  - Engage in personal transformation by embodying the practices learned in the program and by interacting with their community of committed teachers and learners
  - Demonstrate the role played by health education specialists as it relates to culturally appropriate' guidelines and cultural competency in integrative health strategies for specific populations
  - Assess population needs relevant to workplace wellness program design
  - Design and plan workplace wellness programs
  - Implement workplace wellness programs from an evidence base of best practices
  - Evaluate workplace wellness programs and speak the business language of the business of workplace wellness with various levels of employees and organizational leadership
  - Have the skills to administer and manage workplace wellness programs
- Have an evidence-based understanding of employee health and wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices and be able to:
  - Articulate the inter-relationship between psychological, social, and biological processes
  - Evaluate the evidence base for integrative health and wellness approaches in workplace wellness
  - Evaluate the role played by cultural, social and ecological environments on employee health and wellness
  - Evaluate the relationships between environmental and genetic factors that support or hinder employee health and wellness
- Have the skills to succeed professionally as a workplace wellness professional and contribute to the overall field of workplace wellness.
  - Be qualified and prepared to sit for the Certified Health Education Specialist (CHES) exam

- Articulate the various roles played in related careers by workplace wellness professionals
- Have the skills to be a life-long learner, apply critical thinking skills to the expanding evidence base and continue to develop health and information literacy
- Apply a variety of integrative modalities to workplace wellness interventions, such as physical activity/movement, mindfulness, meditation, and holistic nutrition

## Course of Study

Students will complete 20 core credits in Health Promotion and an additional 13 or 14 credits depending on chosen area of concentration.

### Core Credits

Number	Course Title	Credits
IHED 617	Health Education Leadership, Resource Development, and Management	2.0
IHED 619	Transformative Communication Strategies	2.0
IHED 620	Foundations of Health Behavior and Health Education	2.0
IHED 623	Health Education Program Evaluation	2.0
IHED 625	Research Methods in Health Education: Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
IHED 631	Topics in Diversity for Health and Healing	3.0
ISCI 630A	Survey of Complementary Health Approaches	3.0
MUIH 550	Academic Research and Scholarship	0.0
<b>Total Core Credits</b>		<b>20.0</b>

### COMMUNITY HEALTH EDUCATION CONCENTRATION

13 Required Credits

Number	Course Title	Credits
APP 700	Mindfulness, Meditation, and Health	3.0
IHED 612	Internship	2.0
IHED 629	Implementation of Community Health Education Programs	2.0
ISCI 671	Physical Activity and Health	3.0
NUTR 602	Nutrition: Food and Balance	3.0

**Total Community Health Education Concentration Credits 13.0**

**Total Program Credits with Community Health Education Concentration 33.0**

## WORKPLACE WELLNESS CONCENTRATION

14 Required Credits

Number	Course Title	Credits
APP 700	Mindfulness, Meditation, and Health	3.0
IHED 612	Internship	2.0
IHED 640	Best Practices in Workplace Wellness	1.5
IHED 675	The Business of Workplace Wellness	1.5
ISCI 671	Physical Activity and Health	3.0
NUTR 602	Nutrition: Food and Balance	3.0
<b>Total Workplace Wellness Concentration Credits</b>		<b>14.0</b>

**Total Program Credits with Workplace Wellness Concentration** 34.0

### Faculty

Marlysa Sullivan, M.P.T.  
Assistant Professor

Claudia Joy Wingo, M.P.H.  
Interim Program Director, Health Promotion

### Adjunct Faculty

Fushena Cruickshank, M.S.  
Casey Fay, M.S.  
Penny Friedberg, M.B.A., M.S.  
Raha Janka, M.P.H.  
Jessica Jordan, Ph.D.  
Sophia Kuziel, M.P.H.  
Rebecca Pille, Ph.D.  
Suzanne Schneider, Ph.D.

### Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

### Health Requirements

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

### Program Format

The Master of Science in Health Promotion is designed to be completed in about two years (five trimesters) of concentrated study in an online format.

### Online Format

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

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

### Additional Information

#### Certification and Credentials

Graduates of the Master of Science in Health Promotion will meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam.

For more information about the CHES exam, contact:

**National Commission for Health Education Credentialing**  
1541 Alta Drive, Suite 303  
Whitehall, PA 18052  
(484) 223-0770  
[www.nchec.org](http://www.nchec.org)

# MASTER OF SCIENCE IN YOGA THERAPY

## Program Overview

Maryland University of Integrative Health's Master of Science in Yoga Therapy is the country's first master's degree in yoga therapy. In this 39.5-credit program, students gain a comprehensive foundation in the theory and practice of traditional yogic teachings, as well as modern research perspectives. The curriculum is anchored in a relationship-centered philosophy, honoring a wide range of yoga traditions, and acknowledging the complex interrelationship between body, mind, and spirit. Students gain the practical skills of building a yoga therapy practice through a faculty-supervised practicum and graduate with the knowledge and skills to design tailored, evidence-informed programs for individuals and groups.

## Purpose

The Master of Science in Yoga Therapy is designed to graduate future leaders in the field of yoga therapy. The curriculum incorporates extensive training in both traditional yogic practices and current yoga research to honor the roots of the field while advancing its integration into modern health care. Ultimately, the program advocates for yoga therapy as a dynamic and vital approach to whole-person care.

## Goals

Students who complete the program will have the:

- Knowledge of classical and theoretical foundations of the field of yoga therapy
- Knowledge of biomedical systems from an integrative and holistic perspective, as needed for the practice of yoga therapy
- Ability to apply knowledge learned in this curriculum and in previous yoga teacher trainings to assess the needs of clients, to design and implement effective programs, and to assess the effectiveness of these programs
- Ability to effectively use yoga as a therapeutic modality through the integration of diverse approaches to this field
- Knowledge and ability to use professional conduct during the practice of yoga therapy
- Ability to use relationship-based approaches to catalyze positive change or transformation with clients
- Critical thinking skills and science-based literacy to advance the evolution of yoga therapy as an integrative health practice

## Course of Study

Number	Course Title	Credits
IHM 662	Professional Practices for Yoga Therapy Practitioners I	1.0
IHM 663	Professional Practices for Yoga Therapy Practitioners II	1.0
ISCI 613	Mental Health and Mind Body Science	3.0
ISCI 643	Anatomy and Kinesiology	2.5
ISCI 644	Physiology and Pathology: The Internal Organs	3.0
ISCI 651	Structural Pathology in Integrative Health	3.0
MUIH 550	Academic Research and Scholarship	0.0
YOGA 611	Theoretical Foundations for Yoga Therapy	2.0
YOGA 612	Health and Disease: Yogic Perspectives and Practices	3.0
YOGA 613	Theoretical Foundations for Using Yoga to Support the Mind and Spirit	3.0
YOGA 615	Breath and Health	1.0
YOGA 634	Therapeutic Relationship and Client Education I	1.5
YOGA 635	Therapeutic Relationship and Client Education II	3.0
YOGA 641	Yoga Therapy: Principles and Practice I	2.0
YOGA 642	Yoga Therapy: Principles and Practice II	2.0
YOGA 643	Yoga Therapy: Principles and Practice III	2.0
YOGA 644	Mentored Yoga Therapy Student Clinic I	1.5
YOGA 645	Mentored Yoga Therapy Student Clinic II	1.5
YOGA 646	Mentored Yoga Therapy Student Clinic III	2.0
YOGA 648	Clinical Case Reporting	1.5
YOGA 6EX1	Comprehensive First Year Exam	0.0
<b>Total Program Credits</b>		<b>39.5</b>

---

## Faculty

Camille Freeman, M.S.  
Associate Professor

Marlysa Sullivan, M.P.T.  
Assistant Professor

## Adjunct Faculty

Diane Finlayson, M.L.A.  
Aimee McBride, M.S.  
Denyse Peterson, Ph.D.  
Tracey Sondik, Ph.D.  
Dorcia Tucker, Psy.D.

## Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.\* Applicants must submit an official transcript from all post-secondary institutions attended.

Please refer to the Application Requirements section for a detailed list of required application materials.

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

## Additional Requirements

Applicants must have earned a minimum of 200-hour teacher training, such as a Yoga Alliance 200-hour registered school program or its equivalent, as well as one year of documented personal practice and one year of document teaching experience after the completion date of the 200-hour teacher training.

## Health Requirements

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

## Program Format

The Master of Science in Yoga Therapy is designed to be completed on campus in two years of concentrated study. The schedule is designed to accommodate working professionals and includes 15 weekends per year, typically scheduled Friday evenings and all day Saturdays and Sundays. The format may vary during the clinical phase.

## Additional Information Certification and Licensure

**INTERNATIONAL ASSOCIATION OF YOGA THERAPISTS**  
MUIH's Master of Science in Yoga Therapy is accredited by the International Association of Yoga Therapists (IAYT). Upon completion of the Master of Science in Yoga Therapy program, graduates will be eligible to apply for the International Association of Yoga Therapist (C-IAYT) credential.

IAYT supports research and education in yoga and serves as a professional organization for yoga teachers and yoga therapists worldwide. The mission of IAYT is to establish yoga as a recognized and respected therapy. In July 2012, IAYT adopted the Educational Standards for the Training of Yoga Therapists.

### International Association of Yoga Therapists

PO Box 251563  
Little Rock, AR 72225  
928-541-0004  
[www.iayt.org](http://www.iayt.org)



## SECTION SIX INTEGRATIVE HEALTH SCIENCES

### **Integrative Health Sciences Department**

#### **Administration**

James Snow, M.A.  
Assistant Provost, Academic Research  
Academic Director, Integrative Health Sciences

Melissa Smith  
Program Administrator

#### **Contact the Department**

410-888-9048 ext. 6733  
bioscience@muih.edu

### **Department Overview**

The Integrative Health Sciences (ISCI) Department provides foundational science courses for most of Maryland University of Integrative Health's programs. For program-specific requirements, please refer to each program's section in the Academic Catalog.

### **Purpose**

The mission of Integrative Health Sciences is to provide forward-thinking coursework that enables students to understand and apply health sciences within the disciplines of integrative health.

### **Goals**

Students in ISCI courses will develop the knowledge, skills, and habits of mind to:

- Describe the biochemical and physiological basis of health and disease
- Explain health and disease from a "whole-person" (biopsychosocial) perspective
- Explain the biological basis for complementary and integrative health therapies
- Appraise the evidence for benefits and harms from complementary and integrative health therapies

---

## Course of Study

The ISCI department serves the following programs:

### Doctoral Degrees

Doctor of Acupuncture  
Doctor of Clinical Nutrition  
Doctor of Oriental Medicine

### Master's Degrees

Master of Acupuncture  
Master of Arts in Health and Wellness Coaching  
Master of Oriental Medicine  
Master of Science in Health Promotion  
Master of Science in Nutrition and Integrative Health  
Master of Science in Therapeutic Herbalism  
Master of Science in Yoga Therapy

### Academic Certificates

Post-Baccalaureate Certificate in Health and Wellness Coaching  
Post-Baccalaureate Certificate in Herbal Studies  
Post-Baccalaureate Certificate in Medical Herbalism  
Post-Master's Certificate in Nutrition and Integrative Health

## Faculty

Camille Freeman, M.S.  
Associate Professor

Heidi Most, M.Ac.  
Associate Professor

James Snow, M.A.  
Academic Director, Integrative Health Sciences

Marlysa Sullivan, M.P.T.  
Assistant Professor

Bryan Walsh, N.D.  
Instructor

Kathleen Warner, Ph.D.  
Professor

Heming Zhu, M.Ac., M.D. (China), Ph.D.  
Professor

## Adjunct Faculty

Jason Bosley-Smith, M.S.  
Cheryl DePetro, M.S.W, M.Ac.  
Tracy Rupp Hockmeyer, Ph.D.  
Pamela Jeter, Ph.D.  
Marybeth Missenda, M.S.  
Steffany Moonaz, Ph.D.  
Daryl Nault, M.S.  
Janet Padgett, M.Ac., Ph.D.  
Laritta Paolini, M.Ac., M.D. (Russia)  
Jyothi Rao-Mahadevia, M.D.  
Louis Sarry, M.A., M.S.  
Jennifer Swartout, M.A.  
Dorcia Tucker, Psy.D.  
Claudia Joy Wingo, M.P.H.

