



Academic Catalog
2014-2015

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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
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 Laurel, MD 20723
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www.muih.edu

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SECTION ONE INTRODUCTION

YOU ARE WELCOME HERE

A Message From President and CEO Frank Vitale

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 our expertise in a number of health and wellness disciplines, launched online courses and programs, 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,



Frank Vitale
President and CEO

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

Institutional Accreditation

Our university is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education.

Programmatic Accreditation

The Master of Acupuncture program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Drive, Eden Prairie, MN 55347 (952-212-2434), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners.

The Master of Oriental Medicine program has been admitted to Candidacy status by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Drive, Eden Prairie, MN 55347 (952-212-2434) and is in the process of seeking accreditation.

State Approvals

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

Maryland Higher Education Commission

6N Liberty Street, 10th floor

Baltimore, MD 21201

410-767-3301

www.mhec.state.md.us

LEARNING AND PHYSICAL RESOURCES

Main Campus

Maryland University of Integrative Health 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.

Building Hours

Monday-Friday: 7 a.m.-10:30 p.m.

Saturday-Sunday: 7 a.m.-7 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.

Five workstations in the library, plus Wi-Fi service throughout the building, 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.

Library Hours

Monday-Wednesday: 8:30 a.m.-7 p.m.

Thursday-Friday: 8:30 a.m.-9 p.m.

Saturday-Sunday: 10 a.m.-6 p.m.

410-888-9048 ext. 6644

librarydesk@muih.edu

www.muih.edu/library

Meeting Point Bookstore and Cafe

Located off MUIH's main 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: 8:30 a.m.-9 p.m.

Saturday-Sunday: 8:30 a.m.-4:30 p.m.

410-888-9048 ext. 6632

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 faculty and student practitioners deliver personalized health and wellness services to a broad base of clients in a diverse range of settings. Many settings also include rotations where students 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 perform treatments on their own or assist other student practitioners under close supervision of experienced clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners. The Natural Care Center serves as the primary teaching clinic for students and is located on campus at MUIH.

Natural Care Center

410-888-9048 ext. 6614
naturalcarecenter@muih.edu
www.muih.edu/ncc

Living Well With Cancer

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

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.howardccc.edu

Howard County Detention Center

7301 Waterloo Road
Jessup, MD 20794
410-313-5200
www.howardcountymd.gov

Howard County Health Department

7178 Columbia Gateway Drive
Columbia, MD 21046
410-313-6202
www.hchealth.org

Laurel Wellness

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

Penn North Neighborhood Center/MD CHI

2410 Pennsylvania Avenue
Baltimore, MD 21217
410-728-2080
www.penn-north.com

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.

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 for the Physically Challenged

Maryland University of Integrative Health's building has convenient parking for physically challenged persons and is wheelchair-accessible. Elevators provide access to offices and treatment rooms 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, whether reported to the institution or local police authorities. 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.

Disabilities Services

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 reasonable accommodation of achieving the education and training.

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 reasonable 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 reasonable accommodations and ways to implement these accommodations. Accommodations may include, but are not limited to, auxiliary aids and other services.

If you have any questions regarding this policy, please contact the University's Disability Services Coordinator at dscoordinator@muih.edu.

Office of Online Learning

MUIH offers many online courses and programs. The Office of Online 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 graduation. 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 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.

Off-campus housing is readily available. Lists of short and long-term housing possibilities in areas around Howard County, Md., Baltimore, Md., and Washington, D.C., are available from the Office of Graduate Admissions. Housing expenses will vary widely depending upon the size and location of the residence.

BOARD AND ADMINISTRATION

Board of Trustees

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Health Management
Tia Simmons, Dr.P.H.
Academic Director, Health Philosophy and Promotion
James Snow, M.A., RH(AHG)
Interim Academic Director, Integrative Health Sciences
Michael Tims, Ph.D.
Academic Director, Herbal Programs



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.

Director of Enrollment Management

Office of Graduate Admissions

7750 Montpelier Rd

Laurel, MD 20723

410-888-9048 ext. 6647

admissions@muih.edu

www.muih.edu/admissions

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.

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 (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. Applicants may also download hard copy applications from www.muih.edu to submit their application by mail.

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

* Applicants to online programs with permanent residences in one of the following states must contact the Office of Graduate Admissions before submitting an application: Alabama, Arkansas, Iowa, Wisconsin and Minnesota. This list may change, please refer to www.muih.edu/admissions/application-process for any updates.

† Applicants for the Post-Baccalaureate Certificate in Chinese Herbs are not required to submit an essay.

Transcripts

Official transcripts are required from all post-secondary institutions attended as evidence of meeting admission requirements. Official transcripts should be sent directly from the respective college or university. 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 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

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, which may be conducted on campus or by phone.

Deadlines

MUIH accepts and reviews applications on a rolling admissions basis 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 www.muih.edu/admissions-process.

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

Start Date	Priority Deadline
September	July 1
January	November 1
April	February 1

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

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, an application is considered complete and the review process begins. Applications are reviewed by faculty and by the admissions committee. This process typically will take four to six weeks, at which time a letter of decision will be sent. Admissions decisions will be issued via US mail under normal circumstances. Late applicants may be given this information over the phone or via email when required.

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. Students who request a deferral after acceptance will be required to pay the tuition deposit in order to hold their space in the program. If a student with a deferred acceptance does not enroll within one year, that fee is forfeited.

International Students

An applicant that 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. Below, please find the web address for National Association of Credential Evaluation Services. Any current member of NACES listed on its website can be used for the official evaluation of foreign degrees.

National Association of Credential Evaluation Services
www.naces.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 a financial statement to determine eligibility to receive a Form I-20. In order to receive the I-20, applicants must be able to 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.

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 Form I-20 along with a current bank statement providing 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).
- 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 associate vice president for student services and 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. For more information on the SEVIS I-901 non-refundable fee, please see the website at 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) to assist you in learning more about this process.

English Language Requirements

Success in MUIH's graduate degree programs is dependent on a student's ability to communicate in English. This ability not only includes comprehending, reading, and writing English, but specifically the ability to understand the nuances in the language and to speak effectively. This level of proficiency is greater than that which is required for daily living. The requirements stated below are in place to ensure a student's ability to take full advantage of the academic programs and serve the outside community as practitioners.

Students who are non-native English speakers may be required to take the Test of English as a Foreign Language (TOEFL) or the TOEFL Internet-based Test (IBT). Maryland University of Integrative Health's school code is 8400. Contact TOEFL directly at toefl.org for information about registering for the test. Questions related to fulfilling the language requirement can be directed to an admissions counselor. In addition to this option, any student who has successfully completed a degree, (in which the language of instruction is English) may provide proof of graduation to meet this requirement.

TUITION AND FEES

Application Fee

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 only)

Transfer fee for all programs: \$25

(For current MUIH students transferring to another program.

Students may be required to submit some or all of the required application documents – contact the Office of Graduate Admissions for guidelines.)

Tuition Deposit

An individual accepted into one of MUIH's academic programs will be billed a non-transferable, 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, or credit card.

The following deposit fees apply:

Master's degrees, except Acupuncture and Oriental Medicine: \$750

Master of Acupuncture and Master of Oriental Medicine: \$1000

Post-Baccalaureate and Post-Master's Certificates: \$500

Tuition

Tuition rates vary by program. For current tuition rates, contact the Office of Graduate Admissions or visit Tuition & Fees in the Admissions section of www.muih.edu.

There is an additional \$25/credit technology fee for courses taken online.

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 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 out-of-state field trips (i.e., admission fees, transportation, food, and lodging, as applicable) and supplies in the Therapeutic Herbalism program. Online students do 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 Requirements

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

On Campus Requirements

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 free by the University.

- Post-Baccalaureate Certificate in Chinese Herbs
- Master of Acupuncture
- 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 Oriental Medicine
- Master of Science in Yoga Therapy
- Post-Master's Certificate in Clinical Herbalism

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 background check. Students must check with their off-campus sites 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 Nutrition and Integrative Health with area of concentration in Community Nutrition Education

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. A personal identification number (PIN) may be requested at 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. 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. 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 to the chair of the Scholarship Review and Selection Committee by August 1 for the fall trimester and December 1 for the spring trimester.

The application must include an essay (no more than two pages) describing:

- Why you believe you are deserving of the scholarship.
- Your unique skills and interests that embody the University's values and mission.

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.

SUBMIT APPLICATION TO:

Chair, Scholarship Review & Selection Committee
C/O Office of Financial Aid
Maryland University of Integrative Health
7750 Montpelier Road
Laurel, MD 20723

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 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 must reapply for future consideration.

ELIGIBILITY REQUIREMENTS

Candidates for the 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 master's degree, post-master 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 must reapply for future consideration.

ELIGIBILITY REQUIREMENTS

Candidates for the Mahan & 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 master's degree, post-master certificate or post-baccalaureate certificate programs.

SHERMAN L. & LUCY DIAZ COHN SCHOLARSHIP

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 must reapply for future consideration.

ELIGIBILITY REQUIREMENTS

Candidates for the Sherman & 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 master's degree, post-master certificate or post-baccalaureate certificate programs.

HELEN M. & ANNETTA E. HIMMELFARB SCHOLARSHIP

Helen M. & Annetta E. Himmelfarb Scholarship provides up to \$700 for education-related expenses for one year to new or continuing eligible Master of Acupuncture or Master of 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 must reapply for future consideration.

ELIGIBILITY REQUIREMENTS

Candidates for the 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 or Master of Oriental Medicine program.

THE JO ANN BARLOW SCHOLARSHIP

The Jo Ann Barlow Scholarship provides partial tuition and/or financial assistance for up to one academic year to a new or continuing student enrolled in one of the master's degree, post-master 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 each trimester or academic year.

ELIGIBILITY REQUIREMENTS

Candidates for the 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 master's degree, post-master certificate, or post-baccalaureate certificate programs.

THE LESLIE MONTGOMERY MEMORIAL ENDOWMENT

The Leslie Montgomery Memorial Endowment provides partial tuition and/or financial assistance for up to one academic year to a new or continuing student enrolled in the Master of Acupuncture or Master of 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 each trimester or academic year.

ELIGIBILITY REQUIREMENTS

Candidates for the Montgomery 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 or Master 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 to a new or continuing MUIH student. 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 each trimester or academic year.

ELIGIBILITY REQUIREMENTS

Candidates for the 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 master's degree, post-master 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 must 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 Maryland residents who qualify. 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. 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 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:

$$\begin{array}{rcl} \text{Percentage of} & = & \text{Number of days completed up to} \\ \text{earned aid} & & \text{the withdrawal date} \\ & & \hline & & \text{Total days in the payment} \\ & & \text{period or term.} \end{array}$$

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 associate vice president of student affairs/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 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.

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.

Note: Transferring credits is based on academic equivalency between schools. 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 his/her 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 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.

Note: The application and documentation for transfer credit must be submitted at least one trimester prior to the start of the MUIH course(s) being considered.

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.

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 they miss more than is required/outlined on the course syllabus.

Attendance is a key factor in overall success in the program and passing courses. A significant amount of class work is experiential in nature and therefore may not be easily obtainable from classmates' notes or any other source. Full attendance is critical in a graduate certificate program, and it is expected. Students should refer to course syllabus for attendance requirements of a graduate certificate course. In addition, the student should be aware that attendance is a requirement of federal financial aid and that attendance records must be kept accurately for that purpose.

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

Financial aid is intended to meet the financial needs of the student who otherwise could not or would not consider continuing their education. Students who receive financial aid must not only demonstrate financial need, but must also make satisfactory progress toward the completion of their programs of study as determined by Maryland University of Integrative Health in accordance with federal regulations. Satisfactory academic progress (SAP), as described below, is evaluated each trimester following the posting of all grades for students enrolled in degree programs. Students who are enrolled in eligible programs of one academic year or less will have their SAP evaluated at end of each trimester. Failure to maintain satisfactory progress, as described below, will result in cancellation of financial aid awards, and the student may have to repay any funds already received.

Minimum Standards

MUIH institutional requirements for minimum satisfactory performance for graduate financial aid recipients are defined as follows:

1. Minimum pass rate of 80 percent "P."

Graduate students must maintain grades of "P." The grade of "P" denotes satisfactory work.

2. Maximum timeframe to completion.

Graduate students are required to complete their programs of study within five years for master's programs, three years post-baccalaureate certificate programs, and three years for post-master's certificate programs.

Probation

Students who receive a grade of fail (F), or receive three or more incompletes (I), or fail to meet minimum standards as stated above or fail to meet the University's academic progress requirements will be placed on probation and will be give one trimester to meet SAP.

An extension to these deadlines may be given to a student requiring remediation if a course is not offered by the University within the specified timeframes. While on probation, students must receive passing grades in their current coursework. For clinical courses, students must meet the minimum standards as stated above. Students on probation are eligible to receive federal financial aid.

Re-Establishing Federal Student Aid Eligibility

Students who fail to meet SAP after their probation period or who are placed in academic jeopardy defined by the University's academic progress policy will be ineligible to receive any additional federal financial aid until SAP is re-established. The students will need to meet with the Academic Director and Academic Advisor of their program to create goals to re-establish SAP. Once the goals have been met and the student has reestablished SAP, the Office of Financial Aid must receive written verification from the Academic Director before federal financial aid eligibility can be re-instated.

Appeal

Students who failed to meet SAP due to extenuating circumstances such as medical reasons, death in the family or circumstances beyond the student's control may submit a written appeal to the Director of Financial Aid. The appeal must include the reason for the request along with supportive documentation and the steps that will be taken to meet SAP. Students will be notified in writing of the decision.

Leave of Absence

Students that have circumstances that require them to take a temporary break in attendance may request a Leave of Absence (LOA) in writing to their Academic Advisor. For financial aid purposes, an approved LOA cannot exceed 180 days in a 12-month period. The LOA must be taken before the start of a trimester and Subsidized/Unsubsidized Loan funds cannot be disbursed during the LOA. If these requirements are not met or if a student fails to return after an approved LOA, the student will be considered withdrawn for financial aid purposes and will enter into their grace period or repayment of their deferment or forbearance options. Students should consult with the Office of Financial Aid before taking a LOA.

Students who receive Federal funds and withdraw or graduate are required to complete an online loan exit interview at www.studentloans.gov before leaving the University.

Withdrawal from a Program

Students are responsible for initiating the withdrawal process in writing with 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, Academic Advisor, 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 his/her Academic Advisor. The Office of Graduate Admissions will ensure that student fulfills all documentation requirements and pays all fees prior to resuming coursework. 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 Student Development & Engagement Advisor from the program, an administrative withdrawal may be initiated by the Academic Advisor or Office of the Registrar.

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 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".

COMMONLY ASKED QUESTIONS

May I visit the school and sit in on a class?

Yes. Please contact the Office of Graduate Admissions to make arrangements. Open houses and class visits also provide wonderful opportunities for prospective students to meet faculty and staff and get a sense of the philosophy that is the foundation of our programs.

How important is it that I have a background in a health-related field?

Approximately 30 percent of our students have experience in professional healthcare, while about 70 percent have backgrounds or degrees in a broad range of areas. We find that learning in each class is enriched by this diversity of backgrounds of people from all occupations.

May I talk with some of the students or graduates who have the same background as I do?

Yes. Please make arrangements through the Office of Graduate Admissions.

Am I too old to start something new?

Our students have ranged in age from 22 to 70, with an average age of 40. For most of our students, pursuing one of our degree programs is an important and desired change of career. Many shift from successful and lucrative jobs in order to study a healing discipline that has changed and enriched their own lives. For many, this change is an opportunity to pursue a path for which they have a passion.

How much time can I expect to spend on course work outside of class?

The number of hours students will spend on course work outside of class is subjective based upon each student's individual skills and abilities. Generally, one can expect to spend approximately three hours weekly on course work outside of class for every hour of course work taken that week.

What if I don't have a bachelor's degree?

A bachelor's degree in any discipline is the minimum requirement for all of our academic programs. We recommend that individuals without bachelor's degrees contact a variety of local and online universities and colleges to investigate bachelor's programs tailored to adult learners.

Is federal financial aid available for the graduate programs?

Yes. Please contact the Office of Financial Aid for details on federal financial aid programs and options and refer to the Financial Aid section of this catalog.

Is it possible to work while enrolled in one of MUIH's programs?

It is possible to work while enrolled. Please note that the clinical portion of some programs places significant additional time and energy demands on students, and that this may have an impact on the amount of time available for employment.

Is Maryland University of Integrative Health a part of the University of Maryland system?

No. Maryland University of Integrative Health is an independent non-profit university.

Do you have on campus housing?

No. However, we do maintain a list of available housing accommodations in the area. Please contact the Office of Graduate Admissions with questions.

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



SECTION THREE ACUPUNCTURE AND ORIENTAL MEDICINE

Acupuncture And Oriental Medicine Department

Post-Baccalaureate Certificate in Chinese Herbs
Master of Acupuncture
Master 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, Evening/Weekend Acupuncture and Oriental
Medicine Programs
Interim Chair, Touching Energy and Structure Division

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

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

Tyme Gigliotti, M.Ac.
Chair, Clinical Practices Division

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

Lavina Velasco, M.S.
Program Coordinator, Acupuncture and Oriental Medicine

M. Eileen Foley
Program Coordinator, Chinese Herbs

Mahlía Joyce, M.S.
Academic Advisor

Contact the Department
ACUPUNCTURE AND ORIENTAL MEDICINE PROGRAMS
410-888-9048 ext. 6689
acupuncture@muih.edu

CHINESE HERBS PROGRAM
410-888-9048 ext. 6616
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 five-element constitutional 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 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 material 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 610	History of Chinese Herbal Medicine	0.25
CHP 621a	Chinese Herbal Medicine Theory I	4.00
CHP 621b	Five Element Theory & Integration	3.00
CHP 621c	Five Element Theory & Integration	5.25
CHP 641a	Clinical Observation	0.25
CHP 641b	Clinical Observation II	0.25
CHP 641c2	Clinical Observation III	0.50
CHP 711a	Chinese Herbal Medicine Theory II	3.50
CHP 711b	Chinese Herbal Medicine Theory II	4.50
CHP 711c	Chinese Herbal Medicine Theory II	4.75
CHP 721a	Clinical Internship	2.00
CHP 721b	Clinical Internship	2.50
CHP 721c	Clinical Internship	2.50
CHP 731a	Clinical Thought Process	0.50
CHP 731b	Clinical Thought Process	0.50
CHP 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
Total Program Credits		37.00

Faculty

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

Adjunct Faculty

Ann Cecil-Sterman, M.S.
Anne Jeffres, D.A.O.M.
Ta-Ya Lee, M.P.H., M.B.A., M.Ac., D.N.P.

Guest Lecturers

Stephen Cowan, M.D.
Thea Elijah, M.Ac.
Andrew Ellis
Cara Frank
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.
Dan Parrish, M.Ac.
Mie Xia, O.M.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 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 program
- Current student in MUIH Master 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 Requirements section of the catalog.

Program Format

The Post-Baccalaureate Certificate in Chinese Herbs is a 24-month program offered on campus on Fridays, Saturdays, and Sundays. Classes typically meet all day.

In the second year, students will begin participating in clinic. Clinic times are available on weekdays and weekends. See 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 (M.Ac.) degree. It is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. This tradition includes studying the five elements, the 12 officials, and yin/yang.

The program provides 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 students with a solid knowledge of the theory and philosophy of traditional acupuncture, the competence to treat their patients skillfully with needles and words, the capacity to become a healing force and an agent of change, and the ability to communicate their competency effectively.

Purpose

It is the purpose of the Master of Acupuncture program to teach acupuncture and the underlying principles of Oriental medicine by providing an extensive and sound educational program for students who wish to pursue this rewarding profession. At the same time, the University has taken a leadership role in establishing a standard of acupuncture education that has served as a norm throughout the world. Through meeting these objectives, the University ensures that the public will be served with competence and knowledge.

The curriculum is under constant review to ensure the standards of excellence demanded of those completing the program. Students who have completed the program will possess a solid knowledge of the theory and philosophy of traditional acupuncture, be able to treat and to communicate their competence effectively, and have a positive, realistic attitude about the potential of traditional acupuncture.

Goals

Students who complete the program will:

- Possess knowledge of the history and theory of acupuncture and its different traditions
- Integrate the principles of Chinese medicine with contemporary science
- Grow personally and professionally
- Serve clients at all levels of being – body, mind, and spirit
- Establish and maintain an acupuncture practice

Please note: To view the expanded educational objectives, please visit: 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:

- Basic Chinese Medicine theory (Five elements, Yin/Yang, Qi, etc.)
- Diagnostic skills development
- Rapport building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics

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 four-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 180 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

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

The daytime program is designed to be completed in three years and eight months over 11 trimesters, and may be completed in as few as nine trimesters. Students may progress at a more moderate pace and extend their clinical practice beyond Trimester 11 if necessary. The evening/weekend program is designed to be completed in four years and eight months over 14 trimesters, and may be completed in as few as 12 trimesters. Students are allowed to progress at a more moderate pace and extend their clinical practice beyond Trimester 14 if necessary. Students may also choose to take courses in both formats, which will influence program length.