## Guest Lecturers

Barbara Abrams, M.Ac.  
Jillian Bar-av, M.S.  
Clifton Bingham, M.D.  
Edna Brandt M.Ac.  
Stacey MacFarlane, M.Ac.  
Niall Sheehan, M.Ac.  
Jennifer Yocum, M.A., M.Ac.



## SECTION SEVEN APPLIED INTEGRATIVE HEALTH & HEALTH MANAGEMENT

### **Applied Integrative Health & Health Management Department**

#### **Administration**

Suzanne Zolnick, M.A.S.  
Program Administrator

#### **Contact the Department**

410-888-9048 ext. 6672  
ihm@muih.edu

### **Department Overview**

The Applied Integrative Health and Health Management Department provides courses in practice building, practice management and integrative health management for many of MUIH's degree programs. The department studies integrative health practice models and provides both academic programs and consulting in this area.

### **Purpose**

In its role as a service unit to the other programs, the mission of the Applied Integrative Health and Health Management Department 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 broader programs.

### **Goals**

Students in Applied Integrative Health Management courses develop:

- The practice planning and building skills 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 collaborate in integrative delivery models
- The skills necessary to design and participate in clinical trials that advance integrative health care

---

## Course of Study

The IHM department serves the following programs:

### Doctoral Degrees

- Doctor of Acupuncture
- Doctor of Oriental Medicine

### Master's Degrees

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Oriental Medicine
- Master of Science in Nutrition with area of concentration in Human Clinical Nutrition
- Master of Science in Therapeutic Herbalism with area of concentration in Clinical Herbalism
- Master of Science in Yoga Therapy

### Academic Certificates

- Post-Master's Certificate in Clinical Herbalism

## Faculty

Heidi Most, M.Ac.

Associate Professor

### Adjunct Faculty

Reggie Gooden, M.Ac.

Mikschal Johanison, M.Ac.

David Paton, M.Ac.

Linda Silverstein, M.B.A.

Tracy Soltesz, M.Ac.

## Health Requirements

Students taking courses housed in the Applied Integrative Health and Health Management Department may have health requirements as set by their program. For specific requirements, please refer to the Health and Training Requirements section of the catalog.



## SECTION EIGHT APPLIED PHILOSOPHY AND PRACTICE

### **Applied Philosophy and Practices Department**

Programs not currently enrolling:  
Master of Arts in Applied Healing Arts  
Master of Arts in Transformative Leadership and Social Change

### **Administration**

Cheryl Walker Shapero, M.L.  
Division Chair, Applied Philosophy and Practices

Jennifer Schwing  
Interim Program Director, Transformative Leadership and Social  
Change

### **Contact the Department**

410-888-9048 ext. 6663

### **Department Overview**

The Applied Philosophy and Practices Department (APP) provides foundational philosophy and practices courses for select Maryland University of Integrative Health programs. For program-specific requirements, please refer to each program section in the Academic Catalog.

### **Purpose**

The mission of Applied Philosophy and Practices is to provide forward thinking, transformative coursework that enhances students' personal growth and well-being and prepares them to serve as healers, leaders, and change catalysts in their chosen fields.

### **Goals**

Drawing on both contemporary research and ancient contemplative practices, students in APP courses will develop the knowledge, skills, and practices that will enable them to:

- Understand and apply MUIH's Foundational Principles in their lives
- Become increasingly mindful, self-reflective, and intentional
- Foster self-care and positive relationships with others
- Challenge assumptions that may inhibit personal well-being and the ability to build rapport with others

---

## Course of Study

The APP department serves the following programs:

### Doctoral Degrees

- Doctor of Acupuncture
- Doctor of Oriental Medicine

### Master's Degrees

- Master of Acupuncture
- Master of Oriental Medicine
- Master of Science in Health Promotion
- Master of Arts in Health and Wellness Coaching
- Master of Science in Nutrition with area of concentration in Human Clinical Nutrition
- Master of Science in Therapeutic Herbalism with area of concentration in Clinical Herbalism

### Academic Certificates

- Post-Baccalaureate Certificate in Health and Wellness Coaching
- Post-Master's Certificate in Clinical Herbalism

## Faculty

Tyme Gigliotti, M.Ac.  
Assistant Professor

Kaiya Larson, M.Ac.  
Assistant Professor

Heidi Most, M.Ac.  
Associate Professor

Cheryl Walker Shapero, M.L.  
Division Chair, Applied Philosophy and Practices

Linda Simons, M.Ac.  
Assistant Professor

### Adjunct Faculty

Anne Huyler Baker, M.A.

Jefferson Breland, M.A.

Robin Goble, M.A.

Valerie Maguire, M.A.

Stacey McFarlane, M.Ac.

Suzanne Schneider, Ph.D.

Robert Shapero, M.Ac.

Deanna Stennett, M.Ac. (UK)

Nancy Takahashi, M.Ac.

### Guest Lecturers

Helen Mitchell, Ph.D.



## ACUPUNCTURE AND ORIENTAL MEDICINE

### AOM 014

#### Five Element Project

In this course, students create independent study projects that demonstrate their embodiment of the Five Elements. Projects are presented to the class.

Credits: 0.00

### AOM 095

#### Orientation to Clinical Practice

In preparation for Supervised Clinical Practice, students gain a basic understanding of the learning objectives, outcomes, and requirements of the student teaching clinic at the Natural Care Center, an introduction to the systems and policies in use and governing the operations of the Natural Care Center, and a refresher on the legal and regulatory issues governing their work in the Natural Care Center, including scope of practice, patient confidentiality, and boundaries

Credits: 0.00

### AOM 096

#### Pre-Clinic Retreat

At an off-site retreat with faculty members, students celebrate the rite of passage that is the transition into their clinical phase. Students have the opportunity to develop a sense of community among their classmates, to apply their education, and to replenish their personal resources in preparation for their transition to clinical and professional practice.

Credits: 0.00

### AOM 601

#### History of Acupuncture and Oriental Medicine

In this course, students learn the history and development of acupuncture and oriental medicine, its philosophical underpinnings and cultural influences. The study of classical texts and Chinese characters will serve as a guide for this journey through the historical and cultural influences of this medicine.

Credits: 2.00

### AOM 611

#### Foundations of Oriental Medicine I

Grounded in classical literature, this course provides students with an overview of the foundational laws and theories that underpin the field of acupuncture and oriental medicine. This course introduces concepts such as the Dao, Yin and Yang, Qi, the Vital Substances, the Five Elements/Phases and their correspondences, the Zang and Fu, and the channels and points.

Credits: 2.00

### AOM 612A

#### Foundations of Oriental Medicine II

Building on the concepts in Foundations of Oriental Medicine I, this course deepens students' understanding of acupuncture and oriental medicine and provides students with an introduction to Chinese energetic anatomy and physiology. This course will focus on the meridians and channel systems, the vessels, and the basic functions of the organs (Zang and Fu). Students will also be introduced to the internal and external causes of disease.

Credits: 2.00

### AOM 612B

#### Constitutional Five Element Acupuncture I

This course deepens students' study of Constitutional Five Element Acupuncture (CFA) and teaches the Principles of Healing, the Laws of Nature, the Medicine of the Wu Xing (Five Phases), the function of the Twelve Officials and correspondences, and the role of the Constitutional Factor in health and healing.

Credits: 2.00

**AOM 613A****Foundations of Oriental Medicine III**

Building on the concepts in Foundations of Oriental Medicine II, this course continues to develop students' understanding of acupuncture and oriental medicine and deepens their study of Chinese energetic anatomy and physiology, including an increased focus on classical point functions and applications.

Credits: 1.50

**AOM 613B****Constitutional Five Element Acupuncture II**

This course is an in-depth study of the treatment principles that form the foundation of Constitutional Five Element Acupuncture. This course continues the study of the Twelve Officials, their expression (in health and disharmony) on a body, mind, and spirit level, as well as the techniques that govern the movement, healing, and transformation of Qi within this tradition. An emphasis will be placed on applied five element theory and treatment planning.

Credits: 2.50

**AOM 614****Patterns of Disharmony I**

Building on Foundations of Oriental Medicine I and II, students study the Eight Principles in Chinese Medicine and deepen their understanding of Zang Fu theory and Patterns of Disharmony.

Credits: 2.00

**AOM 614B****Visiting Scholar Intensive I**

In this course students have the opportunity to learn from renowned experts in Chinese medicine.

Credits: 1.00

**AOM 615A****Patterns of Disharmony II**

Students deepen their study of Eight Principles in Chinese Medicine and deepen their exploration of Zang Fu theory and Patterns of Disharmony. An emphasis is placed on the clinical application of these theories.

Credits: 2.00

**AOM 615B****Treatment Planning and Design**

This course builds on the theory courses in earlier trimesters and explores methods of treatment planning through discussion of cases as presented in Clinical Theater and case presentation with senior faculty.

Credits: 2.00

**AOM 615C****Point Functions and Applications**

Building upon the knowledge of the channels, vessels, and point categories introduced in Foundations of Oriental Medicine this course is an in depth exploration of empirical point functions, clinical application of the points, and the spirit of the points.

Credits: 3.00

**AOM 622****Point Location I**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3.00

Prerequisite: ISCI 640

**AOM 623****Point Location II**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3.00

Prerequisite: AOM 622

**AOM 624****Point Location III**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3.00

Prerequisite: AOM 622; AOM 623

**AOM 625****Point Location IV**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 2.00

Prerequisite: AOM 622; AOM 623; AOM 624

**AOM 631****Diagnostic Skills I**

In this course students are introduced to the foundational diagnostic tools of acupuncture and oriental medicine. Students develop the skills needed to engage their senses and are introduced to the Four Inspections (to see, to hear, to ask, to feel).

Credits: 1.50

**AOM 632****Diagnostic Skills II**

In this experiential course, students will learn the diagnostic skills and assessment techniques critical to the practice of Constitutional Five Element Acupuncture. This class introduces the diagnostic tools of color, sound, odor and emotions and pulse skills relative to CFE acupuncture.

Credits: 1.00

Prerequisite: AOM 631

**AOM 633****Diagnostic Interaction**

In this course students experience and develop an embodied definition of rapport and its use in therapeutic relationships. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude. As part of this course, students will complete of 10 hours (5 treatments) in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 1.25

Prerequisite: AOM 631; AOM 632

**AOM 634A****Patient Intake and Assessment**

This course teaches students the fundamental tools used in assessment and diagnoses. Students learn how to conduct an initial intake, conduct a clinical interview and patient history, perform a Chinese medical physical exam, organize their findings, and accurately record information using SOAP notes, and construct a treatment plan from this information. This course is constructed as a clinical theater. Students will interview each other in front of the class, will receive feedback, and refinement of their assessment and treatment plan from their classmates and the instructor.

Credits: 2.50

Prerequisite: AOM 633; AOM 643

**AOM 634B****Diagnostic Skills Lab I**

Directly following Patterns of Disharmony, this course, through both observation and hands on practice, will give students the opportunity to practice the diagnostic tools and skills of the Eight Principal Paradigm. Emphasis will be on pulse and tongue diagnosis through this lens.

Credits: 0.75

**AOM 635****Diagnostic Skills Lab II**

This course, through both observation and hands on practice, will give students the opportunity to practice the diagnostic tools and skills that they have learned. Emphasis will be on pulse and tongue diagnosis.

Credits: 0.50

**AOM 643****Treatment Skills I**

Students practice the clinical skills taught in Constitutional Five Element I and II, using each other as models. Students are taught and given the opportunity to practice needle techniques and the use of moxibustion.

Credits: 1.00

**AOM 645****Clinical Theater Lab**

Immediately following Clinical Theater, students will have the opportunity to practice and enhance their treatment skills, with emphasis on the treatment techniques performed during the clinical theater course.

Credits: 0.50

Prerequisite: AOM 655

**AOM 653****Clinical Observation I**

This course provides students with the ability to observe the application of the theoretical concepts introduced in Constitutional Five Element Acupuncture I. This course is taught through observation of a senior practitioner, case presentation, discussion of treatment strategies and collaborative treatment planning. Students will also complete 10 hours (5 treatments) of observation in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 0.75

**AOM 654****Clinical Observation II**

This course provides students with the ability to observe the application of the theoretical concepts introduced in Constitutional Five Element Acupuncture I and II, and Patterns of Disharmony I. This course is taught through observation of a senior practitioner, case presentation, discussion of treatment strategies and treatment planning. This course provides students with the opportunity to observe phenomena and to learn how phenomena lead to assessments. Students will also complete 10 hours (5 treatments) of observation in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 0.75

Prerequisite: AOM 653

**AOM 655****Clinical Theater**

In this participatory theater style course students will observe a faculty member conduct an intake and assessment, design a treatment plan, and treat a client over the course of the trimester. Students will rotate and act as an active secondary practitioner, with the opportunity for individual feedback and assessment.

Credits: 1.00

Prerequisite: AOM 634A

**AOM 665****Physiology III: Integration With Oriental Medicine**

This course views medical conditions from a Chinese medical perspective, in parallel to a western pathophysiology course. In this course, we will examine the possible substance and organ disharmonies, possible etiologies, and possible treatment strategies and lifestyle suggestions, integrating the Chinese perspective with a Western perspective.

Credits: 1.00

**AOM 681****Self-Cultivation I**

This experiential course introduces students to the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

**AOM 682****Self-Cultivation II**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

Prerequisite: AOM 681

**AOM 683****Self-Cultivation III**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

Prerequisite: AOM 681; AOM 682

**AOM 685****Self-Cultivation IV**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

Prerequisite: AOM 681; AOM 682; AOM 683

**AOM 690A****Introduction to Community Acupuncture and Supervised Community Practice I**

Following an introduction to community based treatment models, such as the treatment of addiction and recovery using the NADA protocol and treatment during stress and crisis, students will begin treatment in community sites. Students spend a minimum of 10 at community health sites where they gain experience using acupuncture and life-skills treatment models for community health.

Credits: 0.50

**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

**AOM 690C****Supervised Community Practice III**

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  
Prerequisite: AOM 6EXI, All Level II coursework

**AOM 6EXI****AOM Comprehensive Exam Level Two**

The comprehensive exam tests level two students on the body of knowledge they have learned in the first five trimesters of schooling.  
Credits: 0.00  
Prerequisite: AOM 615A

**AOM 710****Theory: NCCAOM Review Elective**

This elective course is designed to prepare students who plan 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: 0.00  
Prerequisite: AOM 6EXI, All Level II coursework

**AOM 716****Writing a Case Report**

Students are guided through the process of creating a retrospective case report for a patient they have been treating in the faculty supervised clinic. The report will meet professional publishing criteria and to meet California requirements.  
Credits: 1.00

**AOM 717A****Visiting Scholar Intensive II**

In this course students have the opportunity to learn from renowned experts in Chinese medicine.  
Credits: 1.00

**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: 2.00  
Prerequisite: AOM 655

**AOM 719A1****Pain Management in Oriental Medicine**

This course deepens students understanding of the nature and causes of pain and to the treatment and management of acute and chronic. Students will demonstrate how to approach pain from multiple perspectives, including five element, the channels, and patterns of disharmony. The focus of this semester will be on the clinical application of treatment strategies. Students will use the NCC student clinic as a lab to apply the material taught in this course.  
Credits: 3.00  
Prerequisite: AOM 790C6

**AOM 719A2****Women's Health in Oriental Medicine**

This course deepens student's understanding of women's health and wellness from an allopathic and Chinese medical perspective. Topics may include the menstrual cycle, sexuality, reproduction, menopause and disorders of the reproductive system. The focus of this semester will be the clinical application of treatment strategies. Students will use the NCC student clinic as a lab to apply the material introduced in this course.  
Credits: 3.00  
Prerequisite: AOM 790C6

**AOM 719A3****Five Element Clinical Intensive**

This course is structured as a "master apprenticeship" and will build on a student's knowledge of constitutional five element acupuncture, with an emphasis on applied five element theory and treatment strategies. This course will be taught by seasoned practitioners, and visiting scholars.  
Credits: 3.00  
Prerequisite: AOM 790C6

**AOM 726****Point Location V**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.  
Credits: 2.00  
Prerequisite: AOM 622; AOM 623; AOM 624; AOM 625

**AOM 746****Transforming and Healing the Emotions**

Students view the process of healing and transformation in the emotional body to more effectively assess, treat and support their patients. This course provides students with experiential and didactic skills for engaging patients on the emotional level and with the ability to integrate those skills with other diagnostic and treatment skills previously learned in the program.  
Credits: 1.00

**AOM 747****Advanced Treatment Skills**

In this course, students will learn and practice advanced treatment skills, including gua sha, cupping, bleeding, advanced needling and moxibustion, electro acupuncture, and the proper use of heat lamps.  
Credits: 0.75

**AOM 748****Asian Body Work and Medical Therapy**

Through hands on learning and demonstration, this class introduces students to additional theories of bodywork and clinical treatment in classical Chinese medicine, such as acupressure and tuina.  
Credits: 0.75

**AOM 758****Clinical Observation: Living Traditions**

This course features the clinical observation of experienced practitioners interacting with and treating patients from the rich variety of traditions taught in the curriculum.  
Credits: 1.00

**AOM 776A****Five Element Theory and Integration Intensive I**

This series of classes, in intensive format with the Chinese herbal medicine students, is an opportunity to explore the roots of constitutional five element acupuncture in key classical texts. This material will also deepen students' understanding of essential Chinese medical physiology and the integration of five element theory and pattern differentiation.

Credits: 0.50

Prerequisite: AOM 614

**AOM 776B****Five Element Theory and Integration Intensive II**

This series of classes, in intensive format with the Chinese herbal medicine students, is an opportunity to explore the roots of Constitutional Five Element Acupuncture in key classical texts. This material will also deepen students' understanding of essential Chinese medical physiology and the integration of five element theory and pattern differentiation.

Credits: 0.50

Prerequisite: AOM 614

**AOM 790B6****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790B7****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790B8****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790B9****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790C5****Supervised Clinical Practice**

Following an intensive weekend orientation to the student teaching clinic in the Natural Care Center, students begin their clinical practices, acting as a secondary practitioner, and assist with the assessment, treatment planning, and treatment of the client of a more senior student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 0.50

**AOM 790C6****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner as secondary practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 1.50

**AOM 790C7****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner as secondary practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 3.25

**AOM 790C8****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner as secondary practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture. The focus of clinical practice in this trimester will be the integration of Constitutional Five Element Acupuncture with Eight Principle treatment strategies.

Credits: 5.75

**AOM 790C9****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner 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

**AOM 790G****Supervised Clinical Practice: Student Clinic Extended**

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 3.00

Prerequisite: AOM 790C9

**AOM 794****Collaborative Care**

This course explores the structure and responsibilities of an integrative healthcare team and the impact of organizational culture and established systems on patient care. Students will reflect upon and discuss their experiences in collaborative care settings.

Credits: 2.00

Prerequisite: 1 of the following: ACP 790C1, ACP 790C6, AOM 790C6

**AOM 7EXI****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 to be quizzed orally about the foundation, theory, clinical practices, science and structural aspects of acupuncture.

Credits: 0.00

#### **AOM CA701**

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

Clinical students are introduced to skills and knowledge needed to sit for the California Acupuncture Licensing Exam (CALE). The first module of the course explains the history and current legal, ethical and insurance climate related specifically to the state of California. The second module of the course reviews heat and cold therapies used in treatment; specifically ultrasound along with a review of various modalities and specialties. An 8 hour Red Cross CPR course is included in this senior level course.

Credits: 1.00

#### **AOM CA702**

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

The review class presents necessary AOM practice management information needed to take the California Acupuncture Licensing Exam. (CALE) Topics include Primary Care Responsibilities, Secondary and Specialty Care Responsibilities. As well as follow-up care, final review and functional outcome measurements. Prognosis, future medical care, case management for injured workers and socialized medicine patients including a knowledge of worker's comprehension/ labor codes and procedures. Skills such as medical-legal report writing, CA insurance rules, business written communication and knowledge of regulatory and jurisprudence for state, municipal and federal levels.

Credits: 1.00

#### **FPD 779**

##### **Point Functions**

This course delves more deeply into the point functions from a body, mind and spirit perspective.

Credits: 2.00

Prerequisite: 1 of the following: ACP 645, AOM 717B

#### **FPD 781**

##### **Qi Cultivation**

This course takes the student from using Qi Gong as a self-cultivation tool, to being able to use it in the clinic as a tool, as a way to become the needle and the energy. Students also learn to teach the patients to use Qi Gong for self-healing.

Credits: 1.50

Prerequisite: 1 of the following: ACP 683, ACP 683A, AOM 685

#### **FPD 790AC**

##### **Supervised Advanced Clinical Practice**

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.

Credits: 3.00

Prerequisite: 1 of the following: ACP 790C5, ACP 790C9, AOM 790C9

#### **FPD 790I**

##### **Supervised Advanced Clinical Practice: Integrative Medicine**

This course provides a supervised integrative experience through a variety of formats that may include: case presentation and consultation applied to the students' patients and treating patients within an integrative clinical site. Format availability may vary by term.

Credits: 1.00

Prerequisite: 1 of the following: ACP 790C5, ACP 790C9, AOM 790C9

---

# APPLIED PHILOSOPHY AND PRACTICES

## 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: 3.00

## 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: 1.00

## APP 612

### **Becoming a Healing Presence: Healership**

This intensive introduces students to the art, practice, and science of being a healing presence. Students are introduced to MUIH's foundational philosophical principles, living within the rhythms of nature, living with mindfulness and the skillful and purposeful use of language as tools for being a powerful healing presence and catalyst for change. (3 day intensive)

Credits: 1.50

## APP 613

### **Becoming a Healing Presence I: Qualities and Practices**

Building on the Healing Presence Intensive, this course introduces students to the qualities of healing presence and to practices that develop healing presence. By observing nature and their own ways of being, speaking and doing, students learn the basics of mindfulness, self-observation, and intentionality. To foster personal transformation, students are required to keep a log of their practices and self-observations throughout all nine trimesters.

Credits: 1.50

Prerequisite: APP 612

## APP 614

### **Becoming a Healing Presence II: Developing Greater Intentionality and Commitment**

Building on the work in trimester 1, students are introduced to the theory and practice of transformational language, intentional speaking and action, crafting your mood and the power of committed practice. This course looks at the impact language has on rapport, relationships and health. Students continue to develop a mindfulness practice.