Course of Study

Daytime Program

LEVEL I

Number	Course Title	Credits ¹
Trimester 1		
ACP 601a	History and Classics: Acupuncture from China to America	1.25
ACP 601b	History and Classics: Chinese Medicine from the Classical Perspective	1.75
ACP 611	Theory: Principles of Healing and the Laws of Nature	2.50
ACP 631	Diagnostic Skills: Awakening the Observer	1.75
ACP 635-1	Pulse Development	0.30
ACP 681A	Self-Cultivation of Qi	0.75
APP 600a	SOPHIA® Intensive	3.50
APP 601	Initiating a Healing Presence	1.25
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
RES 511	Fundamentals of Information	0.00
Subtotal		16.05
Trimester 2		
ACP 612	Theory: Officials and Substances	2.00
ACP 622	Point Location: Distal Points of the Arm Primary Meridians	3.00
ACP 632a	Diagnostic Skills: Cultivating the Instrument	2.00
ACP 632b	Diagnostic Skills: Rapport Intensive	1.00
ACP 635-2	Pulse Development	0.30
ACP 652	Clinical Observation: From Story to Phenomena	1.00
ACP 662	Practice Management: Ethics for the Healthcare Professional	1.00
APP 602	Being the Needle	1.50
ISCI 542	Physiology: The Science of Wellness	2.00
Subtotal		13.80

LEVEL II

Number	Course Title	Credits ¹
Trimester 3		
ACP 613	Theory: Five Phases I	2.00
ACP 613b	Theory: Five Element Project	1.00
ACP 623	Point Location: Distal Points of the Leg Primary Meridians	3.00
ACP 633	Diagnostic Skills: Diagnostic Interactions	3.00
ACP 635-3	Pulse Development	0.30
ACP 653	Clinical Observation: Qi in Motion	0.75
ACP 683A	Movement as Medicine	1.00
APP 603	Speech Acts and the Art of Skillful Inquiry	1.50
ISCI 652	Physical Assessment	2.00
Subtotal		14.55
Trimester 4		
ACP 614	Theory: Communication Systems of the Body/Mind/Spirit-Channels and Points	2.00
ACP 624	Point Location: Journey of Qi through the Torso	3.00
ACP 634	Diagnostic Skills: Traditional Diagnosis	3.00
ACP 635-4	Pulse Development	0.30
ACP 644	Treatment Skills: Basic Treatment Skills	2.00
ACP 700	History and Classics: Visiting Scholar Intensive	1.00
ACP 790a	Supervised Clinical Practice: Community Health	0.50
APP 604	Deepening Your Healing Presence	1.50
ISCI 754	Biomedicine: Safe Practices	2.00
Subtotal		15.30
Trimester 5		
ACP 625	Point Location: Integrating Meridians	3.00
ACP 635-5	Pulse Development	0.30
ACP 645	Treatment Skills: The Art of Effective Treatment Design	2.00
ACP 655	Clinical Observation: Small Group Treatment	1.50
ACP 665	Practice Management: Orientation to Clinical Practice	1.00
ACP 790a	Supervised Clinical Practice: Community Health	0.50
ACP 6EX1	Comprehensive Exam Level II	0.00
ISCI 755	Biomedicine: Systems Review	3.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		13.30

LEVEL III			Trimester 10		
Number	Course Title	Credits ¹	ACP 790e1	Supervised Clinical Practice: Student Clinic	3.50
Trimester 6			Subtotal		3.50
ACP 615	Theory: Organs of the Body and Patterns of Disharmony I	2.00	Trimester 11		
ACP 746	Treatment Skills: Pre-Clinic Retreat	1.00	ACP 790e2	Supervised Clinical Practice: Student Clinic	3.50
ACP 766	Practice Management: Building a Successful Practice	1.50	Subtotal		3.50
ACP 790a	Supervised Clinical Practice: Community Health	0.50	Flex Core³		
ACP 790b	Supervised Clinical Practice: Core Groups	1.00	APP VOL	Professional Project	0.00
ACP 790c6	Supervised Clinical Practice: Student Clinic	1.00	ISCI 615	Mind Body Science	3.00
APP 701	Deep Listening Within	1.50	ISCI 636	Integrative Science of Acupuncture	3.00
ISCI 740	Advanced Clinical Anatomy: Qi Follows Structure	2.00	Subtotal		6.00
Subtotal		10.50	Bioscience Electives		
Trimester 7			Choose 6.00 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.		
ACP 700	History and Classics: Visiting Scholar Intensive	1.00	Sample electives include:		
ACP 716	Theory: Organs of the Body and Patterns of Disharmony II	2.00	Number	Course Title	Credits
ACP 727	Point Location: Advanced Point Location	2.00	ISCI 520	Biology, Chemistry, and Physics in Health: An Introduction	3.00
ACP 757	Clinical Observation: Living Traditions	1.00	ISCI 522	Foundations in Organic Chemistry	3.00
ACP 767	Practice Management: Maintaining a Successful Practice	1.00	ISCI 630a	Health Promotion: Integrative Health & Wellness Practices I	3.00
ACP 790a	Supervised Clinical Practice: Community Health	0.50	ISCI 632a	Foundations of Health & Wellness I	1.50
ACP 790b	Supervised Clinical Practice: Core Groups	1.00	ISCI 632b	Foundations of Health & Wellness II	1.50
ACP 790c7	Supervised Clinical Practice: Student Clinic	1.25	ISCI 667	Science of Addictions	3.00
Subtotal		9.75	ISCI 701	Intro to Statistics	3.00
Trimester 8			NUTR 602	Nutrition: Food and Balance	3.00
ACP 718	Theory: Advanced Modes of Integration	2.00	Subtotal		6.00
ACP 758a	Healing and Transforming the Emotions	1.50	Optional Level III Courses⁴		
ACP 790b	Supervised Clinical Practice: Core Groups	1.00	ACP 710	Theory: NCCAOM Review Elective	0.00
ACP 790c8	Supervised Clinical Practice: Student Clinic	3.75	Total Program Credits		133.50
ISCI 758	Biomedicine: Integration with Chinese Medicine	2.00	Total Program Hours⁴		2449.75
Subtotal		10.25	¹ Credit hour conversion: 15 hours (lecture) =1 semester credit; 30 hours (lab) =1 semester credit; 45 hours (independent study) =1 semester credit.		
Trimester 9			² Students select from multiple advanced course topics to fulfill the requirement for ACP818 Theory: Senior Elective.		
ACP 719	Theory: Chinese Medical Therapy and Asian Bodywork	2.00	³ 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 ISCI615 and ISCI636 are required credit courses that students may take during any trimester they are offered.		
ACP 759	Clinical Observation: Discussion of Case Presentation	0.75	⁴ Total program hours do not include hours for Optional Level III Courses.		
ACP 790b	Supervised Clinical Practice: Core Groups	1.00			
ACP 790c9	Supervised Clinical Practice: Student Clinic	3.75			
ACP 7EX1	Oral Exam Level III	0.00			
ACP 818	Theory: Senior Elective ²	2.00			
APP 702	Bring Your Work into the World	1.50			
Subtotal		11.00			

Evening/Weekend Program

LEVEL I

Number	Course Title	Credits ¹
Trimester 1		
ACP 611	Theory: Principles of Healing and the Laws of Nature	2.50
ACP 631	Diagnostic Skills: Awakening the Observer	1.75
ACP 635E1	Pulse Development	0.24
APP 600a	SOPHIA® Intensive	3.50
APP 601	Initiating a Healing Presence	1.25
ISCI 542	Physiology: The Science of Wellness	2.00
RES 511	Fundamentals of Information	0.00
Subtotal		11.24

Trimester 2

ACP 601a	History and Classics: Acupuncture from China to America	1.25
ACP 612	Theory: Officials and Substances	2.00
ACP 632a	Diagnostic Skills: Cultivating the Instrument	2.00
ACP 635E2	Pulse Development	0.21
APP 602	Being the Needle	1.50
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
Subtotal		9.96

Trimester 3

ACP 601b	History and Classics: Chinese Medicine from the Classical Perspective	1.75
ACP 622	Point Location: Distal Points of the Arm Primary Meridians	3.00
ACP 632b	Diagnostic Skills: Rapport Intensive	1.00
ACP 635E3	Pulse Development	0.21
ACP 652	Clinical Observation: From Story to Phenomena	1.00
ACP 681A	Self-Cultivation of Qi	0.75
APP 603	Speech Acts and the Art of Skillful Inquiry	1.50
Subtotal		9.21

LEVEL II

Number	Course Title	Credits ¹
Trimester 4		
ACP 613	Theory: Five Phases I	2.00
ACP 623	Point Location: Distal Points of the Leg Primary Meridians	3.00
ACP 633	Diagnostic Skills: Diagnostic Interactions	3.00
ACP 635E4	Pulse Development	0.21
ACP 662	Practice Management: Ethics for the Healthcare Professional	1.00
APP 604	Deepening Your Healing Presence	1.50
Subtotal		10.71

Trimester 5

ACP 614	Theory: Communication Systems of the Body/Mind/Spirit-Channels and Points	2.00
ACP 624E	Point Location: Journey of Qi through the Torso	2.00
ACP 635E5	Pulse Development	0.21
ACP 644Ea	Treatment Skills: Basic Treatment Skills	1.00
ACP 683A	Movement as Medicine	1.00
ACP 790a	Supervised Clinical Practice: Community Health	0.50
ISCI 652	Physical Assessment	2.00
ISCI 754	Biomedicine: Safe Practices	2.00
Subtotal		10.71

Trimester 6

ACP 613b	Five Element Project	1.00
ACP 625E	Point Location: Journey of Qi Continues	2.00
ACP 634	Diagnostic Skills: Traditional Diagnosis	3.00
ACP 635E6	Pulse Development	0.21
ACP 644Eb	Treatment Skills: Basic Treatment Skills	1.00
ACP 653	Clinical Observation: Qi in Motion	0.75
ACP 700	History and Classics: Visiting Scholar Intensive	1.00
ACP 790a	Supervised Clinical Practice: Community Health	0.50
Subtotal		9.46

Trimester 7

ACP 626E	Point Location: Integrating Meridians	2.00
ACP 635E7	Pulse Development	0.21
ACP 645	Treatment Skills: The Art of Effective Treatment Design	2.00
ACP 655	Clinical Observation: Small Group	1.50
ACP 665	Treatment Practice Management: Orientation to Clinical Practice	1.00
ACP 790a	Supervised Clinical Practice: Community Health	0.50
ACP 6EX1	Comprehensive Exam Level II	0.00
Subtotal		7.21

LEVEL III			Trimester 12	
Number	Course Title	Credits ¹	ACP 719	Theory: Chinese Medical Therapy and Asian Bodywork 2.00
Trimester 8			ACP 759	Clinical Observation: Discussion of Case Presentation 0.75
ACP 746	Treatment Skills: Pre-Clinic Retreat	1.00	ACP 790be	Supervised Clinical Practice: Core Groups 0.80
ACP 757	Clinical Observation: Living Traditions	1.00	ACP 790c5	Supervised Clinical Practice: Student Clinic 3.00
ACP 766	Practice Management: Building a Successful Practice	1.50	APP 702	Bring Your Work into the World 1.50
ACP 790a	Supervised Clinical Practice: Community Health	0.50	ACP 7EXI	Oral Exam Level III 0.00
ACP 790be	Supervised Clinical Practice: Core Groups	0.80	Subtotal	10.05
ACP 790c1	Supervised Clinical Practice: Student Clinic	1.00	Trimester 13	
APP 701	Deep Listening Within	1.50	ACP 790e1	Supervised Clinical Practice: Student Clinic 3.50
ISCI 740	Advanced Clinical Anatomy: Qi Follows Structure	2.00	Subtotal	3.50
NUTR 676	Chinese and Western Nutrition Therapy	2.00	Trimester 14	
Subtotal		11.30	ACP 790e2	Supervised Clinical Practice: Student Clinic 3.50
Trimester 9			Subtotal	3.50
ACP 615	Theory: Organs of the Body and Patterns of Disharmony I	2.00	Flex Core ³	
ACP 727	Point Location: Advanced Point Location	2.00	ACP 700	History and Classics: Visiting Scholar Intensive 1.00
ACP 758a	Healing and Transforming the Emotions	1.50	APP VOL	Professional Project 0.00
ACP 790be	Supervised Clinical Practice: Core Groups	0.80	ISCI 615	Mind Body Science 3.00
ACP 790c2	Supervised Clinical Practice: Student Clinic	1.25	ISCI 636	Integrative Science of Acupuncture 3.00
ISCI 755	Biomedicine: Systems Review	3.00	Subtotal	7.00
Subtotal		11.05	Bioscience Electives	
Trimester 10			Choose 6.00 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.	
ACP 716	Theory: Organs of the Body and Patterns of Disharmony II	2.00	Sample electives include:	
ACP 767	Practice Management: Maintaining a Successful Practice	1.00	Number	Course Title Credits
ACP 790be	Supervised Clinical Practice: Core Groups	0.80	ISCI 520	Biology, Chemistry, and Physics in Health: An Introduction 3.00
ACP 790c3	Supervised Clinical Practice: Student Clinic	1.50	ISCI 522	Foundations in Organic Chemistry 3.00
ISCI 758	Biomedicine: Integration with Chinese Medicine	2.00	ISCI 630a	Health Promotion: Integrative Health & Wellness Practices I 3.00
Subtotal		9.80	ISCI 632a	Foundations of Health & Wellness I 1.50
Trimester 11			ISCI 632b	Foundations of Health & Wellness II 1.50
ACP 718	Theory: Advanced Modes of Integration	2.00	ISCI 667	Science of Addictions 3.00
ACP 790be	Supervised Clinical Practice: Core Groups	0.80	ISCI 701	Intro to Statistics 3.00
ACP 790c4	Supervised Clinical Practice: Student Clinic	3.00	NUTR 602	Nutrition: Food and Balance 3.00
ACP 818	Theory: Senior Elective ²	2.00	Subtotal	6.00
Subtotal		9.80	Optional Level III Courses ⁴	
			ACP 710	Theory: NCCAOM Review Elective 0.00
			Total Program Credits	133.50
			Total Program Hours⁴	2449.75

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

²Students select from multiple advanced course topics to fulfill the requirement for ACP818 Theory: Senior Elective.

³The 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. Evening/weekend students take ACP 700 once in the 6th trimester and a second time during any trimester that it is offered (permission may be required for earlier trimesters).

⁴Total program hours do not include hours for Optional Level III Courses.

Faculty

David Blaiwas, M.Ac., M.A.
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

Janet Padgett, M.Ac., Ph.D.
Program Director, Evening/Weekend Acupuncture and Oriental Medicine Programs

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health & Health Management

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

Rhonda Sapp, M.Ac.
Associate Director, Acupuncture and Oriental Medicine

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Assistant Professor

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

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Claudia Thomas, M.Ac.
Shea Hunter Thompson, M.Ac.

Distinguished Lecturers

Dianne Connelly, M.Ac. (UK), Ph.D.
Robert Duggan, M.A., M.Ac. (UK)

Guest Lecturers

Joseph Betz, Ph.D.
Nicola Bilton, M.Ac.
Stephen Cowan, M.D.
Thea Elijah, M.Ac.
Andrew Ellis, B.A.
Heiner Fruehauf, Ph.D.
Diane Gioisio, M.Ac.
Stephen Howard, M.D.
Gregory Lee, M.Ac.
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Leah Turner, M.Ac.
Kathryn Wells, M.Ac.
Brooks Wuerdemann, M.Ac.
Jennifer Yocum, M.A., 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 Requirements section of the catalog.

Program Format

Daytime Option

The daytime program is designed to be completed in three years and eight months across 11 trimesters with a 15-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 9 a.m.–5 p.m. on Thursdays and Fridays. For programs that begin in January, class times are 9 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.

INTENSIVES

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

PULSE DEVELOPMENT COURSES

Required Pulse Development courses (ACP 635) typically take place on Wednesdays for the first five trimesters.

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 a minimum)
- RES 511: Fundamentals of Information (online course)
- APP VOL: Professional Project (75 hours over the three-year program)
- ACP 6EXI Comprehensive Exam Level II (8 hours for review and exam)
- ACP 7EXI Oral Exam Level III (1 hour)

Evening/Weekend Option

The evening/weekend option is a hybrid program completed with a combination of on-campus and online courses. It is designed to be completed in four years and eight months across 14 trimesters, with a 15 week schedule per trimester. An additional week is designated for makeup classes, if necessary. The program may be completed in as few as 12 trimesters, or students may progress at a more moderate pace and extend their clinical practice beyond Trimester 14 if necessary.

The program begins in January, with two evenings per week and four to five weekends per trimester. Classes meet Tuesday and Thursday evenings, and Saturdays and Sundays from 9 a.m.–6 p.m.

Some courses are delivered online, with more planned in the future. 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.

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

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 per year seasonally at a minimum)
- RES 511: Fundamentals of Information (online course)
- APP VOL: Professional Project: Research/Communication (75 hours over the four-year program)
- ACP 6EXI Comprehensive Exam Level II (8 hours for review and exam)
- ACP 7EXI Oral Exam Level III (1 hour)

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.

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

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 to include:

Anatomy, Physiology, Chemistry, Biochemistry,
Physics, Biology, Nutrition, Pathology and
Pathophysiology

350

Oriental Medicine Principles and Treatment to

include 450 hours of instruction in Chinese Herbal

Medical Principles and Theory

1255

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.
- 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.
- ACP 767: Students must complete an additional assignment in this course to gain knowledge of regulatory compliance and jurisprudence (California).
- Recommended elective coursework:
 - o ACP710: NCCAOM Review Elective
 - o ISCI667: The Science of Addiction
 - o ISCI520: Biology, Chemistry, and Physics in Health: An Introduction

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

www.acupuncture.ca.gov

REQUIREMENTS OF OTHER STATES

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

Resources

COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

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

Council of Colleges of Acupuncture and Oriental Medicine

600 Wyndhurst Ave, Suite 112

Baltimore, MD 21210

410-464-6040

www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)

8941 Aztec Drive

Eden Prairie, MN 55347

952-212-2434

www.acaom.org

NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)

NCCAOM, the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other 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

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. This tradition includes studying the five elements, the 12 officials, and yin/yang.

The program provides 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 students with a solid knowledge of the theory and philosophy of traditional acupuncture; the competence to treat their patients skillfully with needles, herbs, and words; the capacity to become a healing force and an agent of change; and the ability to communicate their competency effectively.

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 five-element constitutional perspectives, classical Chinese medicine, eight principle diagnosis, and Zang-Fu differentiation.

Goals

Students who complete the program will:

- Possess knowledge of the history and theory of Oriental medicine and its different traditions
- Integrate the principles of Chinese medicine with contemporary science
- Grow personally and professionally
- Serve clients at all levels of being – body, mind, and spirit
- Establish and maintain an oriental medicine practice

Please note: To view the expanded educational objectives, please visit: 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:

- Basic Chinese medicine theory (Five elements, Yin/Yang, Qi, etc.)
- Diagnostic skills development
- Rapport building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics

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 four-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 180 treatments on acupuncture patients at Community Clinic Sites (begun in Level II). The Chinese Herbs clinic consists of 210 hours, including direct diagnostic calibration treatment planning, and extensive practical dispensary training. In addition to the increased

clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

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

The daytime program is designed to be completed in three years and eight months over 11 trimesters, and may be completed in as few as nine or 10 trimesters depending on start date. Students may progress at a more moderate pace and extend their clinical practice beyond Trimester 11 if necessary. The evening/weekend program is designed to be completed in four years and eight months across 14 trimesters, and may be completed in as few as 12 trimesters. Students may progress at a more moderate pace and extend their clinical practice beyond Trimester 14 if necessary. Students may also choose to take courses in both formats, which will influence program length.