Credits: 1.50

Prerequisite: APP 613

## APP 615

### **Becoming a Healing Presence III: The Power of Language and Skillful Inquiry**

Students are introduced to the theory and practice of transformational language, listening skills, inquiry skills and understanding readiness to change. This course looks at the impact language has on rapport, relationships, and health. Students gain an understanding and proficiency in coaching skills to facilitate positive change. Students continue to develop a mindfulness practice and share their self-observations.

Credits: 1.50

Prerequisite: APP 614

## APP 616

### **Becoming a Healing Presence IV: Emotional Intelligence**

This course draws on research and contemplative practices to help students look inward to understand emotions and the impact of emotions on healing presence. Students develop an understanding of the role emotional qualities of empathy, service, trust and resilience have on the healing relationship. Students continue to develop a mindfulness practice and share their self-observations.

Credits: 1.50

Prerequisite: APP 615

## APP 700

### **Mindfulness, Meditation, and Health**

Mindfulness and meditation practices are tools that can help support balance and wellness in people's lives. This highly experiential course is designed to teach core mindfulness and meditation skills and the specific applications to supporting health and well being. Students will gain an understanding of the neuroscience behind these practices and how to practically apply scientifically-based techniques with clients.

Credits: 3.00

## APP 710

### **Becoming a Healing Presence V: Principles in Practice**

In this final course students conduct a literature review of the study of the common core characteristics of healing presence. Students will present in class the literature studies; their own personal transformational experience; and the application of healing presence in their clinical work.

Credits: 1.50

Prerequisite: APP 616

## APP VOL

### **Professional Project**

The purpose of this graduation requirement is to reinforce the importance of service as a developing AOM professional and to reinforce the positive impact that service has on recipients including MUIH, the larger community of integrated medicine and healing, and the general public.

Credits: 0.00

# CHINESE HERBS

## CHP 610A

### History of Chinese Herbal Medicine

This course traces the history of Chinese Herbal Medicine from pre-Han shamanic practices through 2000 years of development to contemporary practice. Focus will be on seminal figures, foundational theories and major currents that continue to shape modern practice.

Credits: 0.25

## CHP 621

### Chinese Herbal Medicine Theory I

Classification of herbs and formulas - This course teaches the traditional classification of individual herbs and formulas. Basic organization of materia medica and formularies are presented. Comparison between older classification systems and contemporary systems are discussed.

Credits: 4.25

## CHP 621B

### Five Element Theory & Integration

This series of classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth in both theory and practical applications of herbal strategies. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Earth and Wood are covered in this section.

Credits: 3.00

Prerequisite: 1 of the following: CHP 621, CHP 621A

## CHP 621C

### Five Element Theory & Integration

This series of 5 classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth with practical exercises to ground zang-fu dynamic theory in the body. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Metal, Fire, and Water are covered in this series.

Credits: 5.25

Prerequisite: CHP 621B

## CHP 642B

### Clinical Theory in Practice II

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to-herbal formula.

Credits: 0.25

## 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: 0.50

Prerequisite: CHP 642B

## CHP 711A

### Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology, and Bi-obstruction syndrome.

Credits: 3.50

Prerequisite: CHP 621C

## 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: 4.50

Prerequisite: CHP 711A

## CHP 711C

### Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology, nutrition, and Chinese diet therapy.

Credits: 4.75

Prerequisite: 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: 2.00

Prerequisite: CHP 621C; CHP 760

## 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: 2.50

Prerequisite: CHP 721A

## 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: 2.50

Prerequisite: CHP 721B

**CHP 731A****Clinical Thought Process**

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

Credits: 0.50

Prerequisite: 1 of the following: CHP 621, CHP 621A

**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: 0.50

Prerequisite: CHP 731A

**CHP 741A****Diagnostic Skills**

Pulse & tongue practicum - This hands-on class teaches a pulse system that evaluates both static and dynamic qualities. Diagnosis of the zang-fu and the substances (qi, xue and jin-ye) are made clear and students will begin to integrate pulse finding into herbal treatment strategies. An overview of tongue diagnosis and its integration into herbal medicine will be presented. Students will have an opportunity to observe multiple tongue conditions in light of their corresponding diagnosis.

Credits: 0.50

Prerequisite: 1 of the following: CHP 621, CHP 621A

**CHP 760****Clinic Orientation**

This class represents the students' orientation to the faculty-supervised clinic. Students will become familiar with policies and procedures and the flow of the clinical day.

Credits: 0.25

**CHP 770A****Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.25

**CHP 770B****Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.25

**CHP 770C****Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.50

**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: 0.50

**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

Prerequisite: CHP 780A

**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

Prerequisite: CHP 780B

---

# COACHING

## COA 610

### **Fundamentals of Health and Wellness Coaching**

Students are introduced to the International Coach Federation core competencies and other coaching tools as they begin to build a repertoire of coaching skills. This experiential course, which centers on practicing coaching skills with class peers, develops observation skills, active listening, the art of evocative questioning, and the ability to guide clients through the process of goal setting and action planning. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, and ensuring client accountability.

Credits: 3.00

Prerequisite: 1 of the following: APP 606, COA 601, COA 601A

## 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: 3.00

Prerequisite: 1 of the following: APP 606, COA 601, COA 601A

## 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 International Coach Federation competencies along with the theories, principles, tools and techniques learned and practiced in COA 610 and COA 616. 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 meet with experienced coaches to discuss how to establish and operate a successful coaching business.

Credits: 3.00

Prerequisite: COA 610; 1 of the following: COA 611, COA 616

## COA 640

### **Health and Wellness Coaching Capstone**

This course, which students take toward the end of their master's degree experience, is a culminating experience of the content learned in their area of concentration. Through an experientially-based project, students will work with practitioners in the field to practice integrating their knowledge of nutrition, herbs, or integrative health.

Credits: 1.00

Prerequisite: COA 620; 3 of the following: APP 700, HRB 600, HRB 604, HRB 605, HRB 618, HRB 622, HRB 641, ISCI 615, ISCI 671, NUTR 601, NUTR 602, NUTR 672

## COA 660

### **Advanced Coaching with Integrative Wellness Approaches**

Being adept in the field of Health and Wellness Coaching comes with constant practice, feedback, and skill development. This course builds upon the core courses in Health and Wellness Coaching such that it provides a deeper understanding of how to apply integrative health practices in one's coaching practice. There will be coaching demonstrations and presentations infused into this course, with specific emphasis on coaching with mindfulness, meditation, movement, and nutrition-based modalities.

Credits: 3.00

Prerequisite: APP 700; COA 620; ISCI 671; NUTR 602

# HERBAL MEDICINE

## HRB 600

### Fundamentals of Herbal Medicine

This survey course looks at the historical and modern use of herbal medicine around the world, exploring how traditional systems influence modern herbal practice in the United States. The course reviews traditional rationale for herbal use as well as the foundational modern sciences that support a contemporary evidence-informed perspective. Classroom work will provide an introduction to materia medica, phytochemistry, pharmacology, ethnobotany, clinical trials, posology (the study of dosage), herbal preparations, safety and legal issues. Students learn how to apply foundational knowledge to the formulation of simple herbal blends.

Credits: 3.00

## HRB 605

### Materia Medica I

This course investigates approximately 30 of the most commonly used herbal medicines and related supplements in the United States. Each herb will be discussed from the ethnobotanical perspective as well as the modern phyto-therapeutic perspective, with a focus on pharmacological understanding and relevant clinical trials. Special emphasis will be placed on topics relevant to the contemporary clinician, including quality control, interactions, and other safety parameters of each herb covered. This course provides the student with the necessary skills to effectively research herbs not covered in the class.

Credits: 3.00

Prerequisite: 1 of the following: HRB 530, HRB 600

## HRB 618

### Herbs for Home Use: Living in Harmony with the Seasons

This course looks in depth at approximately 30 herbs that are most appropriate for self-care and use in the home. Each herb will be discussed in terms of historical usage, modern research perspectives, and quality assessment. Seasonal influences on health and disease will be explored as students learn to incorporate these 30 herbs into beverages and foods. Traditional herbal formulation also will be covered with a focus on creating seasonal blends. This course provides the student with the necessary skills to effectively research herbs not covered in class.

Credits: 3.00

Prerequisite: 1 of the following: HRB 530, HRB 600

## HRB 620A

### Herbal Therapeutics I

Examining the principles and practice of modern herbal medicine, this course provides a foundational framework for understanding how herbs can be used to support health and wellness. Central to the course is a comprehensive review of both modern pharmacological actions and traditional herbal actions that are applicable to the support of healthy biological structure and function. The concepts of natural rhythms of the living world and an integrated model of physiology are used to provide context for the therapeutic application of herbs. Traditional and modern approaches to formulation are discussed and students gain practical experience in formulating with herbs covered in materia medica courses.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; 1 of the following: ISCI 547A, ISCI 647A

## HRB 620B

### Herbal Therapeutics II

In this course students will apply skills, principles, and knowledge to generate a body of scholarly material to demonstrate their proficiencies in herbal medicine as a professional. Students will engage in multiple, advanced medicine making experiences and discover effective methods of documentation, principles of manufacturing and problem solving techniques applicable both in industry and clinical practice. Additionally, students will explore a variety of viable career paths. By reflecting on these potential career paths, they will be encouraged to apply their own personal concepts and ideas to building career opportunities.

Credits: 3.00

Prerequisite: HRB 620A

## HRB 622

### Herbal Pharmacy

This is primarily a hands-on course providing techniques for harvesting and drying herbs and incorporating them into herbal products and medicinal foods. It provides the basic theory and skills required to manufacture high-quality medicinal herb products for oral and topical application. Students learn the foundational principles of extraction, the properties of common solvents (e.g. water, alcohol and oils) and the solubility of various herbal constituents. Students apply their learning by creating herbal foods and extracts for display at a community herbal products show. In addition to making their own "kitchen pharmacy" preparations, students learn how to evaluate the quality of the wide range of herbal products manufactured by the natural products industry.

Credits: 3.00

Prerequisite: 1 of the following: HRB 530, HRB 600

## HRB 633

### Medicinal Plants and Cultures: A Bioregional Exploration

This course will expose students to plant healing systems and cultures locally and globally through an independent study project. Through the exploration of a few select cultures and systems of herbal medicine, students will develop the skills and techniques to compare and contrast aspects of health and disease philosophy from other cultures to one's own.

Credits: 2.00

## HRB 635A

### Field Trip / Nature Intensive

The purpose of this course is to extend the rudimentary skills in the identification of wild and cultivated medicinal plants; gain an understanding and appreciation of the importance of wilderness areas; and to appropriately gather and process plants in the field.

Credits: 1.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 635B****Field Trip / Industry Intensive**

This course will expose students to the manufacturing process, from the growing, identification of wild and cultivated medicinal plants, processing of raw material, formulary, product research and design and production of final product all under cGMP requirements.

Credits: 1.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 620A; HRB 622

**HRB 635C****Field Botany for Herbalists**

This course will inform students of the relationship between herbal medicine and the natural environment with its inherent biological diversity. Students will perform field work in their region under guidance by their instructor, including at least one excursion into a national/state park or nature reserve in order to observe a selection of medicinal plants in their natural habitat. Students will communicate with plant authorities or guides in their own region, and communicate their findings to other students via the online forum.

Credits: 1.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**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: 3.00

Prerequisite: HRB 605; ISCI 701

**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: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 645****Foundations of Toxicology and Herb-Drug Interactions**

In this course you will learn about modern toxicological principles as they apply to the chemical constituents in herbal medicines. Foundational knowledge on how bioactive constituents are absorbed and eliminated by the body will also be covered. Certain pharmacological concepts, such as synergy and hormesis, and pharmacogenomics, will be explored to help inform your own practice using traditional Chinese and western herbs. Special emphasis is placed on potential harmful interactions between food/herb/toxins and drugs.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642

**HRB 650****Professional Career Trajectory**

The purpose is to provide an opportunity for students to explore, refine and articulate their area of expertise, whether in product design, research, education or apothecary GMP.