Course of Study Daytime Program

LEVEL I

Number	Course Title	Credits ¹
Trimester 1		
APP 600a	SOPHIA® Intensive	3.50
APP 601	Initiating a Healing Presence	1.25
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
MOM 601a	History and Classics: Acupuncture from China to America	1.25
MOM 601b	History and Classics: Chinese Medicine from the Classical Perspective	1.75
MOM 611	Theory: Principles of Healing and the Laws of Nature	2.50
MOM 631	Diagnostic Skills: Awakening the Observer	1.75
MOM 635-1	Pulse Development	0.30
MOM 681A	Self-Cultivation of Qi	0.75
RES 511	Fundamentals of Information	0.00
Subtotal		16.05

Trimester 2

APP 602	Being the Needle	1.50
ISCI 542	Physiology: The Science of Wellness	2.00
MOM 612	Theory: Officials and Substances	2.00
MOM 622	Point Location: Distal Points of the Arm Primary Meridians	3.00
MOM 632a	Diagnostic Skills: Cultivating the Instrument	2.00
MOM 632b	Diagnostic Skills: Rapport Intensive	1.00
MOM 635-2	Pulse Development	0.30
MOM 652	Clinical Observation: From Story to Phenomena	1.00
MOM 662	Practice Management: Ethics for the Healthcare Professional	1.00
Subtotal		13.80

LEVEL II

Number	Course Title	Credits ¹
Trimester 3		
APP 603	Speech Acts and the Art of Skillful Inquiry	1.50
ISCI 652	Physical Assessment	2.00
MOM 613	Theory: Five Phases I	2.00
MOM 613b	Theory: Five Element Project/Intensive	1.00
MOM 623	Point Location: Distal Points of the Leg Primary Meridians	3.00
MOM 633	Diagnostic Skills: Diagnostic Interactions	3.00
MOM 635-3	Pulse Development	0.30
MOM 653	Clinical Observation: Qi in Motion	0.75
MOM 683A	Movement as Medicine	1.00
Subtotal		14.55

Trimester 4

APP 604	Deepening Your Healing Presence	1.50
ISCI 754	Biomedicine: Safe Practices	2.00
MOM 614	Theory: Communication Systems of the Body/Mind/Spirit-Channels And Points	2.00
MOM 614a	Chinese Medical Physiology I ⁵	2.00
MOM 624	Point Location: Journey of Qi through the Torso	3.00
MOM 634	Diagnostic Skills: Traditional Diagnosis	3.00
MOM 635-4	Pulse Development	0.30
MOM 644	Treatment Skills: Basic Treatment Skills	2.00
MOM 700	History and Classics: Visiting Scholar Intensive	1.00
MOM 790a	Supervised Clinical Practice: Community Health	0.50
Subtotal		17.30

Trimester 5			Trimester 7		
CHP 610/	History of Chinese Herbal Medicine ⁵		CHP 621C/	Five Element Theory & Integration ⁵	
MOM 675a		0.25	MOM 777H		5.25
CHP 621a/	Chinese Herbal Medicine Theory I ⁵		CHP 641C2/	Clinical Observation III ⁵	
MOM 675b		4.00	MOM 757H2		0.50
CHP 641A/	Clinical Observation ⁵		HRB 644b	Western Pharmacology II	2.00
MOM 655H		0.25	MOM 616	Chinese Medical Physiology II ⁵	2.00
ISCI 755	Biomedicine: Systems Review	3.00	MOM 700	History and Classics:	
MOM 625	Point Location: Integrating Meridians	3.00		Visiting Scholar Intensive	1.00
MOM 635-5	Pulse Development	0.30	MOM 727	Point Location: Advanced Point Location	2.00
MOM 645	Treatment Skills:		MOM 757	Clinical Observation: Living Traditions	1.00
	The Art of Effective Treatment Design	2.00	MOM 767	Practice Management:	
MOM 655	Clinical Observation:			Maintaining a Successful Practice	1.00
	Small Group Treatment	1.50	MOM 790a	Supervised Clinical Practice:	
MOM 665	Practice Management:			Community Health	0.50
	Orientation to Clinical Practice	1.00	MOM 790b	Supervised Clinical Practice: Core Groups	1.00
MOM 790a	Supervised Clinical Practice:		MOM 790c7	Supervised Clinical Practice: Student Clinic	1.25
	Community Health	0.50	Subtotal		17.50
MOM 6EX1	ACP Comprehensive Exam Level II	0.00	Trimester 8		
NUTR 676	Chinese and Western Nutrition Therapy	2.00	CHP 711a/	Chinese Herbal Medicine Theory II	
Subtotal		17.80	MOM 778a		3.50
LEVEL III			CHP 721a/	Clinical Internship	
Number	Course Title	Credits¹	MOM790HA		2.00
Trimester 6			CHP 731b/	Clinical Thought Process	
APP 701	Deep Listening Within	1.50	MOM748H		0.50
CHP 621b/	Five Element Theory & Integration ⁵		CHP 760/	Clinical Orientation	
MOM 776H		3.00	MOM768H		0.25
CHP 641b/	Clinical Observation II ⁵		CHP 770a/	Pharmacy Practicum	
MOM 756H		0.50	MOM 778b		0.25
CHP 731a/	Clinical Thought Process ⁵		CHP 780a/	Core Group I	
MOM 746H		0.50	MOM 891b		0.50
CHP 741a/	Diagnostic Skills ⁵		ISCI 758	Biomedicine:	
MOM 736H		0.50		Integration with Chinese Medicine	2.00
HRB 644a	Western Pharmacology I	2.00	MOM 718	Theory: Advanced Modes of Integration	2.00
ISCI 740	Advanced Clinical Anatomy:		MOM 758a	Healing and Transforming the Emotions	1.50
	Qi Follows Structure	2.00	MOM 790b	Supervised Clinical Practice: Core Groups	1.00
MOM 746	Treatment Skills: Pre-Clinic Retreat	1.00	MOM 790c8	Supervised Clinical Practice: Student Clinic	3.75
MOM 766	Practice Management:		Subtotal		17.25
	Building a Successful Practice	1.50			
MOM 790a	Supervised Clinical Practice:				
	Community Health	0.50			
MOM 790b	Supervised Clinical Practice: Core Groups	1.00			
MOM 790c6	Supervised Clinical Practice: Student Clinic	1.00			
Subtotal		15.00			

Trimester 9

APP 702	Bring Your Work into the World	1.50
CHP 711b/ MOM 779a	Chinese Herbal Medicine Theory II	4.50
CHP 721b/ MOM 790HB	Clinical Internship	2.50
CHP 770b/ MOM 779b	Pharmacy Practicum	0.25
CHP 780b/ MOM892b	Core Group II	0.25
MOM 719	Theory: Chinese Medical Therapy and Asian Bodywork	2.00
MOM 759	Clinical Observation: Discussion of Case Presentation	0.75
MOM 790b	Supervised Clinical Practice: Core Groups	1.00
MOM 790c9	Supervised Clinical Practice: Student Clinic	3.75
MOM 7EXI	Oral Exam Level III	0.00
MOM 818	Theory: Senior Elective	2.00
Subtotal		18.50

Trimester 10

CHP 711c/ MOM 770a	Chinese Herbal Medicine Theory II	4.75
CHP 721c/ MOM 790HC	Clinical Internship	2.50
CHP 770c/ MOM 770b	Pharmacy Practicum	0.50
CHP 780c/ MOM 893b	Core Group III	0.25
MOM 790e1	Supervised Clinical Practice: Student Clinic ³	3.50
Subtotal		11.50

Trimester 11

MOM 790e2	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Flex Core³

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

Bioscience Electives

Choose 6.00 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 520	Biology, Chemistry, and Physics in Health: An Introduction	3.00
ISCI 522	Foundations in Organic Chemistry	3.00
ISCI 630a	Health Promotion: Integrative Health & Wellness Practices I	3.00
ISCI 632a	Foundations of Health & Wellness I	1.50
ISCI 632b	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
ISCI 701	Intro to Statistics	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁴

ACP 710	Theory: NCCAOM Review Elective	0.00
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Total Program Credits **174.50**

Total Program Hours⁴ **3207.25**

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

²Students select from multiple advanced course topics to fulfill the requirement for ACP818 Theory: Senior Elective.

³The 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 ISCI615 and ISCI636 are required credit courses that students may take during any trimester they are offered.

⁴Total program hours do not include hours for Optional Level III Courses.

⁵This course of study illustrates the progression of courses for fall intakes. Spring intakes should plan to take MOM614a, MOM616, and all Chinese Herbs courses one trimester earlier than fall intakes.

Evening/Weekend Option

LEVEL I

Number	Course Title	Credits ¹
Trimester 1		
APP 600a	SOPHIA® Intensive	3.50
APP 601	Initiating a Healing Presence	1.25
ISCI 542	Physiology: The Science of Wellness	2.00
MOM 611	Theory: Principles of Healing and the Laws of Nature	2.50
MOM 631	Diagnostic Skills: Awakening the Observer	1.75
MOM 635E1	Pulse Development	0.24
RES 511	Fundamentals of Information	0.00
Subtotal		11.24

Trimester 2

APP 602	Being the Needle	1.50
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
MOM 601a	History and Classics: Acupuncture from China to America	1.25
MOM 612	Theory: Officials and Substances	2.00
MOM 632a	Diagnostic Skills: Cultivating the Instrument	2.00
MOM 635E2	Pulse Development	0.21
Subtotal		9.96

Trimester 3

APP 603	Speech Acts and the Art of Skillful Inquiry	1.50
MOM 601b	History and Classics: Chinese Medicine from the Classical Perspective	1.75
MOM 622	Point Location: Distal Points of the Arm Primary Meridians	3.00
MOM 632b	Diagnostic Skills: Rapport Intensive	1.00
MOM 635E3	Pulse Development	0.21
MOM 652	Clinical Observation: From Story to Phenomena	1.00
MOM 681A	Self-Cultivation of Qi	0.75
Subtotal		9.21

LEVEL II

Number	Course Title	Credits ¹
Trimester 4		
APP 604	Deepening Your Healing Presence	1.50
MOM 613	Theory: Five Phases I	2.00
MOM 623	Point Location: Distal Points of the Leg Primary Meridians	3.00
MOM 633	Diagnostic Skills: Diagnostic Interactions	3.00
MOM 635E4	Pulse Development	0.21
MOM 662	Practice Management: Ethics for the Healthcare Professional	1.00
Subtotal		10.71

Trimester 5

ISCI 652	Physical Assessment	2.00
ISCI 754	Biomedicine: Safe Practices	2.00
MOM 614	Theory: Communication Systems of the Body/Mind/Spirit-Channels and Points	2.00
MOM 624E	Point Location: Journey of Qi through the Torso	2.00
MOM 635E5	Pulse Development	0.21
MOM 644Ea	Treatment Skills: Basic Treatment Skills	1.00
MOM 683A	Movement as Medicine	1.00
MOM 790a	Supervised Clinical Practice: Community Health	0.50
Subtotal		10.71

Trimester 6

MOM 613b	Theory: Five Element Project	1.00
MOM 614a	Chinese Medical Physiology I	2.00
MOM 625E	Point Location: Journey of Qi Continues	2.00
MOM 634	Diagnostic Skills: Traditional Diagnosis	3.00
MOM 635E6	Pulse Development	0.21
MOM 644Eb	Treatment Skills: Basic Treatment Skills	1.00
MOM 653	Clinical Observation: Qi in Motion	0.75
MOM 700	History and Classics: Visiting Scholar Intensive	1.00
MOM 790a	Supervised Clinical Practice: Community Health	0.50
Subtotal		11.46

Trimester 7

CHP 610/	History of Chinese Herbal Medicine	0.25
MOM 675a		
CHP 621a/	Chinese Herbal Medicine Theory I	4.00
MOM 675b		
CHP 641a/	Clinical Observation	0.25
MOM 655H		
MOM 626E	Point Location: Integrating Meridians	2.00
MOM 635E7	Pulse Development	0.21
MOM 645	Treatment Skills: The Art of Effective Treatment Design	2.00
MOM 655	Clinical Observation: Small Group Treatment	1.50
MOM 665	Practice Management: Orientation to Clinical Practice	1.00
MOM 790a	Supervised Clinical Practice: Community Health	0.50
MOM 6EX1	Comprehensive Exam Level II	0.00
Subtotal		11.71

LEVEL III			Trimester 10	
Number	Course Title	Credits ¹	CHP 711a/	Chinese Herbal Medicine Theory II
Trimester 8			MOM 778a	3.50
APP 701	Deep Listening Within	1.50	CHP 721a/	Clinical Internship
CHP 621b/	Five Element Theory & Integration		MOM 790Ha	2.00
MOM 776H		3.00	CHP 731b/	Clinical Thought Process
CHP 641b/	Clinical Observation II		MOM748H	0.50
MOM 756H		0.50	CHP 760/	Clinical Orientation
CHP 731a/	Clinical Thought Process		MOM 768H	0.25
MOM 746H		0.50	CHP 770a/	Pharmacy Practicum
CHP 741a/	Diagnostic Skills		MOM 778b	0.25
MOM 736H		0.50	CHP 780a/	Core Group 1
ISCI 740	Advanced Clinical Anatomy:		MOM 891b	0.50
	Qi Follows Structure	2.00	HRB 644a	Western Pharmacology I
MOM 746	Treatment Skills: Pre-Clinic Retreat	1.00	ISCI 758	Biomedicine:
MOM 757	Clinical Observation: Living Traditions	1.00		Integration with Chinese Medicine
MOM 766	Practice Management:		MOM 767	Practice Management:
	Building a Successful Practice	1.50		Maintaining a Successful Practice
MOM 790a	Supervised Clinical Practice:		MOM 790be	Supervised Clinical Practice: Core Groups
	Community Health	0.50	MOM 790c3	Supervised Clinical Practice: Student Clinic
MOM 790be	Supervised Clinical Practice: Core Groups	0.80	Subtotal	16.80
MOM 790c1	Supervised Clinical Practice: Student Clinic	1.00	Trimester 11	
NUTR 676	Chinese and Western Nutrition Therapy	2.00	CHP 711b/	Chinese Herbal Medicine Theory II
Subtotal		15.55	MOM 779a	4.50
Trimester 9			CHP 721b/	Clinical Internship
CHP 621c/	Five Element Theory & Integration		MOM 790Hb	2.50
MOM 777H		5.25	CHP 770b/	Pharmacy Practicum
CHP 641c2/	Clinical Observation III		MOM 779b	0.25
MOM 757H		0.50	CHP 780b/	Core Group II
ISCI 755	Biomedicine: Systems Review	3.00	MOM 892b	0.25
MOM 616	Chinese Medical Physiology II	2.00	HRB 644b	Western Pharmacology II
MOM 727	Point Location: Advanced Point Location	2.00	MOM 718	Theory: Advanced Modes of Integration
MOM 758a	Healing and Transforming the Emotions	1.50	MOM 790be	Supervised Clinical Practice: Core Groups
MOM 790be	Supervised Clinical Practice: Core Groups	0.80	MOM 790c4	Supervised Clinical Practice: Student Clinic
MOM 790c2	Supervised Clinical Practice: Student Clinic	1.25	MOM 818	Theory: Senior Elective ²
Subtotal		16.80	Subtotal	19.30

Trimester 12

APP 702	Bring Your Work into the World	1.50
CHP 711c/ MOM 770a	Chinese Herbal Medicine Theory II	4.75
CHP 721c/ MOM 790Hc	Clinical Internship	2.50
CHP 770c/ MOM 770b	Pharmacy Practicum	0.50
CHP 780c/ MOM 893b	Core Group III	0.25
MOM 719	Theory: Chinese Medical Therapy and Asian Bodywork	2.00
MOM 759	Clinical Observation: Discussion of Case Presentation	0.75
MOM 790be	Supervised Clinical Practice: Core Groups	1.20
MOM 790c5	Supervised Clinical Practice: Student Clinic	3.00
MOM 7EXI	Oral Exam Level III	0.00
Subtotal		18.05

Trimester 13

ACP 790e1	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Trimester 14

ACP 790e2	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Flex Core³

APP VOL	Professional Project	0.00
ISCI 615	Mind Body Science	3.00
ISCI 636	Integrative Science of Acupuncture	3.00
MOM 700	History and Classics: Visiting Scholar Intensive	1.00
Subtotal		7.00

Bioscience Electives

Choose 6.00 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 520	Biology, Chemistry, and Physics in Health: An Introduction	3.00
ISCI 522	Foundations in Organic Chemistry	3.00
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ISCI 632a	Foundations of Health & Wellness I	1.50
ISCI 632b	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
ISCI 701	Intro to Statistics	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses

MOM 710	Theory: NCCAOM Review Elective ⁴	0.00
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Total Program Credits **174.50**

Total Program Hours⁴ **3207.25**

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

²Students select from multiple advanced course topics to fulfill the requirement for ACP818 Theory: Senior Elective.

³The 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. Evening/weekend students take MOM 700 once in the 6th trimester and a second time during any trimester that it is offered (permission may be required for earlier trimesters).

⁴Total program hours do not include hours for Optional Level III Courses.

Faculty

David Blaiwas, M.Ac., M.A.
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

Janet Padgett, M.Ac., Ph.D.
Program Director, Evening/Weekend Acupuncture and Oriental
Medicine Programs

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health & Health
Management

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

Rhonda Sapp, M.Ac.
Associate Director, Acupuncture and Oriental Medicine

Linda Simons, M.Ac.
Assistant Professor

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

Adjunct Faculty

Barbara Abrams, M.Ac.

Thomas Balles, M.Ac. (UK)

Margaret Beatty, M.Ac.

Susan Berman, M.Ac.

Edna Brandt, M.Ac.

Beth Burke, M.Ac.

Martha Campbell, M.Ac.

Ann Cecil-Sterman, M.S.

Jack Daniel, M.Ac. (UK)

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

Heather Dorst, M.Ac.

Susan Duggan, M.Ac.

Star Ferguson, M.Ac.

Marianne Susaanti Follingstad, M.Ac.

Cynthia Jabs, M.Ac.

Noreen Javornik, M.Ac.

Elizabeth Kipphut, M.Ac.

Stacey MacFarlane, M.Ac.

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

Brenda McNeal, M.Ac.

Patricia Owen-Buckley, M.Ac.

Greg Padrick, M.Ac.

David Paton, M.Ac.

Deanna Stennett, M.Ac. (UK)

Deborah Tessler Stromberg, M.Ac.

Nancy Takahashi, M.Ac.

Claudia Thomas, M.Ac.

Shea Hunter Thompson, M.Ac.

Distinguished Lecturers

Dianne Connelly, M.Ac. (UK), Ph.D.

Robert Duggan, M.A., M.Ac. (UK)

Guest Lecturers

Joseph Betz, Ph.D.

Nicola Bilton, M.Ac.

Stephen Cowan, M.D.

Thea Elijah, M.Ac.

Andrew Ellis, B.A.

Heiner Fruehauf, Ph.D.

Diane Gioisio, M.Ac.

Stephen Howard, M.D.

Gregory Lee, M.Ac.

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

Michael Phillips, M.Ac.

Andrew Prescott, B.Ac. (UK)

Elisabeth Rochat de la Vallee, M.A., D.E.A.

Clayton Spivey, M.Ac.

Jeffrey Yuen

Clinical Supervisors

Stephanie Bernardo, M.Ac.

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

Janice Campbell, M.Ac.

Jie Chen, M.Ac., M.S., O.M.D.

Elizabeth Fellows, M.Ac.

Maureen Gary, M.Ac.

Reggie Gooden, M.Ac.

May Hsia, M.Ac.

Sharon Jennings-Rojas, M.Ac.

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

Robin Johnsen, M.Ac.

Diana Keener, M.Ac.

Craig Kerr, M.Ac.
Arthur Lazarowitz, M.Ac.
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Dan Parrish, M.Ac.
Martha Rogers, M.Ac.
Christina Sarlo, M.Ac.
Barbara Schuyler, M.Ac., M.S.W.
Niall Sheehan, M.Ac.
Nancy Smith, M.Ac.
Rose Truby, M.Ac.
Lydia Wainwright, M.Ac.

Teaching Associates

Diane Alberga, M.Ac.
Liana Brooks-Rubin, M.Ac.
Tracey Burde, M.Ac.
Mary Conroy, M.Ac.
Abbe Creaney, M.Ac.
Darrell Forbes, M.Ac.
Michelle Gellis, M.Ac.
Sharon Hipkins, M.Ac.
Elizabeth Isaac, M.Ac.
Karen Johnson, M.Ac.
Mary Morrison, M.Ac.
Lucia Perillan, M.Ac.
Leah Turner, M.Ac.
Kathryn Wells, M.Ac.
Brooks Wuerdemann, M.Ac.
Jennifer Yocum, M.A., 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 Requirements section of the catalog

Program Format

Daytime Option

The daytime program is designed to be completed in three years and eight months across 11 trimesters with a 15-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 nine 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 9 a.m.–5 p.m. on Thursdays and Fridays. For programs that begin in January, class times are 9 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.

INTENSIVES

The program begins with a two-week 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 for more information.

PULSE DEVELOPMENT COURSES

Required Pulse Development courses (MOM 635) typically take place on Wednesdays for the first five trimesters.

CHINESE HERBS COURSES

The Chinese herbs portion of the M.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.

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 a minimum)
- RES 511: Fundamentals of Information (online course)
- APP VOL: Professional Project (75 hours over the three-year program)
- MOM 6EXI Comprehensive Exam Level II (8 hours for review and exam)
- MOM 7EXI Oral Exam Level III (1 hour)

Evening/Weekend Option

The evening/weekend option is a hybrid program completed with a combination of on-campus and online courses. It is designed to be completed in four years and eight months across 14 trimesters, with a 15 week schedule per trimester. An additional week is designated for makeup classes, if necessary. The program may be completed in as few as 12 trimesters, or students may progress at a more moderate pace and extend their clinical practice beyond Trimester 14 if necessary.

The program begins in January, with two evenings per week and four to five weekends per trimester. Evening classes are on Tuesdays and Thursdays, usually from 6:15–9 p.m. Weekend classes are on Saturdays and Sundays, generally from 9 a.m.–6 p.m.

Some courses are online, with more planned in the future. 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.

There are occasional scheduling exceptions for 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.

CHINESE HERBS COURSES

The Chinese Herbs portion of the M.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.

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 per year seasonally at a minimum)
- RES 511: Fundamentals of Information (online course)
- APP VOL: Professional Project (75 hours over the four year program)
- MOM 6EXI Comprehensive Exam Level II (8 hours for review and exam)
- MOM 7EXI Oral Exam Level III (1 hour)

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.

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

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

GENERAL

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

MARYLAND ACUPUNCTURE LICENSES

For requirements for licensure in Maryland, contact:

Maryland Board of Acupuncture

4201 Patterson Avenue, Room 311

Baltimore, MD 21215

410-764-4766 or 800-530-2481

dhmh.state.md.us/bacc

STATE OF CALIFORNIA

Qualified MUIH alumni who have completed the following course of study required by the California Acupuncture Board are currently eligible (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 to include:

Anatomy, Physiology, Chemistry, Biochemistry,
Physics, Biology, Nutrition, Pathology and
Pathophysiology 350

Oriental Medicine Principals and Treatment to
include 450 hours of instruction in Chinese Herbal
Medical Principles and Theory 1255

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:

- 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.
- ACP 767: Students must complete an additional assignment in this course to gain knowledge of regulatory compliance and jurisprudence (California).

- Recommended elective coursework:
 - o ACP710: NCCAOM Review Elective
 - o ISCI667: The Science of Addiction
 - o ISCI520: Biology, Chemistry, and Physics in Health: An Introduction

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

www.acupuncture.ca.gov

REQUIREMENTS OF OTHER STATES

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

Resources

COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

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

Council of Colleges of Acupuncture and Oriental Medicine

600 Wyndhurst Ave., Suite 112
Baltimore, MD 21210
410-464-6040.
www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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

Accreditation Commission for Acupuncture and Oriental Medicine

14502 Greenview Drive, Suite 300B
Laurel, MD 20708
301-313-0855
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



Nutrition And Herbal Medicine Department

Master of Science in Nutrition and Integrative Health
 Post-Master's Certificate in Nutrition and Integrative Health
 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

Nutrition and Integrative Health Programs

Maya Maroto, M.P.H., Ed.D.
 Director, Academic Programs

Liz Lipski, Ph.D.
 Director, Academic Development

Susan Testa, M.S.
 Manager of Experiential Programming

Eleonora Gafton, M.S.
 Cooking Lab Manager

Melissa Huselton
 Program Coordinator

Nicole Charles, M.A.
 Academic Advisor

CONTACT THE NUTRITION PROGRAMS

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

Herbal Programs

Michael Tims, Ph.D.
 Academic Director

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

Andrew Pengelly, Ph.D.
 Director, Herbal Dispensary

M. Eileen Foley
 Program Coordinator

Nicole Charles, M.A.
 Academic Advisor

CONTACT THE HERBAL PROGRAMS

410-888-9048 ext. 6616
herbalmedicine@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, practice coaching sessions, case studies, and clinical, and biochemical assessment. 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 Human Clinical Nutrition, Community Nutrition Education, or Herbal Medicine.

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

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 successfully for national nutrition board certification exams, including the Certified Nutrition Specialist (CNS) and Certified Clinical Nutritionist (CCN) exams

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

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

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), principles of herbal therapeutics
- Provide supervised clinical or research experience in clinical nutrition and herbalism

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: Human Clinical Nutrition, Community Nutrition Education, or Herbal Medicine.

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 632A	Foundations of Health and Wellness I	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

Cooking Labs Required

NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5

Cooking Labs Additional

(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 685	Cooking with Whole Foods Lab V	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5

Total Core Credits 29.0

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
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 600A	School of Philosophy and Healing in Action (SOPHIA) Intensive	3.5
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 604	Frequently Used Herbs	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 Prod.	3.0
HRB 633	Medicinal Plants and Cultures	2.0
IHED 618	Health Education Leadership, Resource Development and Management	2.0
IHED 620	Foundations of Health Behavior and Health Education	2.0
IHED 621	Transformative Communication Strategies in Health Education	2.0
IHED 622	Assessing Needs and Planning Health Educational Programs	3.0
IHED 625	Research Methods in Health Education: Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
ISCI 615	Mind Body Science	3.0
ISCI 620	Biology, Chemistry, and Physics in Health: An Introduction	3.0
ISCI 630A	Health Promotion: Integrative Health and Wellness Practices I	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 634	Diabetes Education: An Integrative Approach	1.0
NUTR 637	Nutrition and Digestive Health	1.0
NUTR 643	Public Health Nutrition	2.0
NUTR 661	Practice Management	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 667	Marketing for Health Professionals	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

Total Program Credits with Human Clinical Nutrition Concentration 50.0

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
NUTR 691C	Practicum	1.5
AND		
NUTR 691D	Practicum	1.5
OR		
NUTR 692C	Thesis	1.5
AND		
NUTR 692D	Thesis	1.5

ELECTIVES

Choose 2.0 credits from the following:

Number	Course Title	Credits
IHED 618	Health Education Leadership, Resource Development and Management	2.0
IHED 621	Transformative Communication Strategies in Health Education	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 671	Food and Culture	1.0
NUTR 673	Global Nutrition	2.0

*This course is a requirement for CBNS 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 604	Frequently Used Herbs: Understanding for the Health Care Professional	3.0
OR		
HRB 618	Herbs for Home Use: Living in Harmony with the Seasons	3.0
HRB 620A	Herbal Therapeutics I	3.0
HRB 620B	Herbal Therapeutics II	3.0
OR		
HRB 654B	Herbal Pharmacology and Phytochemistry	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

NUTR 655C Nutrition/Herbal Therapeutics Clinic AND

NUTR 655D Nutrition/Herbal Therapeutics Clinic OR

NUTR 656C Clinical Strategies in Nutrition Care AND

NUTR 656D Clinical Strategies in Nutrition Care

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

Additional Program Requirements:

- Complete the Serv-Safe™ Food Safety Manager Course from the National Restaurant Association
- Participate in three nutrition-counseling sessions with an MUIH-approved nutrition practitioner as a patient by the end of the fifth trimester
- Complete RES 511: Fundamentals of Research, a non-credit online training course on information literacy by the end of the first trimester
- Earn a passing grade on a comprehensive exam at the end of the academic program

Faculty

Bevin Clare, M.S.
Associate Professor

Oscar Coetzee, M.S., Ph.D.
Instructor

Camille Freeman, M.S.
Associate Professor

Eleonora Gafton, M.S.
Cooking Lab Manager

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

Maya Maroto, M.P.H., Ed.D.
Associate Professor
Director, Academic Programs, Nutrition and Integrative Health

Steffany Moonaz, Ph.D.
Associate Director, Integrative Health Sciences

Heidi Most, M.Ac.
Associate Professor

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health and Health Management

Susan Testa, M.S.
Manager of Experiential Programs, Nutrition and Integrative Health

Adjunct Faculty

Karen Buchsbaum, M.S.
Jill Burns
Monica Corrado, M.A.
Betsy Costilo, M.S.
Sheila Dean, D.Sc.
Cheryl Diane, M.S.
Kelly Earp, Ph.D.
Nichole Ferrigno, B.A.
Laura Franklin, M.Ac., M.S.
Penny Friedberg, M.B.A., M.S.
Sana Grant, M.S., M.S.P.H.
Myra Kornfeld, B.A.
Russell Jaffe, M.D., Ph.D.
Karen Lyke, D.Sc.
Jayashree Mani, M.S.
Deanna Minich, Ph.D.
Lauren Mirkin, M.S.
Marybeth Missenda, M.S.
Andrew Pengelly, Ph.D.

Paul Pitchford, M.S.
Sylvia Regalla, M.S., M.D.
Genevieve Sherrow, M.S.
Tori Trocki, M.S.
Claudia Wingo, M.P.H.
Miriam Zacharias, M.S.

Guest Lecturers

Jaclyn Chasse, N.D.
Pam Compart, M.D.
Karen Falk, M.A.
Casey Fay, M.S.
Kathleen McNeely, M.S.
Sabrina N'Diaye, M.S.W.

Clinical Supervisors

Jillian Bar-av, M.S.
Dart Clancy, M.S.
Michael Guidry, M.S.
Heather Gunn, M.S.
Tricia McCauly, 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 thesis course selections. For specific requirements, please refer to the Health 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 (3 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 Director, Academic Programs, Nutrition and Integrative Health.

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 Cooking with Whole Foods Labs I-VI. 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 Director of Academic Programs can evaluate eligibility.

Articulation Agreement Institute for Integrative Nutrition

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 apply to MUIH using the special application for Institute for Integrative Nutrition graduates.

Program Format

The Master of Science in Nutrition and Integrative Health is a flexible program designed to accommodate working professionals. It can be completed in as few as two years or as many as five years, in an on campus, online, or hybrid format. The content of the program does not vary by format—only the delivery method of the course is different.

See the latest list of Program Start Dates to determine the availability of each format, available online at www.muih.edu in the Admissions section.

On-Campus Format

Coursework is completed on campus in this format. 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/thesis is not included in this academic calendar.

Visit www.muih.edu for specific course schedules or contact the Office of Graduate Admissions.

Online Format

Coursework is completed online in this format. Although no residency is required, online students are welcome to take on-campus courses, subject to availability.

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

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

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 alliance 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 internship. To facilitate this, MUIH offers an optional six-month supervised internship program for our graduates. Contact the Office of Graduate Admissions for more information about the Internship in Nutrition and Integrative Health program.

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

CERTIFIED NUTRITION SPECIALIST (CNS)

In order to acquire the CNS credential, graduates will need to pass a certifying examination and document 1000 hours of supervised nutrition practice experience. Students can complete an additional 600 hours of supervised nutrition practice by entering MUIH's Internship in Nutrition and Integrative Health program. The Certification Board of Nutrition Specialists reviews each applicant individually. They review all transcripts to determine eligibility.

Certification Board of Nutrition Specialists

4707 Willow Springs Rd, Suite 207
La Grange, IL 60525
202-903-0267
www.cbns.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

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
exam@hncb.org
www.nanp.org/hncb

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	Advanced 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 634	Diabetes Education: An Integrative Approach	1.0
NUTR 641	Life Cycle Nutrition	2.0
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	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
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Faculty

Bevin Clare, M.S.
Associate Professor

Oscar Coetzee, M.S., Ph.D.
Instructor

Camille Freeman, M.S.
Associate Professor

Eleonora Gafton, M.S.
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Associate Director, Integrative Health Sciences

Heidi Most, M.Ac.
Associate Professor

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health and Health Management

Susan Testa, M.S.
Manager of Experiential Programs, Nutrition and Integrative Health

Adjunct Faculty

Karen Buchsbaum, M.S.
Jill Burns
Monica Corrado, M.A.
Betsy Costilo, M.S.
Sheila Dean, D.Sc.
Cheryl Diane, M.S.
Kelly Earp, Ph.D.
Nichole Ferrigno, B.A.
Laura Franklin, M.Ac., M.S.
Penny Friedberg, M.B.A., M.S.
Sana Grant, M.S., M.S.P.H.
Myra Kornfeld, B.A.
Russell Jaffe, M.D., Ph.D.
Karen Lyke, D.Sc.
Jayashree Mani, M.S.
Deanna Minich, Ph.D.
Lauren Mirkin, M.S.
Marybeth Missenda, M.S.
Andrew Pengelly, Ph.D.

Paul Pitchford, M.S.
Sylvia Regalla, M.S., M.D.
Genevieve Sherrow, M.S.
Tori Trocki, M.S.
Claudia Wingo, M.P.H.
Miriam Zacharias, M.S.

Guest Lecturers

Jaclyn Chasse, N.D.
Pam Compart, M.D.
Karen Falk, M.A.
Casey Fay, M.S.
Kathleen McNeely, M.S.
Sabrina N'Diaye, M.S.W.

Clinical Supervisors

Jillian Bar-av, M.S.
Dart Clancy, M.S.
Michael Guidry, M.S.
Heather Gunn, M.S.
Tricia McCauly, M.S.

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.

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):
 - o 3 semester credits of Organic/Biological Chemistry
 - o 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:

- o Nutrition/Dietetics
- o Medicine
- o Chiropractic Medicine
- o Nurse Practitioner
- o Physician Assistant
- o Dentistry
- o Osteopathic Medicine
- o Nursing
- o Physical Therapy
- o Occupational Therapy
- o Acupuncture
- o Pharmacy
- o Other licensed healthcare professionals

Additional Information

Licensure

Licensing requirements for nutritionists vary by state. To learn the most up-to-date laws and regulations, please refer to each state's board of dietetic practice, or go to www.nutritionadvocacy.org.

Certification

Graduates of the Post-Master's Certificate in Nutrition and Integrative Health may meet the eligibility requirements of several national nutrition boards. Eligibility will be contingent upon prerequisite courses completed prior to entry into the Post-Master's Certificate program. Please contact the appropriate board with questions, and review licensing laws by state for the most up to date information.

CERTIFIED NUTRITION SPECIALIST (CNS)

In order to acquire the CNS credential, graduates will need to pass a certifying examination and document 1000 hours of supervised nutrition practice experience. The Certification Board of Nutrition Specialists reviews each applicant individually. They review all transcripts to determine eligibility.

Certification Board of Nutrition Specialists

4707 Willow Springs Rd, Suite 207
La Grange, IL 60525
202-903-0267
www.cbns.org

CERTIFIED CLINICAL NUTRITIONIST (CCN)

CNCB reviews each applicant individually. They review all transcripts to determine eligibility.

Clinical Nutrition Certification Board

15280 Addison Road, Suite 130
Addison, TX 75001
972-250-2829
www.cncb.org

BOARD CERTIFIED IN HOLISTIC NUTRITION®

Requires at least one herbal elective course.

Holistic Nutrition Credentialing Board

P.O. Box 1884
Rancho Cordova, CA 95741-1884
800-342-8037
exam@hncb.org
www.nanp.org/hncb

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

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 618	Herbs for Home Use	3.0
HRB 622	Herbal Pharmacy	3.0
	Electives	3.0
Total Program Credits		12.0

Electives

Choose at least 3 credits:

Number	Course Title	Credits
ISCI 510a	Introduction to Writing ¹	1.5
ISCI 632a	Foundations of Health and Wellness I	1.5
ISCI 632b	Foundations of Health and Wellness II	1.5

¹ This program requires several academic writing assignments. Students who are not confident in their ability to summarize information from other writers or write clear and effective paragraphs are strongly encouraged to take ISCI 510a.

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.
Andrew Pengelly, Ph.D.
Claudia Wingo, M.P.H.

Guest Lecturers

James Duke, Ph.D.

Lisa Scott, M.S.

Kevin Spelman, Ph.D.

Teaching Associates

Betsy Costilo, M.S.

Olivia Fite, 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.

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.muhi.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 patients 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 the entire 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 patients 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 patients using.

Course of Study

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 604	Frequently Used Herbs	3.0
HRB 622	Herbal Pharmacy	3.0
	Electives	3.0
Total Program Credits		12.0

Electives

Choose at least 3.0 credits:

Number	Course Title	Credits
ISCI 510a	Introduction to Writing ¹	1.5
ISCI 632a	Foundations of Health and Wellness I	1.5
ISCI 632b	Foundations of Health and Wellness II	1.5

¹ This program requires several academic writing assignments. Students who are not confident in their ability to summarize information from other writers or write clear and effective paragraphs are strongly encouraged to take ISCI 510a.

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.
Andrew Pengelly, Ph.D.
Claudia Wingo, M.P.H.

Guest Lecturers

James Duke, Ph.D.

Lisa Scott, M.S.

Kevin Spelman, Ph.D.

Teaching Associates

Betsy Costilo, M.S.

Olivia Fite, 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. 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.

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 an 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 pre-clinical 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, and education. Graduates are also fully equipped to enter formal, clinical training in the Post-Master's Certificate in Clinical Herbalism.

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

Curriculum Overview

Students will learn to analyze, synthesize and articulate the material they encounter from both tradition and science; and to make new knowledge with that synthesis. This will require students to develop an ability to improvise and innovate. As students move through the experiential learning of herbs from *Field to Medicine*, they will gain practical skills, such as written and oral communication, medicine-making, and herbal formulary. Students' engagement with the medicine will deepen their intimacy with plants and the influence of seasonal flow on wellness. They will also discover how to assess herb quality for effectiveness and safety, how to apply the necessary Good Manufacturing Practice (GMP) requirements associated with herb collection, processing, formulary, clinical use, and manufacturing environments.

Course of Study

34.5 Required Credits + 5.5 Elective Credits

Core Credits

Number	Course Title	Credits
ISCI 547a	Physiology I: Healthy Function	3.0
ISCI 610b	Introduction to Scientific Writing	1.5
ISCI 632a	Foundations of Health & Wellness I	1.5
ISCI 647b	Physiology II: Movement away from Health	3.0
ISCI 701	Introduction to Statistics, Research Design & Information Literacy in Integrative Medicine Assessment	3.0
HRB 600	Fundamentals of Herbal Medicine	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	3.0

Choose at least 1.5 of these ISCI credits:

ISCI 510a	Introduction to Writing ¹	1.5
ISCI 632b	Foundations of Health & Wellness II	1.5

Choose 3 of these HRB credits:

HRB 604	Frequently Used Herbs	3.0
HRB 618	Herbs for Home Use	3.0

Electives 5.5

Total Program Credits 40.0

¹ This program requires several academic writing assignments. Students who are not confident in their ability to summarize information from other writers or write clear and effective paragraphs are strongly encouraged to take ISCI 510a.

Electives

Choose at least 5.5 credits:

Number	Course Title	Credits
APP 600a	Sophia Intensive	3.5
HRB 623b	Quality Assessment and Microscopy	2.5
HRB 633	Medicinal Plants and Cultures: A Bioregional Exploration	2.0
HRB 634c1	Field Trip/Nature Intensive	1.0
HRB 634c2	Field Trip/Nature Intensive	2.0
HRB 634c3	Field Botany for the Herbalist	1.0
HRB 660	Research Design	0.5
HRB 670b	Research	2.0

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.
Courtney Fischer, M.S.
Andrew Pengelly, Ph.D.
Claudia Wingo, M.P.H.

Guest Lecturers

Joseph Betz, Ph.D.
Holly Chittum, M.S.
James Duke, Ph.D.
Simon Mills, M.A.
Lisa Scott, M.S.
Kevin Spelman, Ph.D.
Paul Strauss

Teaching Associates

Betsy Costilo, M.S.
Olivia Fite, 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.

Program Format

The Master of Science in Therapeutic Herbalism is designed to be completed in two years and is offered in an online 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.

Two courses offer optional face-to-face field trip opportunities (HRB 634c1 and HRB 634c2). Additional courses may be offered on campus; see the Schedule of Courses for more information.

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-MASTER'S CERTIFICATE IN CLINICAL HERBALISM

Program Overview

This 14.5-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 through the Natural Care Center at MUIH, learn to conduct a comprehensive assessment and work cooperatively with clients to develop goals and an individualized health plan. 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 patient 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 internship in the Natural Care Center will build their practice using a variety of on- and off-site options, as well as individual and group work. Parts of the program will allow students 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
COA 601a	Practitioner Skills	2.0
HRB 713b	Clinical Round Table	1.5
HRB 720a	Faculty Supervised Clinic	1.5
HRB 720b	Faculty Supervised Clinic	1.5
HRB 735c	Clinical Skills	4.0
HRB 753b	Applied Therapeutics: Case Studies	2.0
HRB 767a	Practice Management I	1.0
HRB 767b	Practice Management II	1.0
Total Program Credits		14.5

Faculty

Bevin Clare, M.S.
Associate Professor

Camille Freeman, M.S.
Associate Professor

Adjunct Faculty

Susan Duggan, M.Ac.
Claudia Wingo, M.P.H.

Guest Lecturers

Simon Mills, M.A.
Lisa Scott, M.S.
Miriam Zacharias, M.S.

Clinic Supervisors

Jillian Bar-av, M.S.
Dart Clancy, M.S.
Sara Eisenberg, M.S.
Susan Hirsch, M.S.
Alexander King, M.S.
Ayodele Ngozi, 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.

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.

Program Format

This program is offered in a hybrid format as a blend of online and on-campus coursework and clinical training, and can be completed in one year.

Online courses offer flexibility for the student while weekend courses offer direct faculty contact and clinical internship experience. 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.

On-campus courses are held on weekends. There is one four-day residential retreat prior to the start of the clinical experience. Clinic for the 2014-2015 program will be held on Sunday mornings and Tuesday evenings at the Natural Care Center.

Additional Information Certification

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. As a graduate of MUIH you will be eligible to apply for this credential with additional clinical experience gained either through the Post-Master's Certificate in Clinical Herbalism or otherwise.

American Herbalists Guild

125 South Lexington Avenue, Suite 101
Asheville, NC 28801
617-520-4372
www.americanherbalistsguild.com

Also, 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



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 (*under revision for April 2015*)

Programs not currently enrolling:

Master of Arts in Applied Healing Arts
Master of Arts in Transformative Leadership and Social Change
Master of Science in Health Education and Integrative Health

Administration

Tia Simmons, Dr.P.H.
Academic Director, Health Philosophy and Promotion

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

Judy Ford, M.P.H., M.H.S.
Interim Program Manager, Health and Wellness Coaching
Programs

Erin Nelson
Interim Program Director, Transformative Leadership and Social
Change

Jennifer Schwing
Program Coordinator

Contact the Department

410-888-9048 ext. 6663

coaching@muih.edu

healthpromotion@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.

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
- Enable students to demonstrate the ability to develop a comprehensive set of health generating practices based on the rhythms of nature, life skills, and language
- Teach students to understand the science of behavior change and be able to demonstrate application to motivating others toward health generating behaviors
- 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
COA 601	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 632a	Foundations of Health and Wellness I	1.5
ISCI 632b	Foundations of Health and Wellness II	1.5
RES 511	Fundamentals of Information	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.

All credits can transfer to the 30-credit Master of Arts in Health and Wellness Coaching.

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.

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

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 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

Judy Ford, M.P.H., M.H.S.
Interim Program Manager, Health and Wellness Coaching

Adjunct Faculty

Peggy Alexander, M.Ed., M.S.
Cecelia Coffin, Ed.D.
Linda Mastro, M.A.
Suzanne Schneider, Ph.D.
Robert Shapero, M.Ac.
Andrea Shaw, 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 Requirements section of the catalog.

Additional Information Certification and Credentials

The coaching courses that make up this certificate program 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

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 nutrition, medical herbalism, or herbal studies.

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 to become International Coach Federation (ICF) certified 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
- Enable students to demonstrate the ability to develop a comprehensive set of health generating practices based on the rhythms of nature, life skills, and language
- Teach students to understand the science of behavior change and be able to demonstrate application to motivating others toward health generating behaviors
- 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 in health and wellness coaching. There are three additional required credits for this degree program; 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 project that allows students to learn from a field expert about practical integration of the content in their area of concentration with their coaching skills. Students select an area of concentration in nutrition, herbal studies, or medical herbalism, to provide the remaining 12 hours of credit for a master's degree.

The nutrition 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 can gain practical skills and apply theory through participation in whole foods cooking labs, practice coaching sessions, clinic, research, or a community-based practicum.

The herbal studies concentration is designed for individuals with a keen interest in herbs, wellness, and self-care. People with a background or interest in horticulture and gardening, culinary arts and nutrition, public health and education, and the environment and sustainability, as well as people who are parents and caregivers, will find the program relevant and valuable. 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 medical herbalism 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.