This experience should encourage a spirit of inquiry, initiative, independence, sound judgment, and problem solving approaches, while providing a stepping stone toward mastery in their chosen field.

Credits: 0.50

Prerequisite: HRB 790

**HRB 654B****Herbal Pharmacology & Phytochemistry II**

In this course you will learn a unique version of pharmacology - one that emphasizes traditional classifications based on energetics, as well as modern pharmacological principles and the active chemical constituents in herbal medicines. Understanding plant chemistry provides some underpinning of the student's therapeutic knowledge 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 the standard principles, we will cover less conventional aspects of pharmacology including the concepts of synergy and hormesis, along with new frontier sciences such as pharmacogenomics.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 690****Internship**

Students complete three 0.5 credit supervised internships. The internships can take place in a variety of ways. You may link each trimester's internship with a singular focus in developing a specific expertise or use it to explore multiple areas in the field of herbal medicine. For students with access to campus you have options in the MUIH dispensary, gardens, local companies or practitioners, or working on faculty research projects. Any external organization a student wishes to intern with must be pre-approved by the academic director. For students interested in a long term project, this course can be used to introduce them to the practical and research application of herbal medicine; herbal product manufacturing elements, including growing/wildcrafting, QC and QA; or herbal education projects.

Credits: 0.50

Prerequisite: HRB 650

**HRB 705****Materia Medica II**

The purpose of this course is to help students develop further their relationship with individual herbal remedies and help them evaluate the differences between herbs used in similar therapeutic scenarios. Learning will center around the development of herbal monographs with an emphasis on botanical classification, parts used, pharmacological properties, dosage and safety issues for a core group of herbal remedies.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618

### **HRB 713B**

#### **Clinical Round Table**

In this course students present and defend case studies from their own clinical practice while participating in the inquiry and analysis of fellow students' case studies. Case discussion focuses on analysis of clinical rationale and application of critical thinking.

Credits: 1.50

Prerequisite: HRB 722B

### **HRB 715**

#### **Orientation Retreat**

In this face-to-face retreat students begin their work together as clinicians. Through exercises which allow us to explore the role we embody as clinical herbalists, to material which orient us to the clinic and the program, we will get to know one another and create the connection which we will build upon in the year ahead.

The Orientation Retreat is held at a location in the Washington, DC, metropolitan area and is conducted at a venue which provides lodging and classroom space.

Credits: 1.00

Prerequisite: HRB 620B

### **HRB 720B**

#### **Supervised Clinic**

The faculty-supervised clinic offers a supportive environment that facilitates the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. Students see a portfolio of their own clients while observing and playing a supporting role in the clinical interactions of their fellow interns.

Credits: 1.50

### **HRB 722**

#### **Faculty Supervised Clinic**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice. (For the PMC students only, the one credit for this course is replaced through your participation with the AHG under MUIH's articulation agreement.)

Credits: 0.50

### **HRB 722A**

#### **Faculty Supervised Clinic I**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice.

(For the PMC students only, the one credit for this course is replaced through your participation with the AHG under MUIH's articulation agreement.)

Credits: 1.00

HRB 620B; HRB 715; IHM 664

### **HRB 722B**

#### **Faculty Supervised Clinic II**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice. The one credit for this course is replaced through your participation with the AHG under MUIH's articulation agreement.

Credits: 1.00

Prerequisite: HRB 722A

### **HRB 722C**

#### **Faculty Supervised Clinic III**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice.

Credits: 1.00

Prerequisite: HRB 620B; HRB 715; IHM 664

### **HRB 723C**

#### **Applied Therapeutics: Clinical Assessment, Goals and Plans**

In this course, students will bring their own self-generated case studies to examine as a classroom exercise where the assessment, goals, and plans will be discussed with a faculty member facilitator. This course uses a series of student created case studies and involves both instructor feedback and extensive peer to peer feedback. Learners conduct interviews within their communities and the resulting information is utilized in activities where they determine the assessment, clinical goals, and formulas and recommendations. Individualized client care is not present in this course.

Credits: 0.50

Prerequisite: HRB 620B

### **HRB 735A**

#### **Clinical Theory in Practice I**

This course educates students in the theory and practice of gathering and interpreting health-related information; developing clinical goals; and partnering with clients to implement achievable plans. Students learn to conduct a comprehensive health and wellness interview utilizing a bio-psycho-social model of assessment and develop a clinical strategy utilizing tools and techniques appropriate to the modern herbal practitioner. Emphasis is placed on developing strategies for optimizing health and wellness while also supporting clients through disease and illness.

Credits: 2.00

Prerequisite: HRB 790; ISCI 547A

### **HRB 735B**

#### **Clinical Theory in Practice II**

In this course students will continue to identify the various tools and techniques available to the modern herbalist in relation to specific health interventions. Through exercises in formulation and continued exploration of literature in the field, students will hone their skills in developing strategies for specific clients, including the selecting herbs and the integration of dietary, herbal and behavioral recommendations. Students will continue to develop critical thinking skills in relationship to health assessment and strategies and be able to expand on their strategies to recognize and enhance the importance of rapport and relationship.

Credits: 2.00

Prerequisite: HRB 735A

### **HRB 735C**

#### **Clinical Skills**

This course educates students in the theory and practice of gathering and interpreting health-related information; developing clinical goals; and partnering with clients to implement achievable plans. Students learn to conduct a comprehensive health and wellness interview utilizing a bio-psycho-social model of assessment and develop a clinical strategy utilizing tools and techniques appropriate to the modern herbal practitioner. Emphasis is placed on developing strategies for optimizing health and wellness while also supporting clients through disease and illness.

Credits: 4.00

Prerequisite: HRB 620B

### **HRB 740**

#### **Innovative Models of Herbal Practice**

This course prepares students to adopt innovative, clinical herbalism models that can be used to diversify and to create a successful herbal practice in the digital age. Building on more general coursework in Practice Management this course uncovers specific tools and techniques that help herbalists thrive, including training, designing, and adopting group facilitation programs. Additionally, successful clinical herbalist models will be examined through visits and interviews with herbalists local to the students' bioregions.

Credits: 1.00

Prerequisite: HRB 620B; HRB 735B

### **HRB 753B**

#### **Applied Therapeutics: Case Study**

This course utilizes case studies to guide students in building the practical skills and applied knowledge necessary for clinical practice. Emphasis is placed on developing a clearly articulated client assessment and clinical strategy with a well-supported rationale. This course helps students utilize both modern physiological and traditional energetic models in the interpretation of patterns of imbalance.

Credits: 2.00

Prerequisite: HRB 620A; HRB 735B

### **HRB 780**

#### **Professional Project**

In this course, students complete professional services within MUIH and their bio-region, seeking to address community needs through application of prior course work and experience.

Credits: 0.50

Prerequisite: HRB 740

### **HRB 790**

#### **E-Portfolio: Introduction**

This ePortfolio course provides students a 1) retrospective opportunity, to review and reflect on the development of expertise with their respective AOC of the Therapeutic Herbalism Masters; 2) prospective focus in developing their public ePortfolio profile to share with external constituents.

Credits: 0.50

Prerequisite: HRB 605; HRB 622

### **HRB 791**

#### **E-Portfolio: Final Development**

In this final ePortfolio course students complete their 1) review of the expertise they have developed in the Therapeutic Herbalism Masters; 2) public ePortfolio profile to share with external constituents. The instructors review the students' reflective pieces and archived materials, and guide them in creating their public ePortfolio profile. Wordpress.com blog will be used.

Credits: 0.50

Prerequisite: HRB 790

### **HRB 793**

#### **Case Studies in Herbal 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: 2.50

Prerequisite: HRB 620B; HRB 654B

## **INDEPENDENT STUDY**

### **IND 1**

#### **Independent Study: General**

Credits: 1.00

### **IND 1E**

#### **Independent Study: General**

Credits: 1.00

# INTEGRATIVE HEALTH EDUCATION

## **IHED 612**

### **Internship**

This course focuses on the professional development of students. Students will complete an internship experience and will reflect on their personal transformation throughout the program. This experience will culminate with both a project presentation and the development of a professional portfolio that describes the student's experience relevant to the many roles played by health promotion professionals. For the internship, students spend 90 hours working with agencies, companies, or programs in their communities assisting with program and policy development, implementation and/or evaluation. The goal of this course is for students to demonstrate their mastery of the competencies addressed in the program.

Credits: 2.00

Prerequisite: 1 of the following: IHED 629, IHED 640; APP 700, IHED 617, IHED 619, IHED 620, IHED 623, IHED 631, IHED 625, IHED 626, ISCI 630A, ISCI 671

## **IHED 617**

### **Health Education Leadership, Resource Development, and Management**

Sound leadership, resource development, and organizational management skills 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: 2.00

## **IHED 619**

### **Transformative Communication Strategies**

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 promotion professionals reach and communicate, going beyond teaching individuals, groups and mass media campaigns to new forms of communication such as social media, 'edutainment' and 'gameification' of health education messages.

Credits: 2.00

## **IHED 620**

### **Foundations of Health Behavior and Health Education**

This course introduces students to behavior-change theories & models, the building blocks of health education programs. Students learn how to develop relevant goals and objectives based on theory and examine approaches to behavior change used in integrative systems of healthcare. In addition, it provides an overview of program planning and implementation and explores the many roles played by a health educator with an eye to the future of this field.

Credits: 2.00

## **IHED 623**

### **Health Education Program Evaluation**

Students become familiar with evaluation strategies and theories for health education programs and policies. The course reviews logic models, and impact, outcome, and process evaluations. Using a series of exercises, students design a conceptual framework for a health education program and develop an evaluation plan to measure participant choices in that program. In addition, students gain skills needed to understand and critique published evaluation literature.

Credits: 2.00

Prerequisite: IHED 620

## **IHED 625**

### **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: 3.00

## **IHED 626**

### **Health Education Needs Assessment and Program Planning**

In this course, students learn approaches to epidemiological and health education needs assessments, utilize theory-based strategies on assessment, evaluate applicable policy, identify barriers and assets, and apply skills in planning a health education program. This course also provides students with an opportunity to use qualitative and quantitative data to support health education program design. This course provides students with tools to work with specific health topics and populations, including frameworks for targeting various cultures and age groups.

Credits: 3.00

Prerequisite: IHED 620

## **IHED 629**

### **Implementation of Community Health Education Programs**

Community health education program implementation can occur in a variety of settings, from schools, to senior centers, to homeless shelters, to church focused on managing and preventing disease. This course, as a continuation of the program planning content, will require students to implement health education programs, specifically in the community setting. The course will explore barriers and facilitator to implementation, and strategies based on evidence and best practice for successful implementation of community health education programs.

Credits: 2.00

Prerequisite: IHED 623; IHED 626

---

**IHED 631****Topics in Diversity for Health and Healing**

This course examines the intersection of health and culture, by looking at the impact of diversity and socio-cultural factors on health and healing. It includes a focus on the causation of morbidity and mortality in the US via the social determinants of health, health equity and cultural adaptation and acculturation. Students in this course will learn about the impact of social and cultural changes on the health care system through both an integrative and biomedical lens.

Credits: 3.00

**IHED 640****Best Practices in Workplace Wellness**

This course educates students about best practices in corporate wellness and creating a culture of wellness in the workplace with a focus on integrative health. Best practices from successful workplace wellness programs are highlighted as students develop strategies for implementation of a results-oriented wellness program in their internships next trimester. Students will also learn how to integrate technological resources for population health into their proposed workplace wellness program.