Course of Study

15 Core Credits + 3 Required Credits + 12 Area of Concentration Credits

Core Credits: Coaching Curriculum

Number	Course Title	Credits
ISCI 632a	Foundations of Health and Wellness I	1.5
ISCI 632b	Foundations of Health and Wellness II	1.5
COA 601	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
RES 511	Fundamentals of Information	0.0
Total Core Credits		15.0

Additional Required Credits

Capstone Project	1.0
Practice Management	2.0

See the Schedule of Courses for more information.

Areas of Concentration

Students must choose an area of concentration from one of the following curricula.

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.

HERBAL STUDIES

12 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 618	Herbs for Home Use: Living in Harmony with the Seasons	3.0
HRB 620A	Herbal Therapeutics I	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
Total Herbal Studies Concentration Credits		12.0

MEDICAL HERBALISM

12 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 604	Frequently Used Herbs: Understanding for the Health Professional	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
ISCI 547a	Physiology 1: Healthy Function	3.0
Total Medical Herbalism Concentration Credits		12.0

NUTRITION

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
ISCI 615	Mind Body Science	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 602	Nutrition: Food and Balance	3.0
NUTR 672	Mindful Eating and Nourishment	2.0
	Electives	3.0
Total Nutrition Concentration Credits		12.0

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 of availability.

Number	Course Title	Credits
APP 600a	SOPHIA Intensive	3.5
COA 630	Advanced Coaching Skills	1.5
HRB 600	Fundamentals of Herbal Medicine	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
IHED 611	Information Literacy in Integrative Medicine and Health Education	2.0
IHED 614	Securing Funding in Health Education	2.0
IHED 616	Governmental Policy & Health Education Advocacy	2.0
IHED 618	Health Education Administration & Management	2.0
IHED 620	Foundations of Health Behavior & Health Education	2.0
IHED 621	Communication Strategies in Health Education	3.0
IHED 624	Qualitative Data Collection & Research Writing	2.0
IHED 627	Quantitative Data Collection & Analysis	2.0
ISCI 510a	Introduction to Writing	1.5
ISCI 520	Biology, Chemistry, and Physics in Health: An Introduction	3.0
ISCI 630a	Health Promotion: Integrative Health & Wellness I	3.0
ISCI 630b	Health Promotion: Integrative Health & Wellness II	1.5
ISCI 647b	Physiology II: Movement Away from Health	3.0
ISCI 667	Science of Addiction	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 661	Practice Management	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 667	Marketing for Health Professionals	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyond	1.0
NUTR 669	Nutrition Education	2.0
NUTR 669a	Nutrition Education I	2.0
NUTR 669b	Nutrition Education II	2.0
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 685	Cooking with Whole Foods Lab V	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
Total Program Credits		30.0

Faculty

Bevin Clare, M.S. Associate Professor
Judy Ford, M.P.H., M.H.S. Interim Program Manager, Health and Wellness Coaching
Camille Freeman, M.S. Associate Professor
Liz Lipski, Ph.D. Professor Director, Academic Development, Nutrition and Integrative Health
Maya Maroto, M.P.H., Ed.D. Associate Professor Director, Academic Programs, Nutrition and Integrative Health
Heidi Most, M.Ac. Associate Professor
Kirsten Pullin, M.Ac., J.D. Interim Academic Director, Applied Integrative Health & Health Management
Tia Simmons, Dr.P.H. Academic Director, Health Philosophy and Promotion

Adjunct Faculty

Peggy Alexander, M.Ed., M.S.
Brian Bowen, M.S.
Cecelia Gail Coffin, Ed.D.
Sara Eisenberg, M.S.
Penny Friedberg, M.B.A., M.S.
Cheryl Harris, M.P.H.
Linda Mastro, M.A.
Deanna Minich, Ph.D.
Lauren Mirkin, M.S.
Marybeth Missenda, M.S.
Andrew Pengelly, Ph.D.
Suzanne Schneider, Ph.D.
Robert Shapero, M.Ac.
Andrea Shaw, Ph.D.
Kevin Spelman, 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 Requirements section of the catalog.

Articulation Agreement

Institute for Integrative Nutrition

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 of 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 advanced standing must apply using the application for Institute for Integrative Nutrition graduates.

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
- 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 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.

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 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 or Medical Herbalism will complete the remainder of their herbal concentration courses online. Students choosing an area of concentration in Nutrition may complete the remainder of their nutrition concentration 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

The coaching courses that make up this certificate program 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

MASTER OF SCIENCE IN HEALTH PROMOTION

This program is under revision for April 2015.

Program Overview

The Master of Science in Health Promotion prepares students to be leaders in the emerging trillion dollar 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 innovative program will prepare students with a deep understanding of the theoretical and practical applications of health sciences and integrative health. They will gain the knowledge and understanding to articulate the mechanisms between physiological, psychological, social, and environmental factors to formulate approaches to whole person healing.

The program also offers two areas of concentration in community health education and in workplace wellness (under development) that will teach students how to powerfully impact individuals or organizations to make positive lifestyle choices and create sustainable behavior changes.

Purpose

The Master of Science in Health Promotion will prepare graduates with skills to seek key solutions in healthcare issues and problems facing individuals and communities which impact the nation as a whole. The nation's interest in complementary and integrative medicine (CIM) has also been increasing and is expanding at a greater than average job growth rate. There has been 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 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.



SECTION SIX INTEGRATIVE HEALTH SCIENCES

Integrative Health Sciences Department

Integrative Health Sciences
Master of Science in Yoga Therapy

Programs not currently enrolling:
Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

Administration

James Snow, M.A.
Interim Academic Director

Steffany Moonaz, Ph.D.
Associate Academic Director

Mary Partlow Luttamus, M.S.W.
Program Director, Yoga Therapy

Melissa Smith
Program Administrator, Integrative Health Sciences

Amy Morales
Program Coordinator, Yoga Therapy

Contact the Department **INTEGRATIVE HEALTH SCIENCES**

410-888-9048 ext. 6733
bioscience@muih.edu

YOGA THERAPY PROGRAM

410-888-9048 ext. 6693
yoga@muih.edu

INTEGRATIVE HEALTH SCIENCES

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 fields of integrative health care.

Goals

Students in ISCI courses will develop the knowledge, skills, and habits of mind to:

- Analyze and explain the interconnection between personal health and the social and ecological environments
- Explain health and disease from a "whole-person" (biopsychosocial) perspective
- Describe the scientific basis of adaptation and resilience as core components of health
- Evaluate the scientific rationale and evidence for diverse systems and modalities of health care

Course of Study

The ISCI department serves the following programs:

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

Steffany Moonaz, Ph.D.
Associate Academic Director

Heidi Most, M.Ac.
Associate Professor

Janet Padgett, M.Ac., Ph.D.
Program Director, Evening/Weekend Acupuncture and Oriental Medicine

Marlysa Sullivan, M.P.T.
Instructor

James Snow, M.A.
Interim Academic Director, Integrative Health Sciences

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

Bryan Walsh, N.D.
Instructor

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

Adjunct Faculty

Holly Chittum, M.S.
Cheryl DePetro, M.S.W, M.Ac.
Sana Grant, M.S., M.S.P.H.
Pamela Jeter, Ph.D.
Jianyong Liu, M.D., Ph.D.
Marybeth Missenda, M.S.
Deborah Mizeur, M.S., M.H.A.
Kevin Spelman, Ph.D.
Jennifer Swartout, M.A.
Claudia Wingo, M.P.H.

Distinguished Lecturers

Dianne Connelly, M.Ac.(UK), Ph.D.

Guest Lecturers

Jillian Bar-av, M.S.
Clifton Bingham, M.D.
Edna Brandt M.Ac.
Heather Keller
Stacey MacFarlane, M.Ac.
Warren Morganstein, M.P.H., M.Ac., D.D.S.
Laritta Paolini, M.Ac., M.D. (Russia)
Andrew Pengelly, Ph.D.
Niall Sheehan, M.Ac.
Linda Simons, M.Ac.
Jen Yocum, M.A., M.Ac.

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 and only 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
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
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	3.5
Yoga 653	Professional Practices for Yoga Therapy Practitioners I	1.0
Yoga 654	Professional Practices for Yoga Therapy Practitioners II	1.0
Yoga 6EX1	Comprehensive First Year Exam	0.0
Total Program Credits		39.5

Faculty

Camille Freeman, M.S.
Associate Professor

Mary Partlow Luttamus, M.S.W.
Program Director, Yoga Therapy

Steffany Moonaz, Ph.D.
Associate Academic Director, Integrative Health Sciences

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health & Health Management

Marlysa Sullivan, M.P.T.
Instructor

Adjunct Faculty

Doug Keller, M.A.

Guest Lecturers

Clifton Bingham, M.D.
Diane Finlayson, M.L.A.
Hilary Garivaltis
Heather Keller
Michelle Martello
Karen Soltes, M.S.W.

Teaching Associates

Hari-kirtana das

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 have completed at least one year of documented teaching experience and one year of personal practice.

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 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 Resources

INTERNATIONAL ASSOCIATION OF YOGA THERAPISTS

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 began accepting applications for accreditation from schools and programs.

MUIH has submitted an application to IAYT for accreditation of our yoga therapy program, and will be able to provide information on our status after IAYT completes its review process.

International Association of Yoga Therapists

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

YOGA ALLIANCE

The Yoga Alliance is a membership organization that has adopted standards for the credentialing of yoga schools and yoga teachers. The designation Registered Yoga School (RYS) indicates a school has met the Yoga Alliance standards for the education of yoga teachers. The designation Registered Yoga Teacher (RYT) indicates a teacher has completed a training program approved by the Yoga Alliance and the teacher has elected to register individually with Yoga Alliance. While registration with Yoga Alliance is not a requirement for admission to the M.S. in Yoga Therapy, applicants must have earned a minimum of 200-hour teacher training, such as a Yoga Alliance 200-hour registered school program or its equivalent. Refer to the Yoga Alliance website for information on the standards for a 200-hour program.

Yoga Alliance

1701 Clarendon Boulevard, Suite 100
Arlington, VA 22209
888-941-9642
www.yogaalliance.org



Applied Integrative Health & Health Management Department

Administration

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director

Contact the Department

410-888-9048 ext. 6672
ihm@muih.edu

Natural Care Center

Elizabeth Smock
Assistant Director, Operations

Spring Netto
Reception and Billing Associate

Delaina Ford
Medical Billing and Coding Associate

Contact the Natural Care Center

410-888-9048 ext. 6614
naturalcarecenter@muih.edu

APPLIED INTEGRATIVE HEALTH & HEALTH MANAGEMENT

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 other programs. In addition this department is the home for MUIH's Natural Care Center, community training sites, and clinical partnerships. 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.

In its role as the home of the Natural Care Center, the mission of the department is to provide an exceptional, personalized, clinical learning environment for MUIH students and to deliver outstanding, relationship-centered health care to the greater community.

In its role as the home for MUIH's community sites and clinical partnerships, the mission of the department is to provide clinical learning opportunities for MUIH students in communities, in collaborations with western healthcare professionals, and clinically-based research partnerships.

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 clinical skills necessary to establish successful and safe clinical and integrative practices
- The clinical skills necessary collaborate in integrative delivery models
- The skills necessary to design and participate in clinical trials that advance integrative health care

Faculty

David Blaiwas, M.Ac.
Associate Professor

Bevin Clare, M.S.
Associate Professor

Tyme Gigliotti, M.Ac.
Assistant Professor

Jane Grissmer, M.Ac. (UK)
Professor

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Adjunct Faculty

Heather Dorst, M.Ac.

Craig Kerr, M.Ac.

Dan Parish, M.Ac.

David Paton, M.Ac.

Deanna Stennett, M.Ac. (UK)

Susan Testa, M.S.

Shea Hunter Thompson, 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.



ACUPUNCTURE AND ORIENTAL MEDICINE

ACP601a/MOM601a

History and Classics: Acupuncture from China to America

Students learn the ancestral as well as contemporary roots, historical and cultural influences, in the development of acupuncture. Credits: 1.25

ACP601b/MOM601b

History and Classics: Chinese Medicine from the Classical Perspective

This course provides an introduction to the world view of the ancient Chinese through the study of Chinese characters and classical texts. Credits: 1.75

ACP611/MOM611

Theory: Principles of Healing and the Laws of Nature

This course provides an orientation and foundation in the Principles of Healing, the Laws of Nature, and the medicine of the Wu Hsing or the Five Seasons. Credits: 2.50

ACP612/MOM612

Theory: Officials and Substances

This course provides an in depth study of the physiology of the Twelve Officials and their manifestation on all levels of the Body, Mind and Spirit. Credits: 2.00

Prerequisite: ACP611/MOM611

ACP613/MOM613

Theory: The Five Phases I

Students learn fundamental treatment theory within the tradition of the Five Phases, including point functions, names and spirits, and begin learning techniques that govern movement, healing, and transformation of Qi within a patient. Credits: 2.00

Prerequisite: ACP612/MOM612

ACP613B/MOM613b

Theory: Five Element Project

Students create study projects and then present them to the class with the purpose of demonstrating their embodied understanding of the five elements. Credits: 1.00

Prerequisite: ACP612/MOM612

ACP614/MOM614

Theory: Communication Systems of the Body/Mind/Spirit - Channels and Points

Students advance in their learning of treatment theory within the tradition of the Five Phases and begin to think like an acupuncturist—organizing observable phenomena into a coherent and workable framework and exploring the beginning of treatment planning. Credits: 2.00

Prerequisite: ACP613/MOM613

ACP615

Theory: Organs of the Body and Patterns of Disharmony I

Students study the Eight Principles in Chinese Medicine, an introduction to Zang Fu theory, and Patterns of Disharmony. Credits: 2.00

Prerequisite: ACP614/MOM614

ACP622/MOM622

Point Location: Distal Points of the Arm Primary Meridians

This both didactic and hands-on course is the first of six that develop the student's ability to find the acupuncture points that are used during a treatment. Students will deepen their sensory awareness of both energy and structure as they practice locating anatomical landmarks and points. Credits: 3.00

Prerequisite: ISCI640

ACP623/MOM623

Point Location: Distal Points of the Leg Primary Meridians

In this both didactic and experiential course, students expand their knowledge and skills of locating acupuncture points and deepen their understanding of respectful touch principles, including techniques to move and position the body with care and respect. Credits: 3.00

Prerequisite: ACP622/MOM622

ACP624/MOM624**Point Location: Journey of Qi through the Torso**

Students progress in their point location skill development while learning to locate a selection of points on the back, chest, and abdomen. Students also learn the art of draping and strengthen their integration of respectful touch principles through self-reflection and feedback activities.

Credits: 3.00

Prerequisite: ACP623/MOM623

ACP624E/MOM624E**Point Location: Journey of Qi Through the Torso**

Students progress in their point location skill development while learning to locate a selection of points on the back, chest, and abdomen. Students also learn the art of draping, and strengthen their integration of respectful touch principles through self-reflection and feedback activities.

Credits: 2.00

Prerequisite: ACP623/MOM623

ACP625/MOM625**Point Location: Integrating Meridians**

Students continue to refine their point location skills; increase their confidence; consistency; and accuracy without reference material; and demonstrate their readiness for locating in a clinical setting. Through creative activity, they deepen their embodiment of the flow of the superficial pathways from entry to exit throughout the body.

Credits: 3.00

Prerequisite: ACP624/MOM624

ACP625E/MOM625E**Point Location: Journey of Qi Continues**

Students complete work on the torso and continue to refine their point location skills; increase their confidence, consistency, and accuracy without reference material; and demonstrate their readiness for point location in a clinical setting.

Credits: 2.00

Prerequisite: 1 of the following: ACP624/MOM624, ACP624E/MOM624E

ACP626E/MOM626E**Point Location: Integrating Meridians**

Students continue to refine their point location skills; increase their confidence, consistency, and accuracy without reference material; and demonstrate their readiness for point location in a clinical setting. Through creative activity, they deepen their embodiment of the flow of the superficial pathways from entry to exit throughout the body.

Credits: 2.00

Prerequisite: ACP625E/MOM625E

ACP631/MOM631**Diagnostic Skills: Awakening the Observer**

Students develop the skills needed to engage their senses, use their body as an instrument of perception, and experience the movements of Qi through practical exercises and observation of nature.

Credits: 1.75

ACP632a/MOM632a**Diagnostic Skills: Cultivating the Instrument**

Students are introduced to the diagnostic tools of the pulse, color, sound, odor, and emotion as movements of Qi.

Credits: 2.00

Prerequisite: ACP631/MOM631

ACP632b/MOM632b**Diagnostic Skills: Rapport Intensive**

In this two day intensive, students experience and develop an embodied definition of rapport by establishing and sustaining rapport with others in a variety of classroom situations.

Credits: 1.00

Prerequisite: ACP631/MOM631

ACP633/MOM633**Diagnostic Skills: Diagnostic Interactions**

This class provides the opportunity to further develop awareness of the movements of Qi and the ability to gain rapport. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude.

Credits: 3.00

Prerequisite: 1 of the following: ACP632a/MOM632a, ACP632b/MOM632b

ACP634/MOM634**Diagnostic Skills: Traditional Diagnosis**

This course continues the opportunity for students to develop diagnostic skills as well as teaches them how to conduct a Traditional Diagnosis through practical exercises.

Credits: 3.00

Prerequisite: ACP633/MOM633

ACP635-1/MOM635-1**Pulse Development**

Pulse development trimester 1

Credits: 0.30

ACP635-2/MOM635-2**Pulse Development**

Pulse development trimester 2

Credits: 0.30

Prerequisite: ACP635-1/MOM635-1

ACP635-3/MOM635-3**Pulse Development**

Pulse development trimester 3

Credits: 0.30

Prerequisite: ACP635-2/MOM635-2

ACP635-4/MOM635-4**Pulse Development**

Pulse development trimester 4

Credits: 0.30

Prerequisite: ACP635-3/MOM635-3

ACP635-5/MOM635-5**Pulse Development**

Pulse development trimester 5

Credits: 0.30

Prerequisite: ACP635-4/MOM635-4

ACP635E1/MOM635E1**Pulse Development**

Pulse development trimester 1, evening/weekend program.

Credits: 0.24

ACP635E2/MOM635E2**Pulse Development**

Pulse development trimester 2, evening/weekend program.

Credits: 0.21

Prerequisite: 1 of the following: ACP635-1/MOM635-1, ACP635E1/MOM635E1

ACP635E3/MOM635E3**Pulse Development**

Pulse development trimester 3, evening/weekend program.

Credits: 0.21

Prerequisite: 1 of the following: ACP635-1/MOM635-1, ACP635E2/MOM635E2

ACP635E4/MOM635E4**Pulse Development**

Pulse development trimester 4, evening/weekend program.

Credits: 0.21

Prerequisite: 1 of the following: ACP635-2/MOM635-2, ACP635E3/MOM635E3

ACP635E5/MOM635E5**Pulse Development**

Pulse development trimester 5, evening/ weekend program.

Credits: 0.21

Prerequisite: 1 of the following: ACP635-3/ MOM635-3, ACP635E4/MOM635E4

ACP635E6/MOM635E6**Pulse Development**

Pulse development trimester 6, evening/ weekend program.

Credits: 0.21

Prerequisite: 1 of the following: ACP635-4/ MOM635-4, ACP635E5/MOM635E5

ACP635E7/MOM635E7**Pulse Development**

Pulse development trimester 7, evening/ weekend program.

Credits: 0.21

Prerequisite: ACP635E6/MOM635E6

ACP644/MOM644**Treatment Skills: Basic Treatment Skills**

This course introduces students to fundamental treatment skills, including the art of painless needle insertion, needling techniques, moxibustion, and the treatment of addiction recovery using acupuncture.

Credits: 2.00

Prerequisite: ACP633/MOM633

ACP644EA/MOM644EA**Treatment Skills: Basic Treatment Skills**

This course introduces students to fundamental treatment skills, including the art of painless needle insertion, needling techniques, moxibustion, and the treatment of addiction recovery using acupuncture. It focuses on skills necessary to participate in community partnership locations.

Credits: 1.00

Prerequisite: ACP633/MOM633

ACP644EB/MOM644EB**Treatment Skills: Basic Treatment Skills**

This course introduces students to fundamental treatment skills, including the art of painless needle insertion, needling techniques, moxibustion, and the treatment of addiction recovery using acupuncture. It focuses on skills used in full body acupuncture.

Credits: 1.00

Prerequisite: ACP633/MOM633

ACP645/MOM645**Treatment Skills: The Art of Effective**

Treatment Design

Students learn to integrate treatment planning with lifestyle and wellness coaching.

Credits: 2.00

Prerequisite: ACP644/MOM644

ACP652/MOM652**Clinical Observation: From Story to Phenomena**

Students observe and recognize the movement of Qi by observing an experienced practitioner with a patient in a group setting.

Credits: 1.00

Prerequisite: ACP631/MOM631

ACP653/MOM653**Clinical Observation: Qi in Motion**

Students observe clinical students presenting and treating patients, and they practice recognizing distinctions among the five seasonal movements of Qi.

Credits: 0.75

Prerequisite: ACP652/MOM652

ACP655/MOM655**Clinical Observation: Small Group Treatment**

In small groups, students take turns observing and treating a patient together under the supervision of a faculty member. Students discuss issues of diagnosis, treatment, and treatment planning principles, as well as practice their clinical skills, such as the physical exam, needling and moxibustion.

Credits: 1.50

Prerequisite: 1 of the following: ACP634/ MOM634, ACP644EB/MOM644EB

ACP662/MOM662**Practice Management: Ethics for the Healthcare Professional**

Students develop an awareness and understanding of the relevant legal and ethical issues germane to various private or group health care practice settings.