Credits: 1.50

Prerequisite: IHED 623; IHED 626

**IHED 675****The Business of Workplace Wellness**

This course builds on the strategies learned in IHED 640 and focuses further on business practices in workplace wellness including the impact of wellness on productivity enhancement, the calculation of return on investment for healthy employees, and gaining the support of upper management. Students develop individual development plans for employees and learn how to convene wellness committees within the workplace as well as create incentives for wellness program participation. Legal issues and budget administration will also be addressed.

Credits: 1.50

Prerequisite: IHED 640

**IHED 777****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: 3.00

# INTEGRATIVE HEALTH MANAGEMENT

## IHM 611

### Practice Management: Ethics for the Wellness Professional

This course addresses professional ethics in acupuncture and oriental medicine in addition to addressing best professional practices. This course introduces students to the relevant ethical and regulatory issues germane to professional clinical practice, including concepts of professionalism, scope of practice, boundaries, and confidentiality.

Credits: 1.50

## IHM 620

### Marketing for Health & Wellness Professionals

This course equips students with the marketing skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.00

## IHM 650

### Practice Management in Coaching

This course is designed to prepare students to be successful wellness professionals upon graduation. Special emphasis will be given to practice management, including developing an entrepreneurial mindset, business planning, how to effectively market using social media, communicating with stakeholders, and the ethical, legal, and regulatory issues related to operating as a professional.

Credits: 2.00

Prerequisite: COA 620

## IHM 660

### Practice Management: The Practice and Business of Oriental Medicine I

In this intensive kickoff to a series of classes on the practice and business of Chinese medicine, students will begin to learn the skills and resources necessary to act as wellness professionals. The focus of this course will be on finding the vision for your practice and learning how to translate your passion into words in order to begin to attract clients to your practice.

Credits: 1.00

## IHM 661

### Practice Management. The Practice and Business of Oriental Medicine II

In part one of this two trimester series of classes, students will deepen their study of the skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice or profession. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.50

## IHM 662

### 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: 1.00

## IHM 663

### 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: 1.00

## IHM 664

### Practice Management for Herbal Professionals

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters.

Credits: 1.50

Prerequisite: 1 of the following: ISCI 547A, ISCI 647A; ISCI 701

## IHM 665

### Practice Management for Nutrition Professionals

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters.

Credits: 1.00

## IHM 762

### Practice Management. The Practice and Business of Oriental Medicine III

In part two of this two trimester series of classes, students will continue their study of the skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice or profession.

Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.50

## IHM 763

### Practice Management: The Practice and Business of Oriental Medicine IV

This final course in the practice management series will introduce students to the fundamental skills necessary to become wellness practitioners, with an emphasis on the tools of business planning. Students will learn the essential components of a business plan, create their own business plans, learn the fundamentals of practice systems, risk management, insurance, and the ethical and regulatory issues critical to starting a practice or operating as professional practitioners.

Credits: 2.00

## 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, case management, risk management, and practice systems including record keeping, billing methods, and use of technology.

Credits: 2.00

Prerequisite: 2 of the following: ACP 766, ACP 767, IHM 661, IHM 760, IHM 761

---

**IHM 787****Interdisciplinary Diagnosis and Treatment**

This course allows for observation and participation in integrative medicine. This course will teach students fundamental skills necessary for working in a collaborative/ integrative setting.

Credits: 0.25

Prerequisite: 1 of the following: ACP 790C2, ACP 790C7, ACP 790C8, ACP 790F7, AOM 790W2

# INTEGRATIVE HEALTH SCIENCES

## ISCI 522

### Foundations in Organic Chemistry

This course reviews topics in organic chemistry that are relevant to nutrition and health. It is designed to prepare students for future courses in nutritional biochemistry and intermediary metabolism. Topics in the course include atomic structure, chemical bonding, organic functional groups, oxidation/reduction, acid/base chemistry and an introduction to the macronutrients, micronutrients, and nucleic acids.

Credits: 3.00

## 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: 3.00

## ISCI 610B

### Introduction to Scientific Writing

Formal scientific writing provides a method to communicate ideas and to persuade readers about the validity of scientific argument and/or discovery. The written body of work within an academic discipline provides an important method for defining the boundaries of that field. The focus will be on using evidence based information and data pertaining to integrative health. Students will be exposed to primary research papers, review papers, and lay articles about science. The experience will improve their ability to make complex scientific research understandable.

Credits: 1.50

Prerequisite: ISCI 701

## ISCI 613

### Mental Health & Mind Body Science

This course reviews Western scientific perspectives on the mind and the brain. Topics will include neuroanatomy, neurophysiology and neuro-cognitive changes across the lifecycle. Pathological conditions of the central nervous system and psyche will be discussed along with a detailed review of the neuroendocrine orchestration of the stress response. The interactions of the mind and body will be explored in detail including discussion of practices that support health and wellness across the mind body continuum. Drugs that alter the mind and mood will be reviewed.

Credits: 3.00

Prerequisite: 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: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642, ISCI 646A, ISCI 647A

## 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: 3.00

Prerequisite: 1 of the following: ISCI 522, ISCI 622

## 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 summaries as an educational resource for specific populations.

Credits: 3.00

## 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: 1.50

## ISCI 632B

### Foundations of Health and Wellness II

This course introduces the theory and practices of self-care and health behavior change. The biological basis and scientific evidence for self-care practices (e.g., physical activity, diet, social interaction) are discussed and emphasis is placed on learning simple practices that can easily be applied in personal and community care. Students engage in their own self-care practices to develop a deeper personal commitment health and wellness. (Note: This course cannot be taken for credit if you have already taken ISCI 632).

Credits: 1.50

## ISCI 636

### Integrative Science of Acupuncture

This course introduces an integrative bioscience perspective of acupuncture and expands the framework for communication with patients and medical practitioners. Students will develop a basic mechanistic understanding of acupuncture's effects on physiological and pathophysiological processes. In addition, students will build skills in finding, appraising and interpreting clinical acupuncture research.

Credits: 3.00

Prerequisite: 1 of the following: ACP 6EXI, AOM 6EXI; ISCI 701

**ISCI 640****Clinical Anatomy: Regional and Surface Anatomy**

This course addresses surface anatomy and regional anatomy, to specifically introduce the student to surface landmarks and to prepare students for the study of acupuncture points. The anatomical layers of the body parts and anatomical considerations for safe needling are also addressed.

Credits: 3.00

**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: 2.50

**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: 3.00

**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: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642, ISCI 646A, ISCI 647A

**ISCI 651****Structural Pathology in Integrative Health**

This course reviews Western scientific perspectives on musculoskeletal pathology. Major topics include the pathophysiological basis of pain, inflammation, and structural remodeling. The course will also review the changes in body structure that occur as we progress through life. 'Red flag' conditions (ie conditions requiring referral to Western medicine) and physical challenges that may be contraindications will be explored in detail. The course will review current research evidence and tools used in biomedicine to address these issues, including surgery and drugs, and discuss how these are used to alleviate suffering.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 644, YOGA 622

**ISCI 667****Science of Addiction**

This course provides a foundational understanding of addiction from an integrated science perspective. The biological effects of drugs, neurobiological changes in addiction and challenges in achieving and maintaining drug abstinence are discussed. The evidence for conventional and CAM approaches to treatment are reviewed and students learn clinical strategies for working with addiction.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642

**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: 3.00

**ISCI 701****Intro Statistics, Research Design & Info Literacy in Integrative Health**

This course supports critical analysis of a wide range of integrative health studies. It provides future integrative medicine professionals with the foundational knowledge and skills to identify and evaluate research design and basic statistics. Students develop skills in searching databases as well as critical appraisal of clinical and epidemiological research. Students will find and evaluate published information on health topics then summarize and share their findings.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 644, ISCI 542, ISCI 547A, ISCI 642, ISCI 646A, ISCI 647A

**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 Oriental medicine. Emphasis is placed on applying an understanding of diagnostic studies in communication with patients and healthcare providers.

Credits: 3.00

Prerequisite: ISCI 758

#### ISCI 754

##### **Biomedicine: Safe Practices**

This course teaches students the signs and symptoms of medical and mental health emergencies or situations, within the scope of practice of an acupuncture practitioner. The emphasis is on recognizing situations that necessitate referral of a patient to a Western Medicine practitioner, emergency department or urgent care facility. Training in blood borne pathogens, clean needle technique and relevant safety practices are included. This course also addresses safety issues with special populations and provides a beginning framework for understanding pharmacological and nutritional supplement safety issues.

Credits: 2.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642; ISCI 640

#### ISCI 758A

##### **Biomedical Integration of 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: 2.00

#### ISCI 758B

##### **Biomedical Integration of Acupuncture and Oriental Medicine II**

This course deepens students understanding of the integration of Acupuncture and Oriental medicine with allopathic medicine as introduced in prior course work. Students will be introduced to common diseases and treatment strategies, learn how to assess and treat common diseases from a Chinese medical perspective and learn when and how to collaborate and refer to allied wellness practitioners as well as allopathic providers. The focus of this semester will be the clinical application of treatment strategies. This course lays the foundation for later specialty electives. Students may use the Natural Care Center student clinic as a lab to apply the material taught in this course.

Credits: 3.00

#### ISCI 801

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

This course discusses tools and techniques for conducting research as part of clinical practice. Both qualitative and quantitative research are addressed with an emphasis on practical approaches for the busy complementary and alternative medicine (CAM) or integrative health (IH) clinician. The course teaches practitioners how to design research projects of value to themselves, their patients, and the broader clinical community.

Credits: 3.00

#### ISCI 823

##### **Academic Publication and Peer Review**

The primary objective of this workshop styled course is to familiarize students with the process of writing for peer-reviewed journals. Students will choose a specific topic to refine as they learn about the various types of academic journals and articles, choosing the right journal, learn about responsible publication practices and responding to journal reviewer critiques and decisions.

Credits: 1.50

Prerequisite: ISCI 610B

## MUIH ORIENTATION

#### 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: 0.00

#### 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: 0.00

# NUTRITION

## **NUTR 001 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: 0.00

## **NUTR 601 Redefining Nutrition**

This course re-defines the assumptions of nutrition by exploring controversies, conflicting opinions, and by addressing reductionism and holism in nutrition. It encourages critical thinking and healing presence as a framework for understanding whether or not current issues or personal biases in the field of nutrition are valid. Students explore new interpretations of food, eating, and nourishment. Students investigate the impact of food choices on the health of the planet, the community, and the mind-body-spirit of an individual.

Credits: 1.00

## **NUTR 602 NUTRITION: Food and Balance**

Nutrition is a foundation to support balance and wellness. Students learn the role that food plays in healing and how the environment impacts our health. Current approaches to nutritional therapy are reviewed for their role in creating wellness. This course allows students to integrate nutrition into their personal life and/or future careers.

Credits: 3.00

## **NUTR 603A Contemporary Topics in Nutrition**

This course provides opportunities for students to dive deeply into nutrition topics of special interest within the field of integrative and functional nutrition. The specific topic of the course will change based on the expertise of the faculty teaching the course. When a course is offered, a complete description will become available.

Credits: 0.50

## **NUTR 603B Contemporary Topics in Nutrition**

This course provides opportunities for students to dive deeply into nutrition topics of special interest within the field of integrative and functional nutrition. The specific topic of the course will change based on the expertise of the faculty teaching the course. When a course is offered, a complete description will become available.

Credits: 1.00

## **NUTR 603C Contemporary Topics in Nutrition**

This course provides opportunities for students to dive deeply into nutrition topics of special interest within the field of integrative and functional nutrition. The specific topic of the course will change based on the expertise of the faculty teaching the course. When a course is offered, a complete description will become available.

Credits: 2.00

## **NUTR 604 Graduate Seminar**

This course introduces students to the multiple roles of food in health and wellness and to the philosophy and mission of the program and the university. Key topics in integrative nutrition and the importance of healing presence to the nutritionist's practice will be explored.

Credits: 1.00

## **NUTR 612 Human Nutrition II: Micronutrients**

This course covers structure, function, and food sources of the micronutrients (vitamins, minerals, trace minerals, and various phytochemicals). The complex function of each nutrient is reviewed, along with interactions, excesses, deficiencies, supplementation, and nutrient synergy. The effects of food processing, fortification and agricultural practices on micronutrient

density of foods will be explored. The course will also cover lab assessment of nutritional status. Students use a variety of methods to compare the micronutrient content of diets and will review safety and toxicology of dietary supplements, drug-nutrient, and nutrient-nutrient interactions.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 547A, ISCI 646A, ISCI 647A; ISCI 626; NUTR 614

## **NUTR 613 Human Nutrition: Macronutrients and Micronutrients**

This course covers macronutrients (carbohydrates, lipids, and proteins) and micronutrients (vitamins, minerals, trace elements, and various phytochemicals and accessory nutrients). Macronutrients are addressed in terms of digestion, absorption, transportation, metabolism, and storage. The health effects of various macronutrients and their building blocks are considered. The complex function of micronutrients is reviewed, along with interactions, excesses, deficiencies, and supplementation. Students will examine nutrients within the context of a whole foods diet. Students will become proficient in analyzing case study data comparing nutrient intake in a variety of diets.

Credits: 3.00

## **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: 2.00

### **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 are covered. This course builds on the foundation of nutritional biochemistry and pathophysiology, exploring more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 3.00

Prerequisite: 1 of the following: NUTR 635, NUTR 633

### **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: 1.00

Prerequisite: 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: 4.00

Prerequisite: ISCI 626; NUTR 613

### **NUTR 634**

#### **Diabetes Education: An Integrative Approach**

This course reviews pathophysiology and epidemiology of type 2 diabetes, including techniques for assessment, treatment and prevention. Practitioners will learn to identify risk factors of pre-diabetes and initiate preventative counseling in nutrition, as well as provide community education. Meal planning, health behavior change, monitoring, and other management tools will be explored.

Credits: 1.00

Prerequisite: 1 of the following: ISCI 547A, ISCI 646A, ISCI 647A; 1 of the following: NUTR 611, NUTR 613, NUTR 614

### **NUTR 635**

#### **Applied Clinical Nutrition I Nutritional Assessment**

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course explores more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools.

The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 2.00

Prerequisite: 1 of the following: NUTR 612, NUTR 613

### **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 are covered. This course explores more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 2.00

Prerequisite: 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B; NUTR 635

### **NUTR 637**

#### **Nutrition and Digestive Health**

This course will explore the relationship between food, digestion and health. The course will cover the role of food and lifestyle in maintenance of health, and delve into assessment and the rationale for specific therapeutic dietary approaches for restoring digestive integrity. Topics will include: digestion and absorption, intestinal permeability, the role of the gut microbiome, inflammation and the gut immune system, and the gut-brain system connection. Digestive issues including gluten sensitivity, celiac disease, food sensitivities, irritable bowel syndrome, and the use of restorative foods in a variety of gastrointestinal conditions will also be explored.

Credits: 1.00

Prerequisite: ISCI 626; 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B

### **NUTR 641**

#### **Life Cycle Nutrition**

This course explores the changes in human nutrition through the life cycle stages from pre-conception through the elder years. Students will examine biopsychosocial health inputs at each stage of development, along with the impact of diet on each phase. Students will become knowledgeable about federal, state, and local programs that provide support for food or nutrition education at various life cycle stages. Students will learn to design diets to meet needs during various life cycle stages. Case studies, menu planning, and diet assessment will be incorporated.

Credits: 3.00

Prerequisite: 1 of the following: NUTR 612, NUTR 613

### **NUTR 643**

#### **Public Health Nutrition**

This course studies nutrition from the perspective of the community rather than the individual. The course covers the epidemiological and scientific basis for government-based policies on nutritional requirements and recommendations, the role of nutrition in health promotion and disease prevention, and strategies for improving the nutrition and health of communities. The course also includes an overview of health disparities, health equity and the impact of nutrition policy on population-wide eating habits.

Credits: 2.00

Prerequisite: NUTR 641

### **NUTR 651A**

#### **Clinical Skills I**

The purpose of this course is for the student to apply the clinical nutrition practice model from an integrative perspective. The student will learn the application of the universal nutrition care process (NCP) of assessment, nutrition diagnosis, intervention, evaluation and monitoring. The student will develop basic nutrition assessment skills as well as client relationship building, interviewing, intake and health history taking skills. Through practice experience, the student will learn to utilize the NCP for determining nutritional status, diagnosis, pattern recognition and core imbalances. Students will be given the starting tools for an effective clinical nutrition practice.

Credits: 2.00

Prerequisite: 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B; NUTR 612

### **NUTR 651B**

#### **Clinical Skills II**

In this course students will continue to hone interpersonal and observational skills and apply knowledge to real-life clinical situations and practice sessions. Students will delve deeper into clinical strategies, learning the application of specific food plans and the role of dietary supplements in clinical nutrition practice. Students will hone their motivational interviewing skills, develop strategies to address various core-imbalances and clinical scenarios, develop their personal counseling style, and build skills to work with clients who are resistant to change.

Credits: 2.00

Prerequisite: 1 of the following: NUTR 651A, NUTR 652

### **NUTR 654C**

#### **Clinic**

In this course, students apply all of their learning to become a healing presence in the client-practitioner relationship. Students receive hands-on practice in the university student clinic in the nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation in supervised clinical practice. This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR 635; 1 of the following: NUTR 651A, NUTR 652; Complete 3 visits with a nutritionist

### **NUTR 654D**

#### **Clinic**

This course provides the second half of the supervised clinical practice experience. Students receive hands-on practice in the university student clinic in the nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation. This course will continue to provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: 1 of the following: NUTR 651B, NUTR 653; NUTR 654C

### **NUTR 655C**

#### **Nutrition/Herbal Therapeutics Clinic**

In this course, students apply all of their learning to become a healing presence in the client-practitioner relationship. Students receive hands-on practice in the university student clinic in the herbal and nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation in supervised clinical practice. This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition, herbal counseling and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR 635; 1 of the following: NUTR 651A, NUTR 652; Complete 3 visits with a nutritionist

### **NUTR 655D**

#### **Nutrition/Herbal Therapeutics Clinic**

This course provides the second half of the supervised clinical practice experience. Students receive hands-on practice in the university student clinic in the nutrition and herbal care process, including assessment, diagnosis, intervention, monitoring and evaluation. This course will continue to provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition, herbal counseling and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: 1 of the following: NUTR 651B, NUTR 653; NUTR 655C

## **NUTR 656C**

### **Clinical Strategies in Nutrition Care**

This course is designed to give students practice in nutritional assessment and counseling. Students apply all of their learning to become a healing presence in the client-practitioner relationship. Mock counseling sessions held during clinic shifts will provide students with the opportunity to hone their clinical skills with a supportive environment that builds their confidence and proficiency in order to practice nutrition and integrative health effectively and competently. Instructor case reviews will provide students with feedback from supervisors, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR 635; 1 of the following: NUTR 651A, NUTR 652; Complete 3 visits with a nutritionist

## **NUTR 656D**

### **Clinical Strategies in Nutrition Care**

This course provides the second half of the clinical strategies experience. Students apply all of their learning to become a healing presence in the client-practitioner relationship. Mock counseling sessions held during clinic shifts will provide students with the opportunity to hone their clinical skills with a supportive environment that builds their confidence and proficiency in order to practice nutrition and integrative health effectively and competently. Instructor case reviews will provide students with feedback from supervisors, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: 1 of the following: NUTR 651B, NUTR 653; NUTR 656C

## **NUTR 662**

### **Energetics of Food**

Using readings from Chinese medicine and other ancient healing systems, students will explore the inherent qualities of food and how these impact the eater's physical, emotional, and spiritual well being. Basic eastern medicine concepts of warming, cooling, and neutral energies in food and how they influence human digestion and health will be explored.

Credits: 1.00

## **NUTR 663**

### **Sports Nutrition**

This course examines diets that support effective athletic performance. Macronutrient mix, hydration, timing of meals, and support of the immune system for athletes will be considered. Gender-specific nutritional conditions and risks related to athletic endeavors will be reviewed.

Credits: 1.00

Prerequisite: 1 of the following: ISCI 547A, ISCI 646A, ISCI 647A; 1 of the following: NUTR 611, NUTR 613, NUTR 614

## **NUTR 664**

### **Food Systems and Policy**

This course addresses current topics in food, nutrition, public health and environmental sustainability including: access to food, food systems, influence of food/nutrition policies on the individual and planet, cost of foods, influences on food selection, food safety, nutrition-related health challenges. These issues will be explored from local, national and global perspectives.

Credits: 2.00

## **NUTR 665**

### **The Dynamics of Food and Healing**

In this course students will explore how food relates to healing. Students will compare various theoretical frameworks, such as energetic and whole systems theories. They will examine the effectiveness of different nutritional approaches for bringing balance to the body, and learn practical applications of using food for healing.

Credits: 1.00

## **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: 1.00

## **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: 1.00

## **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: 2.00

## **NUTR 673**

### **Global Nutrition**

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

Credits: 2.00

## **NUTR 675**

### **Chinese Nutrition Therapy**

This course explores the theory and practice of Chinese nutritional therapy. We will examine basic concepts of Chinese medical theory and diagnosis, and the energetic nature of food from a traditional Chinese medical perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2.00

**NUTR 676****Chinese and Western Nutrition Therapy**

This course for non-nutrition students explores the theory and practice of Chinese nutritional therapy, using the lens of Western and Chinese medicine. Students will gain a basic knowledge of evidence-based Western nutrition. Students will also examine the energetic nature of food from a traditional Chinese medical perspective, and understand how to explain these concepts from a Western perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods, as well as basic information on macro and micro nutrients and their link to Chinese nutrition. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2.00

Prerequisite: 1 of the following: ACP 614, AOM 613A

**NUTR 681****Cooking with Whole Foods Lab I**

Cooking with Whole Foods Lab I is the foundation lab from which all other labs are built upon. This lab will cover basic kitchen sanitation, safety, quality of ingredients selection, stocking a pantry and equipment essentials. Lab I also includes knife skills practice, along with basic cooking techniques of grains, beans and greens. Students will prepare recipes for group tasting and discussion.

Credits: 0.50

**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 they learn how to minimize the use of processed ingredients. Students learn to optimize flavor/taste for various health concerns. To fit these criteria, the class will discuss how to adjust favorite recipes and create educational handouts on healthy sweets and salts.

Credits: 0.50

Prerequisite: 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, create enzyme rich sauces, making nutrient-dense bone and meat stocks, and working with organ meats.

Credits: 0.50

Prerequisite: 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 life style of the diverse population who suffers with food allergies and learn skills to create nutrient dense meals in 30 minutes or less.