Credits: 1.00

ACP665/MOM665**Practice Management: Orientation to Clinical Practice**

Students gain a basic understanding of the learning objectives, outcomes, and requirements of the faculty-supervised clinic and explore issues such as scope of practice, patient confidentiality, HIPPA, and legal policies, as well as how to begin generating their own clinical practices.

Credits: 1.00

Prerequisite: ACP634/MOM634

ACP681A/MOM681A**Self-Cultivation of Qi**

This weekly experiential course introduces students to techniques for the self-cultivation and understanding of Qi. Students will learn practices to move and transform Qi within themselves, such as Qi Gong, as well as the importance of their own Qi with respect to touch and palpation of another.

Credits: 0.75

ACP683A/MOM683A**Movement as Medicine**

Students learn practices that generate, circulate, and unblock Qi, use Qi to nourish the system, and return the Qi to the deepest level. Students experience the Five Phases of Qi energy in order to regain or maintain health, and to enhance diagnostic and treatment skills.

Credits: 1.00

ACP6EXI/MOM6EXI**ACP 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: All Level I and Level II courses except: ACP625, ACP626E, ACP635-5, ACP635E7, ACP645, ACP655, ACP665, ACP790a, ISCI755, NUTR676

ACP700/MOM700**History and Classics: Visiting Scholar Intensive**

Distinguished guest lecturers elucidate special topics in Chinese medicine.

Credits: 1.00

ACP710/MOM710**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: 1 of the following: ACP716, MOM616

ACP716**Theory: Organs of the Body and Patterns of Disharmony II**

Students continue to study the Eight Principles in Chinese Medicine and deepen their exploration into Zang Fu theory and Patterns of Disharmony.

Credits: 2.00

Prerequisite: ACP615

ACP718/MOM718**Theory: Advanced Modes of Integration**

Students will explore methods of integration of acupuncture theory and treatment through class discussion and clinical application with senior faculty.

Credits: 2.00

Prerequisite: 1 of the following: ACP716, MOM616

ACP719/MOM719**Theory: Chinese Medical Therapy and Asian Bodywork**

This class offers students a survey of additional clinical treatments and therapies that are utilized within the context of Chinese medicine.

Credits: 2.00

Prerequisite: ACP718/MOM718

ACP727/MOM727**Point Location: Advanced Point Location**

Students will continue to focus on one anatomical region of the body at a time in this advanced location course. Students will explore anatomical landmarks; locate acupuncture points of the primary, CV and GV channels; and compare the spatial relationship of points in close proximity of each other on the head, neck and shoulder. Windows of the Sky and Extra points are also taught in this course.

Credits: 2.00

Prerequisite: 1 of the following: ACP625/ MOM625, ISCI740

ACP746/MOM746**Treatment Skills: 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 and identify how to use the gifts of the elements to replenish their personal resources during the clinic and eventually as professional acupuncturists.

Credits: 1.00

Prerequisite: ACP645/MOM645

ACP757/MOM757**Clinical Observation: Living Traditions**

This course features clinical observation of experienced practitioners interacting with and treating patients from a variety of different Acupuncture Traditions.

Credits: 1.00

Prerequisite: ACP655/MOM655

ACP758a/MOM758a**Healing and Transforming the Emotions**

The purpose of this course is to view the process of healing and transformation in the emotional body through the lens of Chinese medicine to more effectively assess, treat and support patients. Objectives: 1) Provide students with experiential and didactic skills for engaging patients on the emotional level and integrate these skills with other diagnostic and treatment skills previously learned in the program; 2) Understand the process of emotional transformation and development of emotional intelligence within the context of qi and the principles of Chinese medicine.

Credits: 1.50

Prerequisite: ACP757/MOM757

ACP759/MOM759**Clinical Observation: Discussion of Case Presentation**

Clinical students present patients in class for observation and discussion. Students discuss the many issues that are involved in the treatment of a patient.

Credits: 0.75

Prerequisite: ACP758/MOM758

ACP766/MOM766**Practice Management: Building a Successful Practice**

Students are guided as they begin to establish their practices in the faculty-supervised clinic. This course illustrates the steps student practitioners must take in order to plan, establish, manage, and promote their supervised clinical practices during their course of study as well as after graduation.

Credits: 1.50

ACP767/MOM767**Practice Management: Maintaining a Successful Practice**

Students further develop and apply practical skills for managing and nourishing their clinical practices. In addition to a focus on ongoing practice development, topics include business record-keeping, taxes, insurance, and managing a group practice.

Credits: 1.00

Prerequisite: ACP766/MOM766

ACP790a/MOM790a**Supervised Clinical Practice: Community Health**

Following an introduction to the treatment of addiction recovery in Basic Treatment Skills, students spend a minimum of 60 hours (total) at off-site community health sites where they gain experience in using acupuncture and life-skills treatment models for community health.

Co-requisite: ACP644 or ACP644EA.

Credits: 0.50

ACP790b/MOM790b**Supervised Clinical Practice: Core Groups**

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

Prerequisite: ACP655/MOM655

ACP790BE/MOM790BE**Supervised Clinical Practice: Core Groups**

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: 0.80

Prerequisite: ACP655/MOM655

ACP790C1/MOM790C1**Supervised Clinical Practice: Student Clinic**

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: 1.00

Prerequisite: ACP655/MOM655; ACP6EXI/ MOM6EXI; ISCI754; 1 of the following: ACP644/MOM644, ACP644EB/MOM644EB

ACP790C2/MOM790C2**Supervised Clinical Practice: Student Clinic**

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: 1.25

Prerequisite: ACP655/MOM655; ACP6EXI/ MOM6EXI; ISCI754; 1 of the following: ACP644/MOM644, ACP644EB/MOM644EB

ACP790C3/MOM790C3**Supervised Clinical Practice: Student Clinic**

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: 1.50

Prerequisite: ACP655/MOM655; ACP6EXI/MOM6EXI; ISCI754; 1 of the following: ACP644/MOM644, ACP644EB/MOM644EB

ACP790C4/MOM790C4**Supervised Clinical Practice: Student Clinic**

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: ACP655/MOM655; ACP6EXI/MOM6EXI; ISCI754; 1 of the following: ACP644/MOM644, ACP644EB/MOM644EB

ACP790C5/MOM790C5**Supervised Clinical Practice: Student Clinic**

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: ACP655/MOM655; ACP6EXI/MOM6EXI; ISCI754; 1 of the following: ACP644/MOM644, ACP644EB/MOM644EB

ACP790c6/MOM790c6**Supervised Clinical Practice: Student Clinic**

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: 1.00

Prerequisite: ACP655/MOM655; ACP6EXI/MOM6EXI; ISCI754; 1 of the following: ACP644/MOM644, ACP644EB/MOM644EB

ACP790c7/MOM790c7**Supervised Clinical Practice: Student Clinic**

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: 1.25

Prerequisite: ACP790c6/MOM790c6

ACP790c8/MOM790c8**Supervised Clinical Practice: Student Clinic**

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: 3.75

Prerequisite: ACP790c6/MOM790c6

ACP790c9/MOM790c9**Supervised Clinical Practice: Student Clinic**

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: 3.75

Prerequisite: ACP790c6/MOM790c6

ACP790e1/MOM790e1**Supervised Clinical Practice: Student Clinic**

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: 3.50

ACP790e2/MOM790e2**Supervised Clinical Practice: Student Clinic**

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: 3.50

ACP7EXI/MOM7EXI**ACP 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

Prerequisite: 1 of the following: ACP790c, ACP790C3/MOM790C3, ACP790C4/MOM790C4, ACP790C5/MOM790C5, ACP790c6/MOM790c6, ACP790c7/MOM790c7, ACP790c8/MOM790c8, ACP790c9/MOM790c9, ACP790d/MOM790d, ACP790d2, ACP790d3, ACP790d4

ACP818/MOM818**Theory: Senior Elective**

The purpose of this course is to offer students in their last trimester an opportunity to choose an area of interest that will deepen and enrich their studies of theory, techniques or advanced clinical application. Topics will build on and further material that is offered in the curriculum.

Credits: 2.00

Prerequisite: ACP718/MOM718

MOM614a**Chinese Medical Physiology I**

This course introduces students to the Chinese concepts of human physiology, which encompass both the physical body and energetic movements that support and maintain optimum health and vitality. The course explores how classical Chinese medicine was the world's first 'holistic' medical system, one that views all levels of living – body, mind, emotions, spirit – as being continuously interdependent and interactive.

The course includes lectures and skill exercises to teach students how to diagnose energetic and physiological imbalances, and to recognize signs and symptoms in each of the major Chinese herbal medicine

Credits: 2.00

MOM616**Chinese Medical Physiology II**

This course introduces students to the Chinese concepts of human physiology, which encompass both the physical body and energetic movements that support and maintain optimum health and vitality. The course explores how classical Chinese medicine was the world's first 'holistic' medical system, one that views all levels of living – body, mind, emotions, spirit – as being continuously interdependent and interactive.

The course includes lectures and skill exercises to teach students how to diagnose energetic and physiological imbalances, and to recognize signs and symptoms in each of the major Chinese herbal medicine

Credits: 2.00

APPLIED PHILOSOPHY AND PRACTICES

APP600a

School of Philosophy and Healing in Action (SOPHIA) Intensive

Based on the cycles of nature, this intensive course introduces the philosophical underpinnings of the University and includes the experience of Qi, the rhythms of nature, life skills, language, and theory.
Credits: 3.50

APP601

Initiating a Healing Presence

This course continues to build on the philosophical underpinnings of health and wellbeing first explored in the SOPHIA Intensive. By observing their own ways of being, doing, and speaking, students begin to embody the practices that guide them toward becoming a powerful healing presence and catalyst for change in others.
Credits: 1.25
Prerequisite: 1 of the following: APP600, APP600a

APP602

Being the Needle

Students continue to develop their ability to be a powerful healing presence and catalyst for change. Theory and skills include speech acts that empower and bring clarity to relationships and skillful ways of inquiry that move clients toward health and wellbeing.
Credits: 1.50
Prerequisite: APP601

APP603

Speech Acts and the Art of Skillful Inquiry

Students continue to develop their ability to be a powerful healing presence and catalyst for change. Theory and skills include speech acts that empower and bring clarity to relationships and skillful ways of inquiry that move clients toward health and wellbeing.
Credits: 1.50
Prerequisite: APP602

APP604

Deepening Your Healing Presence

Students deepen their skills of being a healing presence. This course defines five distinct qualities and capacities that build health and wellbeing. Students learn to apply these qualities and capacities with clients and as well as broaden their proficiency to promote change.
Credits: 1.50
Prerequisite: APP603

APP701

Deep Listening Within

Students learn the role that moods and emotions play in creating health and wellbeing. Coursework includes ways to generate positive moods and emotions for the practitioner and for the client. The concept of illness is examined with an emphasis on helping clients understand their symptoms of illness as a guide toward health and wellness.
Credits: 1.50
Prerequisite: APP604

APP702

Bring Your Work into the World

This final course of the Applied Philosophy Series provides a review and deepening of the distinctions taught in the previous five courses. Class work focuses on issues that are pertinent to students who will soon graduate, create their own practices, and interface with other healthcare professionals.
Credits: 1.50
Prerequisite: APP701

APPVOL

Professional Project: Research/Communication

The purpose of this graduation requirement is to reinforce the importance of service as a developing AOM professional and to experience the positive impact that service can have on recipients, including MUIH, the larger community of integrated medicine and healing, and the general public. Students will creatively design one or more projects related to AOM or health and wellness in general and will implement this 75 hour project over the course of 7 trimesters (daytime) or 10 trimesters (evening/weekend). During the course of this project, students will gain the confidence to speak about and demonstrate the principles of AOM and healthy living, advance the field of AOM and the mission of MUIH, while developing connections with individuals, communities, and organizations that will contribute to building one's AOM practice.
Credits: 0.00

CHINESE HERBS

CHP610/MOM675a

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

Prerequisite: MOM614a

CHP621A/MOM675b

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: 4.00

Prerequisite: MOM614a

CHP621B/MOM776H

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: CHP621A/MOM675b

CHP621C/MOM777H

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: CHP621B/MOM776H

CHP641A/MOM655H

Clinical Observation

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

Credits: 0.25

CHP641B/MOM756H

Clinical Observation II

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

Credits: 0.25

Prerequisite: CHP641A/MOM655H

CHP641C2/MOM757H2

Clinical Observation III

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

Credits: 0.50

Prerequisite: CHP641B/MOM756H

CHP711A/MOM778a

Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology urology, and Bi-obstruction syndrome.

Credits: 3.50

Prerequisite: CHP621C/MOM777H

CHP711B/MOM779a

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: CHP711A/MOM778a

CHP711C/MOM770a

Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, urology, nutrition, and Chinese diet therapy.

Credits: 4.75

Prerequisite: CHP711B/MOM779a

CHP721A/MOM790HA

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: CHP621C/MOM777H;

CHP641C2/MOM757H2

CHP721B/MOM790HB

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

CHP721C/MOM790HC

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

CHP731A/MOM746H**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: CHP621A/MOM675b

CHP731B/MOM748H**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: CHP731A/MOM746H

CHP741A/MOM736H**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: CHP621A/MOM675b

CHP760/MOM768H**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

CHP770A/MOM778b**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

CHP770B/MOM779b**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

CHP770C/MOM770b**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

CHP780a/MOM891bH**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

CHP780b/MOM892bH**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

CHP780c**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

COACHING

COA601

Becoming a Healing Presence

This course focuses on exploring the implications that the rhythms of nature, living with mindfulness and skillful use of language have on health and wellness. By observing their own ways of being, doing, and speaking, and by taking on specific mindfulness practices, students begin to embody the practices that guide them in becoming a powerful healing presence and a catalyst for change in others.

Credits: 3.00

COA601A

Practitioner Skills I

This course continues to build on the philosophical underpinnings of health and well-being first explored in Foundations of Health and Wellness. By observing their own ways of being, doing and speaking students begin to employ the practices that guide them in becoming a powerful healing presence and catalyst for change in others.

Credits: 2.00

COA610

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

COA616

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

COA620

Applied Healing Strategies

This course begins with a panel discussion that introduces students to practitioners of integrative modalities, such as acupuncture, herbal medicine, chiropractic, homeopathy, and energy medicine, to understand the role other healthcare practitioners can play in creating an overall wellness plan. Students design an experiential practicum that allows them to apply coaching principles and skills in a one-on-one setting with clients. Throughout the practicum portion of the course, students receive mentoring, coaching, and feedback from instructors and peers as they develop the skills of mind and heart necessary to become effective coaches.

Credits: 3.00

Prerequisite: COA610; 1 of the following:

COA611, COA616

COA630

Advanced Coaching Skills

Mastery in the field of health coaching comes with practice, skill development, and feedback. This course builds on the competencies already developed in previous courses to deepen the understanding and application of core coaching skills and to continue to build a high level of confidence and proficiency. Through coaching demonstrations and coaching labs, students are guided to further develop their critical thinking and rapport skills to be effective coaches. Students are given opportunities to discuss their challenges and successes.

Credits: 1.50

Prerequisite: COA620

HERBAL MEDICINE

HRB600

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

HRB604

Frequently Used Herbs: Understanding for the Health Professional

This course investigates approximately 30 of the most commonly used herbal medicines and related supplements in the United States. Each herb will be discussed from the ethnobotanical perspective as well as the modern phytotherapeutic perspective, with a focus on pharmacological understanding and relevant clinical trials. Special emphasis will be placed on topics relevant to the contemporary clinician, including quality control, interactions, and other safety parameters of each herb covered. This course provides the student with the necessary skills to effectively research herbs not covered in the class

Credits: 3.00

Prerequisite: 1 of the following: HRB530, HRB600

HRB618

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: HRB530, HRB600

HRB620a

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: ISCI547a, ISCI647a

HRB620b

Herbal Therapeutics II

In this continuation of Herbal Therapeutics I, traditional and modern approaches to compensating for pathophysiological processes are discussed. Further emphasis is placed on issues of formulation, dosage, appropriate preparation and safety. Critical thinking is emphasized as students learn to develop a deeper understanding of the dynamic and individualized nature of herbal therapeutics.

Credits: 3.00

Prerequisite: HRB620a

HRB622

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: HRB530, HRB600

HRB623b

Quality Assessment and Microscopy of Herbal Medicines

This course is to provide sufficient hands-on training in microscopy skills supported by the necessary instruction in botanical identification, qc lab procedures and federal regulatory requirements to emerge as confident practitioners within this growing field.

Credits: 2.50

HRB633

Medicinal Plants and Cultures: A Bioregional Exploration

This course will expose students to plant healing systems and cultures locally and globally. Through the exploration of a few select cultures and systems of herbal medicine students will develop the skills and techniques necessary to apply the relevant aspects of health and disease philosophy from other cultures to our own system of herbal medicine.

Credits: 2.00

HRB634c1

Field Trip/Nature Intensive

The purpose of this course is to provide the student with 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: 2 of the following: HRB604, HRB618, HRB622

HRB634c2

Field Trip/Nature Intensive II

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: 2.00

Prerequisite: 2 of the following: HRB604, HRB618, HRB622

HRB634c3

Field Botany for the Herbalist

This course will inform students of the relationship between herbal medicine and the natural environment. Students will perform fieldwork in their region under guidance by their instructor, including at least one excursion into a wilderness or natural area in order to observe a selection of medicinal plants in their natural habitat.

Credits: 1.00

HRB644A

Western Pharmacology I

In this course you will learn about modern pharmacological principles and the active chemical constituents in herbal medicines. In addition to examining how bioactive constituents are absorbed, used and eliminated by the body, we will also cover less conventional aspects of pharmacology - the concepts of synergy and hormesis, and pharmacogenomics. This knowledge can be used to help inform your own practice using traditional Chinese herbs and suggest western herb candidates too.

Credits: 2.00

Prerequisite: ISCI642

HRB644B

Western Pharmacology II

Special emphasis is placed on potential beneficial and harmful interactions between food/herb/toxins & drugs.

Credits: 2.00

Prerequisite: HRB644A

HRB654b

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: 2 of the following: HRB604, HRB618, HRB622

HRB660

Research Design

The purpose is to provide an opportunity for students to design an herbal research project. This research experience should encourage a spirit of inquiry, initiative, independence, sound judgment, and problem solving approaches.

Credits: 0.50

HRB670b

Research

A continuation of HRB 660: The purpose is to provide an opportunity for students to experience firsthand, supervised herbal research. Students will be required to produce paper on their completed research experience on herbal research project.

Credits: 2.00

Prerequisite: HRB 660

HRB705

Materia Medica II

Materia Medica II is an expansion and continuation of HRB 604 and HRB 618. This course is a comprehensive review of the available information and resources that address the use of individual herbal remedies. The study of the properties and uses of individual herbs from both the traditional and modern research perspective will be covered. Herbs will be compared and contrasted to facilitate understanding of commonalities and differences between key herbal remedies. The course continues to develop information literacy skills with an emphasis on finding and interpreting clinical studies and traditional herbal literature.

Credits: 3.00

Prerequisite: 1 of the following: HRB604, HRB618

HRB713b

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: HRB720a; HRB753b

HRB720a

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. In addition to one-on-one clinical sessions interns are also conducting group work and have the option of gaining observation hours in a variety of on and off site settings.

Credits: 1.50

Prerequisite: COA601A; HRB735c

HRB720b

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

HRB735c

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: HRB620b

HRB753b**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: COA601A; HRB735c

HRB767A**Practice Management I**

This course prepares students to envision, build, and manage a successful clinical practice. Classes will explore contemporary promotional strategies and diverse methods of producing income in order to optimize success in the modern healthcare environment.

Credits: 1.00

HRB767B**Practice Management II**

This course, as part II, further expands on the information presented in part I.

Credits: 1.00

Prerequisite: HRB767A

INTEGRATIVE HEALTH EDUCATION

IHED611

Information Literacy in Integrative Medicine & Health Education

Informed decisions about practices supporting health and wellness require the skills to locate, understand, and appropriately apply scientific evidence and traditional medicine resources to the practices. This course teaches students how to find and use scientific evidence and traditional medicine wisdom in order to make informed decisions that support best practices and behavioral change. This course seeks to support the development of informed students, who can in turn safely and effectively inform the communities with which they work. Students will develop their skills in using primary sources to support informed decisions.

Credits: 2.00

IHED614

Securing Funding in Health Education: Grants, Contracts & Cooperative Agreements

This course focuses on the process of locating and applying for grants, contracts, and, cooperative agreements for health education programs or research. Students review how to use the health education research literature (including the Educational Resources Information Center (ERIC) and tools that allow access to full text articles), how to apply study results, and how to develop a work plan and program budget. The design of health education research studies is addressed.

Credits: 2.00

IHED616

Governmental Policy & Health Education Advocacy

This course examines health education needs that may be created or alleviated by public policy at the federal, state or local level. It examines the role of the health education specialist as advocate, paying special attention to current issues such as health disparities and the potential role for health education specialists in healthcare reform.

Credits: 2.00

IHED618

Health Education Administration & Management

This course teaches students the skills needed to administer and manage programs in health education careers. Topics such as fiscal management, leadership skills, and consultancy are addressed.

Credits: 2.00

IHED620

Foundations of Health Behavior & 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. This course provides an overview of program planning, implementation and assessment. Additionally, students will examine approaches to behavior change used in traditional systems of healthcare. The many roles played by health education specialists are discussed in detail, as well as the future of this field.