Credits: 0.50

Prerequisite: NUTR 682

**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: 0.50

Prerequisite: NUTR 001; 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: 0.50

Prerequisite: 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: 0.50

Prerequisite: NUTR 682

**NUTR 691C****Practicum**

The purpose of a practicum is to give students practical field experience in an off-campus organization, agency, or community setting. It is designed primarily to focus on the delivery of nutrition-related services to support health promotion, education, and other nutritional services to a group. Students apply all of their learning to become a healing presence in the community. In this first half of practicum, students identify an appropriate site, assess the needs of the target population, and develop nutrition education materials and lesson plans. Students will build their confidence and proficiency in order to practice nutrition and integrative health effectively and competently in the community.

Credits: 1.50

Prerequisite: IHED 620; IHED 626; ISCI 626; ISCI 647B; NUTR 001; NUTR 641; Complete 3 visits with a nutritionist

**NUTR 691D****Practicum**

This course is the second half of practicum experience. Students continue to work at an off-campus site delivering nutrition-related services to support health promotion, education, and other nutritional services to a group. Students apply all of their learning to become a healing presence in the community. Students evaluate their program and participant outcomes and detail their findings in a comprehensive report and reflection paper. Students will build their confidence and proficiency in order to practice nutrition and integrative health effectively and competently in the community.

Credits: 1.50

Prerequisite: IHED 623; IHED 625; NUTR 691C

### **NUTR 692C**

#### **Capstone Project**

The Capstone project is an opportunity for students to complete an applied research project on a nutrition topic in the areas of health promotion, education or other nutritional services as it relates to a community health problem or public policy issue. Through the Capstone Project, students will integrate and apply all of their learning to successfully complete the Capstone Project which requires both a written research paper and a webinar presentation. Students will identify and focus on a narrow topic, prepare an outline, and conduct a literature review of the relevant research in the selected field.

Credits: 1.50

Prerequisite: 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B; 2 of the following: ISCI 701, NUTR 641

### **NUTR 692D**

#### **Capstone Project**

This course is the second half of the research experience that culminates in the delivery of a written research paper and a webinar presentation. The student continues to work on their applied research project on a nutrition topic in the areas of health promotion, education or other nutritional services as it relates to a community health problem or public policy issue. Through the Capstone Project, students will integrate and apply all of their learning to successfully complete the Capstone Project.

Credits: 1.50

Prerequisite: NUTR 692C

### **NUTR 699A**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 1.00

### **NUTR 699B**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 2.00

### **NUTR 699C**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 3.00

### **NUTR 699D**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 0.50

### **NUTR 6EXI**

#### **Nutrition MSNIH Comprehensive Exam**

Nutrition MSNIH Comprehensive Exam

Credits: 0.00

### **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: 2.00

Prerequisite: 1 of the following: NUTR 633, NUTR 635

### **NUTR 799A**

#### **NUTR Internship**

The Nutrition Internship provides six months of supervision for up to 1000 hours of individualized supervised practice in the field of nutrition to those who are eligible for or hold an advanced degree in nutrition from an accredited institution and who wish to pursue board certifications that require supervised practice hours. Interns will find their own opportunities, utilizing the program for supervision, structure, and support, or combine MUIH placements in the MD/DC area with self-initiated internship experiences.

Completion of the Nutrition Internship offers students the experience necessary to improve their clinical and community skills in the field of nutrition. Must complete NUTR799A and NUTR799B.

Credits: 3.00

Prerequisite: 1 of the following: NUTR 654C, NUTR 655C, NUTR 656C, NUTR 691C, NUTR 692C

### **NUTR 799B**

#### **NUTR Internship**

This course is the second half of the Nutrition Internship program which provides up to 1000 hours of supervised practice experience in the field of nutrition. Completion of the Nutrition Internship offers students the experience necessary to improve their clinical and community skills in the field of nutrition.

Credits: 0.00

Prerequisite: NUTR 799A

### **NUTR 800**

#### **Graduate Colloquium**

This course comprises the initial residential component of the DCN program. The objective of this colloquium is to introduce the cohort to each other and to faculty; to provide leadership and explain the doctoral process; and to introduce students to core principles and values of the university. During this course, students will begin to delineate areas of practice and research interest and explore what it means to cook with whole foods by participating in a hands-on experience.

Credits: 1.50

### **NUTR 801**

#### **Principles of Integrative & Functional Nutrition**

This course lays the groundwork the philosophy and practice of Integrative and Functional Nutrition. Evidenced based principles are blended with traditional healing systems to create a person centered, relationship-based foundation for clinical practice. Content will explore the relationships between lifestyle, health outcomes, and the role of a systems based approach for assessment and therapeutics. Assessment tools will include the Integrative & Functional Medical Nutrition Therapy Radial, tools from the Institute for Functional Medicine, and others.

Credits: 3.00

## **NUTR 802**

### **Nutritional Approaches to Detoxification**

Daily we are exposed to environmental chemicals, metals, and electromagnetic fields that can disrupt health. This course looks at the underlying physiology of detoxification and biotransformation; it explores how to recognize environmental issues and best practices for assessing their contribution to illness, and the role of food, nutrients, nutraceuticals, and the role of lifestyle in the detoxification process. Discussion will also focus on scope of practice and the role the nutritionist plays in addressing environmental toxicity.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

## **NUTR 810**

### **Special Topics in Nutrition I**

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty.

Credits: 1.50

Prerequisite: NUTR 800; 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: 1.50

Prerequisite: NUTR 800; NUTR 801

## **NUTR 821**

### **Bioethics in Clinical Nutrition**

This course explores the principles of bioethics in Clinical Nutrition. Topics include legal and medical terminology, scope of practice, protecting client confidentiality, Health Insurance Portability and Accountability (HIPAA), sales of nutraceuticals and health products. Other ethical areas of concern in nutrition covered include food production, labeling, health claims, and funding of research.

Credits: 3.00

## **NUTR 822**

### **Epigenetics & Nutritional Genomics**

Evidenced based research is growing in the relatively new fields of epigenetics and nutritional genomics and their role in gene expression. This course provides an introduction to these fields including proteomics, DNA and protein methylation, acetylation, and current research and application of nutritional genomic principles. Exploration will examine the interaction between environmental factors and the epigenome. Specifics will include the validity and application of genomic testing, and the role of diet, herbs, spices, and lifestyle in epigenetic and nutritional genomics.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

## **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: 3.00

Prerequisite: NUTR 800; 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: 3.00

Prerequisite: NUTR 800; 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 environment. Case studies will be used to help students integrate science with clinical application.

Credits: 3.00

Prerequisite: NUTR 800; 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: 3.00

Prerequisite: NUTR800; NUTR801

**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: 3.00

Prerequisite: NUTR 800; NUTR 801

**NUTR 836****Case Reports in Functional Nutrition**

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 integrated nutrition journal.

Credits: 3.00

Prerequisite: ISCI 801; ISC I823

**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: 1.50

Prerequisite: NUTR 800; NUTR 801

**NUTR 8EXI****Nutrition DCN Comprehensive Exam**

Nutrition DCN Comprehensive Exam

Credits: 0.00

**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 supervised 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.

Credits: 3.00

Prerequisite: NUTR 8EXI

**NUTR 901****Advanced Clinical Nutrition Residency & Research Project II**

This course provides the second half of the Clinical Residency. Residents complete a supervised 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.

Credits: 3.00

Prerequisite: NUTR 900

**NUTR 902****Advanced Clinical Strategies in Nutrition I**

This course is a Clinical Residency to apply and synthesize learning in a clinical setting. Residents work in a supervised nutrition practice or in a mock clinical setting, design and implement a clinical research project, and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisite: NUTR 8EXI

**NUTR 903****Advanced Clinical Strategies in Nutrition II**

This course provides the second half of the Clinical Residency. Residents complete a supervised nutrition practice or mock counseling sessions, complete a clinical research project and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisite: NUTR 902

---

# TRANSFORMATIVE LEADERSHIP AND SOCIAL CHANGE

Note: this program is no longer enrolling as a graduate degree

## **TLSC 661**

### **Independent Study 1**

Credits: 1.50

Prerequisite: TLSC 655

## **TLSC 662**

### **Independent Study 2**

Credits: 1.50

Prerequisite: TLSC 655

## **TLSC 663**

### **Independent Study 3**

Credits: 1.50

Prerequisite: TLSC 661; TLSC 662

## **TLSC 664**

### **Independent Study 4**

Credits: 1.50

Prerequisite: TLSC 661; TLSC 662

## **TLSC 690**

### **Project of Excellence**

Credits: 3.00

Prerequisite: TLSC 663; TLSC 664

---

# YOGA THERAPY

## 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: 2.00

## 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: 3.00

Prerequisite: YOGA 611

## YOGA 613

### **Theoretical Foundations for Using Yoga to Support the Mind and Spirit**

This course introduces yogic perspectives on the structure and function of the mind, including states of balance and imbalance. Students learn how yoga practices can support a shift in one's approach to life's challenges. The effects of daily movement and breathing practices (asana and pranayama) on the mind will be explored. Forms of meditation, yoga nidra and Ayurvedic wellness practices that support meditation and relaxation such as mantras, yantras and mudras are introduced.

Credits: 3.00

Prerequisite: YOGA 611

## YOGA 615

### **Breath and Health**

Yoga practices can have a profound effect on health by leading to changes in vitality associated with shifts in the flow of prana. This course will specifically explore the concept of prana in conjunction with pranayama or traditional practices of breath work. Included in this course will be in-depth consideration of common breath pattern disorders, their effect upon health (with specific consideration of prevalent health issues and symptoms of over-breathing), and the appropriate practices of pranayama that can be taught to address these breathing patterns. Both the physical and subtle anatomy of the breath will be covered. Students will also develop their skills in leading breathing practices.

Credits: 1.00

Prerequisite: YOGA 611

## YOGA 634

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

This course introduces teaching and therapy skills commonly used by Yoga Therapy practitioners. Students will learn the skills to assess educational needs, then design, implement, and evaluate educational programs for both individuals and groups. Critical aspects of the relationship between the practitioner and the client will be addressed. Discussions will include scope of practice and boundaries, including boundaries used in discussions of sexuality, religion and other issues relevant to the practice of Yoga Therapy. This 1.5 credit course includes 15 didactic hours and 22.5 hours of independent study overseen by course faculty.

Credits: 1.50

Prerequisite: YOGA 6EX1

## 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: 3.00

Prerequisite: YOGA 634

## YOGA 641

### **Yoga Therapy: Principles and Practice I**

This series of courses (YOGA 641, 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 641) focuses on the therapeutic applications of yoga therapy for common postural misalignments that have a structural or functional origin. Students will also learn specific practices to support clients that have suffered injury or been referred for yoga therapy post-surgery.

Credits: 2.00

Prerequisite: YOGA 6EX1

## YOGA 642

### **Yoga Therapy: Principles and Practice II**

This series of courses (YOGA 641, 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: 2.00

Prerequisite: YOGA 641

### **YOGA 643**

#### **Yoga Therapy: Principles and Practice III**

This series of courses (YOGA 641, 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: 2.00

Prerequisite: 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: 1.50

Prerequisite: YOGA 6EX1

### **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: 1.50

Prerequisite: 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: 2.00

Prerequisite: YOGA 645

### **YOGA 648**

#### **Clinical Case Reporting**

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 focus on the analysis of clinical decision making and the application of critical thinking.

Credits: 1.50

Prerequisite: YOGA 645

### **YOGA 699A**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 1.00

### **YOGA 699B**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 1.50

### **YOGA 699C**

#### **Independent Study Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 2.00

### **YOGA 699D**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 2.50

### **YOGA 699E**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 3.00

### **YOGA 6EX1**

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

The final exam that covers all material in year 1.

Credits: 0.00

Prerequisite: YOGA 611; YOGA 612; YOGA 615; YOGA 620; 1 of the following: YOGA 621, ISCI 651; 1 of the following: YOGA 622, ISCI 644