Credits: 2.00

IHED621

Communication Strategies in Health Education

This course examines theories, models, and best practices in health communication, including the use of technology, media, and imagery in health communication campaigns. Students will create and tailor messages, select appropriate communication channels, and pilot test messages. This overview introduces students to the many ways that health education specialists may reach and communicate with communities, going beyond teaching groups and mass media campaigns to new forms of communication such as social media, 'edutainment' and 'gameification' of health education messages.

Credits: 3.00

IHED622

Assessing Needs & Planning Health Educational Programs

Students plan a health education program from start to finish. Based on specific health topics and populations, students conduct epidemiological and health education needs assessments, utilize theory-based strategies on assessment, evaluate applicable policy, identify barriers and assets, and design a health education program. The latter part of the course provides students with an opportunity to apply qualitative and quantitative data to support the design of a health education program. This course also provides students with tools to work with specific populations, including a framework to apply when working with specific cultures or age groups.

Credits: 2.00

IHED623

Health Education Program Evaluation

Students become familiar with evaluation strategies and theories for health education programs and policies. The course reviews logic models, and impact, outcome, and process evaluations. In addition, students gain skills needed to understand and critique published evaluation literature.

Credits: 2.00

IHED624

Qualitative Data Collection & Research Writing

Health education specialists need the skills to conduct focus groups, design data collection instruments, and assess validity/reliability of instruments. They also must share or publish findings of these activities. In this course, students develop these skills, exploring causal and confounding factors, developing recommendations based on findings, communicating findings to stakeholders, and disseminating findings. The ethical implications of these communications are also discussed.

Credits: 2.00

IHED625

Research Methods in Health Education: Quantitative and Qualitative

This course provides a brief introduction to various forms of research methods, both quantitative and qualitative. An overview is presented of quantitative and qualitative research methods and designs applicable to research of health educational programming and interventions. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research. The course will encourage students to focus on research that has been used in the health promotion field. This course will help in preparing students for their health education program evaluation course and will facilitate understanding of research in later work as a practitioner in the field.

Credits: 3.00

Prerequisite: ISCI701

IHED626**Health Education Needs Assessment and Program Planning**

In this course, students learn approaches to epidemiological and health education needs assessments, utilize theory-based strategies on assessment, evaluate applicable policy, identify barriers and assets, and apply skills in planning a health education program. This course also provides students with an opportunity to use qualitative and quantitative data to support health education program design. This course provides students with tools to work with specific health topics and populations, including frameworks for targeting various cultures and age groups.
Credits: 3.00
Prerequisite: IHED620

IHED627**Quantitative Data Collection & Analysis**

Epidemiology and biostatistics are discussed in this course, with a focus on understanding odds ratios, sensitivity, specificity, and basic statistical tests. Students become familiar with commonly used simple tools and software packages for data analysis.
Credits: 2.00

INTEGRATIVE HEALTH SCIENCES

ISCI510a

Introduction to Writing

This course will help students acquire a greater sense of their own writing voice. Students will learn to properly cite and discuss the work of other writers using summaries; gain a basic understanding of how to employ sentence, paragraph and essay structure to improve the flow of their own ideas; and create compelling narratives. With enhanced confidence in their writing skills, an additional aim is to increase student interest in professional writing.

Credits: 1.50

ISCI520

Biology, Chemistry, and Physics in Health: An Introduction

This course provides an overview of basic sciences that support the study of health, medicine, and wellness in everyday life. Relevant topics will be presented through multiple disciplines, such as general biology, chemistry, and physics (including the more specialized fields of organic chemistry, biochemistry, and biophysics) to serve students entering health disciplines.

Credits: 3.00

ISCI522

Foundations in Organic Chemistry

This course reviews topics in organic chemistry that are relevant to nutrition and health. Students who have not taken chemistry in college will need this course in order to move through the Nutrition program; it is a useful review for the student who has some experience with chemistry. The course 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

ISCI542

Physiology: The Science of Wellness

This abbreviated course provides a beginning 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 functions that are relevant for the practice of integrative care, within the context of a biopsychosocial health & wellness model. Students also learn introductory skills related to finding and interpreting physiology-based research.

Credits: 2.00

ISCI547a

Physiology I: Healthy Function

This course provides a basic understanding of the functioning of the major organ systems of the human body, their control and regulation, and how these systems communicate with one another. The course focuses on foundational physiological processes and functions that are relevant for the practice of integrative care, within the context of a biopsychosocial health & wellness model. Students also learn introductory skills related to finding and interpreting physiology-based research.

Credits: 3.00

ISCI610b

Introduction to Scientific Writing

This course offers students an introduction to science writing – the writing of factual prose for professional scientists. The focus will be on using evidence based information and data pertaining to herbal medicine. Students will be exposed to primary research papers, review papers, and case studies. The experience will improve their ability to make complex scientific research understandable.

Credits: 1.50

ISCI613

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: 1 of the following: ISCI651, YOGA622

ISCI615

Mind Body Science

The purpose of this course is to introduce students to the mechanisms of mind-body interconnections. The course focuses on the structure and function of the nervous, endocrine and immune systems, and how they connect to each other. Emphasis is placed on applying tools and techniques that capitalize on these pathways to positively affect health and well-being.

Credits: 3.00

ISCI620

Biology, Chemistry, and Physics in Health: An Introduction

This course provides an overview of basic sciences that support the study of health, medicine, and wellness in everyday life. Relevant topics will be presented through multiple disciplines, such as general biology, chemistry, and physics (including the more specialized fields of organic chemistry, biochemistry, and biophysics) to serve students entering health disciplines

Credits: 3.00

ISCI626

Nutritional Biochemistry

This course provides advanced study of nutrition and biochemistry as they relate to macro- and micronutrients in human intracellular metabolism. The course explores intermediary metabolism with a special emphasis on the interrelationship of nutrients, metabolic pathways, health, and disease. Students are introduced to interpretation of biochemical laboratory markers.

Credits: 3.00

Prerequisite: 1 of the following: ISCI522, ISCI622

ISCI630A

Health Promotion: Integrative Health & Wellness Practices I

This course is designed to foster the development of an informed health education specialist who is capable of creating integrative health and wellness plans for communities. Students learn how to apply health and information literacy skills to analyze and evaluate the impact of a variety of health-related behaviors on mind, body and spirit. This course explores practices from traditional and complementary medicine (e.g., meditation, acupuncture, hatha yoga, use of herbs) and focuses on evidence based research to evaluate their effectiveness.

Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI547a, ISCI642, ISCI646A, ISCI647a, ISCI654A

ISCI630B

Health Promotion: Integrative Health & Wellness Practices II

This course is a continuation of ISCI 630A. It is designed to foster the development of an informed health education specialist who is capable of creating integrative health and wellness plans for communities. Students learn how to apply health and information literacy skills to analyze and evaluate the impact of a variety of health-related behaviors on mind, body and spirit. ISCI 630b emphasizes more conventional medical practices (e.g. vaccinations and health screenings) and conventional self care practices (e.g. physical activity and sleep hygiene).

Credits: 1.50

Prerequisite: 1 of the following: ISCI542, ISCI547a, ISCI642, ISCI646A, ISCI647a, ISCI654A

ISCI632a

Foundations of Health & Wellness I

This course addresses modern, historical and cross-cultural perspectives on health, wellness and sickness. Health and wellness of the individual and the community are discussed in a context ranging from the societal to the molecular level. The course provides an integrative model for understanding environmental and behavioral impacts on health and wellness. (Note: This course cannot be taken for credit if you have already taken ISCI 632)

Credits: 1.50

ISCI632b

Foundations of Health & Wellness II

This course introduces the theory and practices of self-care and health behavior change. The biological basis and scientific evidence for health and wellness practices 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 to health and wellness. (Note: This course cannot be taken for credit if you have already taken ISCI 632)

Credits: 1.50

ISCI636

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 mechanistic understanding of acupuncture's effects on physiological and pathophysiological processes. In addition, students will build skills in finding, interpreting and applying basic and clinical acupuncture research. Prerequisite: ISCI 640 (Clinical Anatomy: Regional and Surface Anatomy), Co-requisite: ISCI 642 (Physiology: The Science of Wellness) or instructor permission.

Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI642; ISCI640

ISCI640

Clinical Anatomy:Regional and Surface Anatomy

This course looks at different regions of the body (both in health and in disease), examining both the surface anatomy and deep anatomy of the region. The course is designed to support the study of Point Location in the Acupuncture program.

Credits: 3.00

ISCI643

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, muscle testing 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

ISCI644

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, within the context of a biopsychosocial health & wellness model. Students also learn introductory skills related to finding and discussing physiology-based research.

Credits: 3.00

ISCI647b

Physiology II: Movement Away from Health

This course explores key physiological processes involved in movement away from organ system and whole body health. Students will explore common pathological processes and select diseases relevant to the major organ systems. The role of behavioral and environmental inputs such as xenobiotics, microorganisms, movement, sleep patterns, and allostatic load will also be covered.

Credits: 3.00

Prerequisite: 1 of the following: ISCI547a, ISCI646A, ISCI647a

ISCI651

Structural Pathology in Integrative Health

This course reviews Western scientific perspectives on musculoskeletal pathology. Major topics include the pathophysiologic basis of pain, inflammation, and structural remodeling. The course will also review the changes in body structure that occur as we progress through life. 'Red flag' conditions (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: ISCI644, YOGA622

ISCI652

Physical Assessment

This course reviews techniques used to assess health from a biomedical perspective. Understanding reports from conventional medical physicians can deepen the traditional practitioner's understanding of their patient. Students will learn the techniques used in physical exam by practitioners of conventional medicine.

Credits: 2.00

Prerequisite: 1 of the following: ISCI542, ISCI642

ISCI667

Science Of Addiction

This course provides a foundational understanding of addiction from an integrated science perspective. The biological effects of drugs, neurobiological changes in addiction and challenges in achieving and maintaining drug abstinence are discussed. The evidence for conventional and CAM approaches to treatment are reviewed and students learn clinical strategies for working with addiction.

Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI547a, ISCI642, ISCI646A, ISCI647a, ISCI654A

ISCI701

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 reading and utilization of basic, clinical, epidemiological, and related research. Students will find and evaluate published information on health topics then summarize and share their findings.

Credits: 3.00

ISCI740

Advanced Clinical Anatomy: Qi Follows Structure

This course continues the study of different regions of the body (both in health and in disease) that began in ISCI640, examining both the surface anatomy and deep anatomy of the region. The course is designed to support the study of Point Location in the Acupuncture program.

Credits: 2.00

Prerequisite: 1 of the following: ACP625/MOM625, ACP625E/MOM625E, ACP626E/MOM626E

ISCI754

BioMedicine: Safe Practices

This course focuses on teaching students the signs and symptoms of medical and mental health emergencies or situations, within the scope of practice of an acupuncture practitioner, which would necessitate referral of your 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: ISCI542, ISCI642; ISCI640

ISCI755

Biomedicine: Systems Review

Western medicine is the cultural context in which we operate in the United States. This course presents Western medical conditions, and a way to view them from a Chinese medical perspective. It focuses on the etiology of specific diseases, their mechanisms (pathophysiology), and their manifestations (signs and symptoms). We will cover the major diseases in each body system, and the major drugs used to treat them, in order to illustrate the mechanisms of the disease. Significant tests used to diagnose the disease (imaging, blood) will also be discussed.

Credits: 3.00

Prerequisite: ISCI652; ISCI754

ISCI758

Biomedicine: Integration with Chinese Medicine

This course reviews and builds on the etiology and pathophysiology covered in ISCI 755 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. Special attention is paid to observable phenomena that might be seen by a traditional medicine practitioner. Biomedical and Chinese Medicine treatment strategies are also compared and contrasted.

Credits: 2.00

Prerequisite: ISCI755

NUTRITION

NUTR001

ServSafe

This course is designed to prepare students for the servsafe 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 certification. This certification satisfies the servsafe non-academic requirement for the MSNIH program. Program includes: ServSafe essentials book, 16 hours of class instruction and proctored final exam for certification.

Credits: 0.00

NUTR601

Redefining Nutrition

This course re-defines the assumptions of nutrition. It sets a foundation of thinking and language from which students can build a philosophical framework for this program. Students are invited to explore new ways of thinking about food and health. Reductionism and (w)holism are addressed. The concept of nourishment is explored. Students will investigate the impact of food choices on the health of the planet, the community, and the individual's mind-body-spirit.

Credits: 1.00

NUTR602

Nutrition: Food and Balance

Nutrition is one of many tools that can help support balance and wellness in one's life. 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 supports students wishing to integrate nutrition into their personal life and/or future careers.

Credits: 3.00

NUTR603A

Contemporary Topics in Nutrition

A variable content course giving consideration to current issues and/or controversies in the theory and practice of nutrition. This course allows 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. Students may receive credit more than once for this course, as topics change. When a course is offered, a complete description will become available.

Credits: 0.50

NUTR603B

Contemporary Topics in Nutrition

A variable content course giving consideration to current issues and/or controversies in the theory and practice of nutrition. This course allows 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. Students may receive credit more than once for this course, as topics change. When a course is offered, a complete description will become available.

Credits: 1.00

NUTR603C

Contemporary Topics in Nutrition

A variable content course giving consideration to current issues and/or controversies in the theory and practice of nutrition. This course allows 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. Students may receive credit more than once for this course, as topics change. When a course is offered, a complete description will become available.

Credits: 2.00

NUTR612

Human Nutrition II: Micronutrients

This course covers structure, function, and food sources of the micronutrients (vitamins, minerals, trace minerals, and various phytochemicals). The complex function of each nutrient is reviewed, along with interactions, excesses, deficiencies, and supplementation. The effects of nutrient synergy, food processing and agricultural practices on micronutrient density of whole foods is explored. Students use a variety of methods to compare the micronutrient content of diets.

Credits: 3.00

Prerequisite: 1 of the following: ISCI547a, ISCI646A, ISCI647a; 2 of the following: ISCI626, NUTR614

NUTR613

Human Nutrition: Macronutrients and Micronutrients

This course covers macronutrients (carbohydrates, lipids, and proteins) and micronutrients (vitamins, minerals, trace elements, and various phytochemicals and accessory nutrients). Macronutrients are addressed in terms of digestion, absorption, transportation, metabolism, and storage. The health effects of various macronutrients and their building blocks are considered. The complex function of micronutrients is reviewed, along with interactions, excesses, deficiencies, and supplementation. Students will examine nutrients within the context of a whole foods diet. Students will become proficient in analyzing case study data comparing nutrient intake in a variety of diets.

Credits: 3.00

NUTR614

Human Nutrition I: Macronutrients

This course covers the macronutrients — carbohydrates, lipids (including essential fatty acids), and proteins. Macronutrients are considered from digestion, absorption, and transport to Metabolism and storage. Energy metabolism during fasting and Fed-state are considered. 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 become proficient in a variety of diet analysis methods, including food frequency, diet history questionnaires and diet analysis software.

Credits: 2.00

NUTR622

Advanced Biochemistry, Pathophysiology, and Assessment

This course builds on the foundation of nutritional biochemistry, exploring more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will view a variety of pathological states at the molecular and biochemical level, including impaired detoxification, cancer, neurodegenerative diseases, and autism. The impact of dietary additives and environmental toxins on human health will be explored. Students will demonstrate competence in the selection and interpretation of laboratory assessments for nutrients, enzyme assays, abnormal metabolites, loading tests, and challenge tests. Credits: 3.00

Prerequisite: 1 of the following: ISCI547a, ISCI646A, ISCI647a; ISCI626

NUTR633

Integrative Client Care: Nutrition Assessment, Applied Biochemistry and Treatment Planning

Students will become familiar with the skills relevant to nutritional assessment including analysis of dietary records; observational methods; and the selection and interpretation of clinical laboratory tests. Integrating a foundation in nutritional biochemistry with nutritional assessment, students will learn to generate a rational, practical treatment plan that incorporates whole foods and nutritional supplementation within the broader context of health inputs. Common health concerns including heart disease, diabetes, chronic inflammation, obesity, eating disorders and gastrointestinal disorders will be discussed from a biopsychosocial perspective. Drug-nutrient reactions will be addressed. Credits: 4.00

Prerequisite: ISCI626; NUTR613

NUTR634

Diabetes Education: An Integrative Approach

This course reviews pathophysiology and epidemiology of type ii 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: ISCI547a, ISCI646A, ISCI647a; 1 of the following: NUTR611, NUTR614

NUTR635

Applied Clinical Nutrition I Nutritional Assessment

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered, including heart disease, blood lipid dysregulation, diabetes, chronic inflammatory, auto-immune, and atopic conditions, fertility and reproductive disorders, and stress response. Therapeutic approaches will incorporate whole food and nutritional supplementation within the broader context of health inputs. The pathophysiology, epidemiology, and conventional approach to each condition are reviewed. Credits: 2.00

Prerequisite: 1 of the following: ISCI547a, ISCI646A, ISCI647a; NUTR612

NUTR636

Applied Clinical Nutrition II Nutritional Assessment

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered, including gastrointestinal disorders, food allergies and sensitivities, autism spectrum disorders, neurodegenerative disorders, osteoporosis, cancer, obesity, eating disorders, and food addiction. Therapeutic approaches will incorporate whole food and nutritional supplementation within the broader context of health inputs. The pathophysiology, epidemiology, and conventional approach to each condition are reviewed. Credits: 2.00

Prerequisite: ISCI646B; NUTR612; NUTR622; 1 of the following: ISCI547a, ISCI646A, ISCI647a

NUTR637

Nutrition and Digestive Health

This course will explore the relationship between food, digestion and health. The course will cover the role of food and lifestyle in maintenance of health, and delve into assessment and the rationale for specific therapeutic dietary approaches for restoring digestive integrity. Topics will include: digestion and absorption, intestinal permeability, the role of the gut microbiome, inflammation and the gut immune system, and the brain-nervous system connection. Digestive issues including gluten sensitivity, celiac disease, food sensitivities, irritable bowel syndrome, and the use of restorative foods and nutraceuticals in a variety of gastrointestinal conditions will also be explored. Credits: 1.00

Prerequisite: 1 of the following: ISCI547a, ISCI646A, ISCI647a; ISCI626; 1 of the following: ISCI646B, ISCI647b

NUTR641

Life Cycle Nutrition

This course explores the changes in human nutrition through the life cycle stages from pre-conception through the elder years. Students will examine biopsychosocial health inputs at each stage of development, along with the impact of diet on each phase. Students will become knowledgeable about federal, state, and local programs that provide support for food or nutrition education at various life cycle stages. Students will learn to design diets to meet needs during various life cycle stages. Case studies, menu planning, and diet assessment will be incorporated. Credits: 3.00

Prerequisite: NUTR612

NUTR643

Public Health Nutrition

This course studies nutrition from the perspective of the community rather than the individual. The course covers the epidemiological and scientific basis for government-based policies on nutritional requirements and recommendations, the role of nutrition in health promotion and disease prevention, and strategies for improving the nutrition and health of communities. The course also includes an overview of health disparities, health equity and the impact of nutrition policy on population-wide eating habits. Credits: 2.00

Prerequisite: NUTR614; NUTR641

NUTR651A

Clinical Skills I

While continuing to cultivate their healing presence, students develop essential skills such as active listening and motivational interviewing in order to educate and empower clients toward health behavior changes.

Clinical assessment techniques are explored within the framework of patient-centered health care, including interviewing skills, health questionnaires, anthropometrics and physical examination. Through practical application, the developing practitioner incorporates observational skills to assess nutritional health and constitution of a client.

Credits: 2.00

Prerequisite: ISCI647b; NUTR612

NUTR651B

Clinical Skills II

Clinical Skills II continues to hone interpersonal and observational skills and apply knowledge to real-life clinical situations and practice sessions. Students will delve deeper into clinical strategies, skills, and assessment taught in Clinical Skills I. Ethics of practice, professionalism and the logistics of clinical nutrition practice and business management are reviewed.

Credits: 2.00

Prerequisite: NUTR651A

NUTR654C

Clinic

Clinic is designed to give students hands-on practice in nutritional counseling and the opportunity to hone their clinical skills in order to practice nutrition effectively and competently. The faculty-supervised clinic provides students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning—from biochemistry to assessment—to becoming a healing presence. Round table discussions will provide students with feedback from supervisors as well as the opportunity to collaborate on client care and further develop their critical thinking skills. Students are evaluated individually and have a group experience of learning with their classmates.

Credits: 1.50

Prerequisite: 1 of the following: ISCI646B, ISCI647b; NUTR612; 1 of the following: NUTR651A, NUTR652

NUTR654D

Clinic

Clinic is designed to give students hands-on practice in nutritional counseling and the opportunity to hone their clinical skills in order to practice nutrition effectively and competently. The faculty-supervised clinic provides students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning—from biochemistry to assessment—to becoming a healing presence. Round table discussions will provide students with feedback from supervisors as well as the opportunity to collaborate on client care and further develop their critical thinking skills. Students are evaluated individually and have a group experience of learning with their classmates.

Credits: 1.50

Prerequisite: NUTR654C

NUTR655C

Nutrition/Herbal Therapeutics Clinic

Clinic is designed to give students hands-on practice in herbal and nutritional counseling and the opportunity to hone their clinical skills in order to practice effectively and competently. The faculty-supervised clinic provides students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning—from biochemistry to assessment. Round table discussions provide students with feedback from supervisors as well as the opportunity to collaborate on client care and further develop their critical thinking skills. Students are evaluated individually and have a group experience of learning with their classmates.

Credits: 1.50

Prerequisite: ISCI647B; NUTR612; NUTR651A

NUTR655D

Nutrition/Herbal Therapeutics Clinic

Clinic is designed to give students hands-on practice in herbal and nutritional counseling and the opportunity to hone their clinical skills in order to practice effectively and competently. The faculty-supervised clinic provides students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning—from biochemistry to assessment. Round table discussions provide students with feedback from supervisors as well as the opportunity to collaborate on client care and further develop their critical thinking skills. Students are evaluated individually and have a group experience of learning with their classmates.

Credits: 1.50

Prerequisite: ISCI647B; NUTR612; NUTR651A

NUTR656C

Clinical Strategies in Nutrition Care

This course is designed to give students practice in nutritional assessment and counseling. The course also allows students the opportunity to hone their clinical skills in order to practice nutrition effectively and competently. Clinical skills case studies and peer-mock counseling sessions provide students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning - from biochemistry to assessment - to becoming a healing presence. Clinical Strategies discussions will provide students with feedback from faculty as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: ISCI647B; NUTR612; NUTR651A

NUTR656D

Clinical Strategies in Nutrition Care

This course is designed to give students practice in nutritional assessment and counseling. The course also allows students the opportunity to hone their clinical skills in order to practice nutrition effectively and competently. Clinical skills case studies and peer-mock counseling sessions provide students with a supportive environment that builds their confidence and proficiency so they are well-prepared to begin independent practice upon graduation. Students apply all their learning - from biochemistry to assessment - to becoming a healing presence. Clinical Strategies discussions will provide students with feedback from faculty as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR656C

NUTR661

Practice Management

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

NUTR662

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

NUTR663

Sports Nutrition

This course examines diets that support effective athletic performance. Macronutrient mix, hydration, timing of meals, and support of the immune system for endurance 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: ISCI547a, ISCI646A, ISCI647a; 1 of the following: NUTR611, NUTR614

NUTR664

Food Systems and Policy

This student-directed 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

NUTR665

The Dynamics of Food and Healing

The practitioner will combine a biochemical understanding of food with practical approaches to balancing acid/alkaline and expansive/contractive foods. The Five-Phases model based on the Chinese theory will also be briefly explored

Credits: 1.00

NUTR667

Marketing for Health Professionals

In order to sell your services to others, you must first build your marketing engine. The first part of the class will teach the step-by-step on and off-line marketing steps essential to position yourself and your value in your target market; the second part will teach you how to use your marketing platform to close business and build a thriving business for the long-term. You will clarify your business vision and niche, learn how to attract and keep clients, and build your relationships so that you are successful. Students will walk away with a marketing action framework/plan, and a selling method for taking their marketing efforts to the next step... closing business and finding work!

Credits: 1.00

NUTR668

Culinary Herbs in the Kitchen and Beyond

The purpose of this course is to help students develop a working relationship with the individual culinary herbs used as flavor enhancers in culinary practice and as remedies in herbal practice. The course will help students to evaluate their own knowledge and to think critically and analytically about the role of culinary herbs in diet. This course supports students who seek to integrate culinary herbs in different dishes based on nutritional science to enhance their personal life and it will empower them to use this knowledge in their future careers as health professionals.

Credits: 1.00

NUTR669

Nutrition Education

This course explores theories, models, and best practices in nutrition education. Through hands-on activities and assignments, students will and gain fundamental skills for the planning, implementation, and evaluation of nutrition programs in a community or public health setting. Specific topics include, careers in nutrition education and health promotion, understanding population groups and health disparities, theories of learning and behavior change, designing and implementing culturally and developmentally appropriate programs for target populations, lesson-planning, program evaluation, and effective communication strategies for working with diverse populations.

Credits: 2.00

NUTR669A

Nutrition Education I

This course explores theories, models, and best practices in nutrition education. Through hands-on activities and assignments, students will and gain fundamental skills for the planning, implementation, and evaluation of nutrition programs in a community or public health setting. Specific topics include, careers in nutrition education and health promotion, understanding population groups and health disparities, theories of learning and behavior change, designing and implementing culturally and developmentally appropriate programs for target populations, lesson-planning, program evaluation, and effective communication strategies for working with diverse populations.

Credits: 2.00

NUTR669B

Nutrition Education II: Nutrition Education in the Community

This course offers an in-depth exploration of topics in community nutrition and nutrition education including public policy, advocacy, federal, state and local nutrition programs, issues of food security and sociocultural determinants of nutritional disparity. This course also builds on the principles of program planning, implementation, and evaluation covered in NUTR 669A Nutrition Education I, with a focus on program funding, efficacy, evaluation and research in a community setting.

Credits: 2.00

NUTR671

Food and Culture

In this course, the student will study the relationship of people, food, and health around the globe and throughout history (using the research of Weston Price and cultural anthropologists) and in various traditional systems (including Traditional Chinese Medicine and Ayurveda). The energetics of foods will be explored.

Credits: 1.00

NUTR672

Mindful Eating and Nourishment

This course is designed for the student to explore his/her relationship to food from a psycho-spiritual perspective, to explore many of the cultural and familial messages that one carries, and to identify personal patterns around eating. Students will explore the concept of mindful eating and learn tools and techniques for guiding patients and groups in mindfulness practices.

Credits: 2.00

NUTR673

Global Nutrition

This course will provide students with an understanding of global nutrition principles in order to explore nutritional concepts and trends. Citizens in all countries have been rapidly 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

NUTR675

Chinese Nutrition Therapy

This course explores the theory and practice of chinese nutritional therapy. We will examine basic concepts of chinese medical theory and diagnosis, and the energetic nature of food from a traditional chinese medical perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2.00

NUTR676

Chinese and Western Nutrition Therapy

This course 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: ACP614/MOM614

NUTR681

Cooking with Whole Foods Lab I

The Cooking with Whole Foods labs will involve food preparation and discussion of shopping, preparing, and cooking whole foods. Each class will make recipes for tasting and will include discussion of food properties for health. Lab I will cover essential food service skills, equipment, measuring, stocking your pantry, and quality of ingredients. This course also will cover basic techniques of cooking grains, greens, and beans.

Credits: 0.50

NUTR682

Cooking with Whole Foods Lab II

Lab II will cover whole foods cooking with a focus on balancing flavor and incorporating the 6 tastes in meal planning (salt, sweet, sour, pungent, bitter, astringent). Students will learn how to prepare nutritious food with minimal use of salt, sugar, and artificial sweeteners. The class will discuss how to adjust favorite recipes to minimize processed ingredients and optimize flavor/taste for various health concerns.

to fit these criteria.

Credits: 0.50

Prerequisite: NUTR681

NUTR683

Cooking with Whole Foods Lab III

Lab III will guide students in preparing traditional foods including healing broths, soups, cultured beverages, and fermented vegetables and fruits.

Credits: 0.50

Prerequisite: NUTR682

NUTR684

Cooking with Whole Foods Lab IV

Lab IV will focus on the use of food as medicine. Through exploring seasonal food preparation and the energetics of food, students will develop a food pharmacy for use at home and in the clinic, including the use of medicinal herbs and spices in cooking.

Credits: 0.50

Prerequisite: NUTR682

NUTR685

Cooking with Whole Foods Lab V

Lab V will cover feeding the individual with food allergies and/or sensitivities. Best techniques for replacing allergens will be explored and special focus will be given to gluten-free and dairy-free shopping, cooking, and food preparation.

Credits: 0.50

Prerequisite: NUTR682

NUTR686

Cooking with Whole Foods Lab VI

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.

Credits: 0.50

Prerequisite: NUTR682

NUTR691C

Practicum

The purpose of a practicum is to allow students to gain practical field experience in an organization, agency, or community off-campus. It is designed primarily to focus on the delivery of nutrition-related services to support health promotion, planning, education and other nutritional services in a community setting. If the proposal is approved the student may do a community or education-based practicum under faculty supervision.

Credits: 1.50

Prerequisite: IHED 622; NUTR612;

1 of the following: ISCI646B, ISCI647b

NUTR691D

Practicum

The purpose of a practicum is to allow students to gain practical field experience in an organization, agency, or community off-campus. It is designed primarily to focus on the delivery of nutrition related services to support health promotion, planning, education and other nutritional services in a community setting. If the proposal is approved, the student may do a community or education-based practicum under faculty supervision.

Credits: 1.50

Prerequisite: NUTR691C

NUTR692C

Thesis

The master's thesis provides an opportunity for students to expand their understanding of the complexities of the issues involved in a specific topic within nutrition and integrative health. The purpose of this course is to demonstrate the student's ability to address an appropriately phrased research question by studying a problem and utilizing the resources available to develop a practical approach based on sound nutritional methodology. Students identify and focus on a topic and conduct a rigorous review and analysis of the relevant theoretical and/or empirical literature. Those working on the master's thesis, work under the supervision of the thesis director.

Credits: 1.50

Prerequisite: ISCI701; NUTR612; 1 of the following: ISC642B, ISC646B

NUTR692D

Thesis

The master's thesis provides an opportunity for students to expand their understanding of the complexities of the issues involved in a specific topic within nutrition and integrative health. The purpose of this course is to demonstrate the student's ability to address an appropriately phrased research question by studying a problem and utilizing the resources available to develop a practical approach based on sound nutritional methodology. Students identify and focus on a topic and conduct a rigorous review and analysis of the relevant theoretical and/or empirical literature. Those working on the master's thesis, work under the supervision of the thesis director.

Credits: 1.50

Prerequisite: 1 of the following: NUTR692A, NUTR692C

NUTR699a

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

NUTR699b

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

NUTR699c

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

NUTR699d

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

NUTR722

Advanced Laboratory Assessment

This elective course allows the advanced 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: NUTR622, NUTR731

RESEARCH

RES511

Fundamentals of Information

Provides students with an orientation to information literacy. This course is designed help students to discern the type and amount of information they will need in order to successfully complete assignment; enhance student ability to access needed information effectively and efficiently; educate students on how to critically evaluate information; inform students of economic, legal, and social issues associated with information use and access, and instruct them about; how to access and use information ethically and legally.

Credits: 0.00

TRANSFORMATIVE LEADERSHIP AND SOCIAL CHANGE

Note: this program is no longer enrolling as a graduate degree

TLSC661

Independent Study 1

Credits: 1.50

Prerequisite: TLSC655

TLSC662

Independent Study 2

Credits: 1.50

Prerequisite: TLSC655

TLSC663

Independent Study 3

Credits: 1.50

Prerequisite: TLSC661; TLSC662

TLSC664

Independent Study 4

Credits: 1.50

Prerequisite: TLSC661; TLSC662

TLSC690

Project of Excellence

Credits: 3.00

Prerequisite: TLSC663; TLSC664

YOGA THERAPY

YOGA611

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 maras) 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

YOGA612

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: YOGA611

YOGA613

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: YOGA611

YOGA615

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: YOGA611

YOGA634

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: YOGA6EX1

YOGA635

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: YOGA634

YOGA641

Yoga Therapy: Principles and Practice I

In this course, yoga therapists will describe their approach to Yoga Therapy, including their fundamental philosophies, their methods of client needs assessment, the concepts that guide their development of a treatment plan, and the tools they use to determine the effectiveness of treatment. Therapeutic focus will be on the musculoskeletal system and sequencing practices to enhance balance, strength and flexibility. This 2 credit course includes 15 didactic hours and 45 hours of independent study that includes preparation of detailed case studies describing Master class clients.

Credits: 2.00

Prerequisite: YOGA6EX1

YOGA642

Yoga Therapy: Principles and Practice II

This course is a continuation of Yoga 641 and will have a therapeutic focus on chronic pain, neurological disorders and conditions related conditions that affect joint mobility and stability. This 2 credit course includes 15 didactic hours and 45 hours of independent study that includes preparation of detailed case studies describing Master class clients.

Prerequisite: YOGA641

YOGA643

Yoga Therapy: Principles and Practice III

This course is a continuation of Yoga 642 and will have a therapeutic focus on mental health and the impact of stress and anxiety on moods and emotions. This 2 credit course includes 15 didactic hours and 45 hours of independent study that includes preparation of detailed case studies describing Master class clients.

Prerequisite: YOGA642

YOGA644**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: YOGA6EX1

YOGA645**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: YOGA644

YOGA646**Mentored Yoga Therapy Student Clinic III**

This course is a continuation of Yoga 645 Mentored Yoga Therapy Student Clinic II. Students will see clients for follow up visits and prepare detailed case reports using the CARE Guidelines.

Credits: 3.50

Prerequisite: YOGA645

YOGA653**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. This material will be included on the comprehensive exam that includes all material for the first year of the program.

Credits: 1.00

Prerequisite: YOGA611

YOGA654**Professional Practices for Yoga Therapy Practitioners II**

This course is a continuation of Yoga 653 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

Prerequisite: YOGA6EX1

YOGA6EX1**Comprehensive First Year Examination**

The final exam that covers all material in year 1.

Credits: 0.00

Prerequisite: YOGA612; YOGA613; YOGA615; YOGA653; 1 of the following: ISCI643, YOGA620; 1 of the following: ISCI644, YOGA622; 1 of the following: ISCI651, YOGA621; 1 of the following: ISCI613, YOGA623



Acupuncture and Oriental Medicine

Doctor of Acupuncture

Doctor of Oriental Medicine

DOCTOR OF ACUPUNCTURE

Program Overview

Maryland University of Integrative Health's Doctor of Acupuncture (D.Ac.) degree is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. This tradition includes studying the five elements, the 12 officials, and yin/yang.

The program provides students with a comprehensive knowledge of the theory and philosophy of traditional acupuncture, the competence to treat their patients skillfully with needles and words, the capacity to become a healing force and an agent of change, and the ability to communicate their competency effectively. The program provides 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 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

It is the purpose of the Doctor of Acupuncture program to teach acupuncture and the underlying principles of Oriental medicine by providing an extensive and sound educational program for students who wish to pursue this rewarding profession. The Doctor of Acupuncture 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. At the same time, the university has taken a leadership role in establishing a standard of acupuncture education that has served as a norm throughout the world. Through meeting these objectives, the university ensures that the public will be served with competence and knowledge.

Goals

Students who complete the program will:

- Possess knowledge of the history and theory of acupuncture and its different traditions
- Integrate the principles of Chinese medicine with contemporary science
- Treat clients safely and effectively
- Serve clients at all levels of being – body, mind, and spirit
- Grow personally and professionally
- Have the ability to establish and maintain an acupuncture practice
- Develop a collaborative approach to health care
- 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

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:

- Basic Chinese Medicine theory (Five elements, Yin/Yang, Qi, etc.)
- Diagnostic skills development
- Rapport building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics

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 four-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 180 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. In addition, students must complete 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

Daytime Program

LEVEL I

Number	Course Title	Credits ¹
Trimester 1		
APP 600a	SOPHIA® Intensive	3.50
APP 601	Initiating a Healing Presence	1.25
FPD 601a	History and Classics: Acupuncture from China to America	1.25
FPD 601b	History and Classics: Chinese Medicine from the Classical Perspective	1.75
FPD 611	Theory: Principles of Healing and the Laws of Nature	2.50
FPD 631	Diagnostic Skills: Awakening the Observer	1.75
FPD 635a1	Pulse Development	0.50
FPD 681A	Self-Cultivation of Qi	0.75
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
RES 511	Fundamentals of Information	0.00
Subtotal		16.25

Trimester 2

APP 602	Being the Needle	1.50
FPD 612	Theory: Officials and Substances	2.00
FPD 622	Point Location: Distal Points of the Arm Primary Meridians	3.00
FPD 632a	Diagnostic Skills: Cultivating the Instrument	2.00
FPD 632b	Diagnostic Skills: Rapport Intensive	1.00
FPD 635a2	Pulse Development	0.25
FPD 652	Clinical Observation: From Story to Phenomena	1.00
FPD 662	Practice Management: Ethics for the Healthcare Professional	1.00
ISCI 542	Physiology: The Science of Wellness	2.00
ISCI 701	Research Literacy	3.00
Subtotal		16.75

LEVEL II

Number	Course Title	Credits ¹
Trimester 3		
APP 603	Speech Acts and the Art of Skillful Inquiry	1.50
FPD 613	Theory: Five Phases I	2.00
FPD 613b	Theory: Five Element Project	1.00
FPD 623	Point Location: Distal Points of the Leg Primary Meridians	3.00
FPD 633	Diagnostic Skills: Diagnostic Interactions	3.00
FPD 635a3	Pulse Development	0.25
FPD 653	Clinical Observation: Qi in Motion	0.75
FPD 683A	Movement as Medicine	1.00
ISCI 652	Physical Assessment	2.00
Subtotal		14.50

Trimester 4

APP 604	Deepening Your Healing Presence	1.50
FPD 614	Theory: Communication Systems of the Body/Mind/Spirit-Channels and Points	2.00
FPD 624	Point Location: Journey of Qi through the Torso	3.00
FPD 634	Diagnostic Skills: Traditional Diagnosis	3.00
FPD 635a4	Pulse Development	0.25
FPD 644	Treatment Skills: Basic Treatment Skills	2.00
FPD 700	History and Classics: Visiting Scholar Intensive	1.00
FPD 790a	Supervised Clinical Practice: Community Health	0.50
ISCI 754	Biomedicine: Safe Practices	2.00
Subtotal		15.25

Trimester 5

FPD 625	Point Location: Integrating Meridians	3.00
FPD 635a5	Pulse Development	0.25
FPD 645	Treatment Skills: The Art of Effective Treatment Design	2.00
FPD 655	Clinical Observation: Small Group Treatment	1.50
FPD 665	Practice Management: Orientation to Clinical Practice	1.00
FPD 6EX1	Comprehensive Exam Level II	0.00
FPD 790a	Supervised Clinical Practice: Community Health	0.50
ISCI 755	Biomedicine: Systems Review	3.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		13.25

LEVEL III

Number	Course Title	Credits ¹
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Trimester 6

FPD 746	Treatment Skills: Pre-Clinic Retreat	1.00
FPD 758a	Healing and Transforming the Emotions	1.50
FPD 790a	Supervised Clinical Practice: Community Health	0.50
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c6	Supervised Clinical Practice: Student Clinic	1.00
IHM 766	Practice Management: Building a Successful Practice	2.50
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 740	Advanced Clinical Anatomy: Qi Follows Structure	2.00
Subtotal		9.75

Trimester 7

APP 701	Deep Listening Within	1.50
FPD 615	Theory: Organs of the Body and Patterns of Disharmony I	2.00
FPD 700	History and Classics: Visiting Scholar Intensive	1.00
FPD 790a	Supervised Clinical Practice: Community Health	0.50
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c7	Supervised Clinical Practice: Student Clinic	1.25
IHED 777	Health Care Systems: From Macro to Micro	3.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		10.50

Trimester 8

FPD 716	Theory: Organs of the Body and Patterns of Disharmony II	2.00
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c8	Supervised Clinical Practice: Student Clinic	3.75
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 788	Collaborative Care	2.00
ISCI 756	Advanced Diagnostic Studies	3.00
Subtotal		12.00

Trimester 9

FPD 727	Point Location: Advanced Point Location	2.00
FPD 757	Clinical Observation: Living Traditions	1.00
FPD 759	Clinical Observation: Discussion of Case Presentation	0.75
FPD 779	Point Functions	2.00
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c9	Supervised Clinical Practice: Student Clinic	3.75
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		10.75

Trimester 10

FPD 718	Theory: Advanced Modes of Integration	2.00
FPD 790i	Supervised Advanced Clinical Practice: Integrative Medicine	1.00
IHM 767	Practice Management: Maintaining a Successful Practice	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 758	Biomedicine: Integration with Chinese Medicine	2.00
Subtotal		7.25

Trimester 11

APP 702	Bring Your Work into the World	1.50
FPD 719	Theory: Chinese Medical Therapy and Asian Bodywork	2.00
FPD 781	Qi Cultivation	1.50
FPD 790ac	Advanced Clinical Practice	3.00
FPD 7EXI	Oral Exam Level III	0.00
FPD 818	Theory: Senior Elective ²	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		10.25

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

²Students select from multiple advanced course topics to fulfill the requirement for FPD818 Theory: Senior Elective.³The 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 ISCI615 and ISCI636 are required credit courses that students may take during any trimester they are offered.⁴Total hours do not include hours for Optional Level III Courses.**Trimester 12**

FPD 790e1	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Trimester 13

FPD 790e2	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Flex Core³

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

Bioscience Electives

Choose 6.00 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 520	Biology, Chemistry, and Physics in Health: An Introduction	3.00
ISCI 522	Foundations in Organic Chemistry	3.00
ISCI 630a	Health Promotion: Integrative Health & Wellness Practices I	3.00
ISCI 632a	Foundations of Health & Wellness I	1.50
ISCI 632b	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
ISCI 701	Intro to Statistics	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁴

FPD 710	Theory: NCCAOM Review Elective	0.00
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Total Program Credits 155.50

Total Program Hours⁴ 2869.75

Faculty

David Blaiwas, M.Ac., M.A.
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

Liz Lipski, Ph.D.
Professor

Maya Maroto, M.P.H., Ed.D.
Associate Professor

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

Steffany Moonaz, Ph.D.
Associate Academic Director, Integrative Health Sciences

Heidi Most, M.Ac.
Associate Professor

Janet Padgett, M.Ac., Ph.D.
Program Director, Evening/Weekend Acupuncture and Oriental
Medicine Programs

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health & Health
Management

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

Rhonda Sapp, M.Ac.
Associate Director, Acupuncture and Oriental Medicine

Tia Simmons, Dr.P.H.
Academic Director, Health Philosophy and Promotion

Linda Simons, M.Ac.
Assistant Professor

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

Bryan Walsh, N.D.
Instructor

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

Adjunct Faculty

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Thomas Balles, M.Ac. (UK)
Margaret Beatty, M.Ac.
Susan Berman, M.Ac.
Edna Brandt, M.Ac.
Beth Burke, M.Ac.
Martha Campbell, M.Ac.
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Noreen Javornik, M.Ac.
Elizabeth Kipphut, M.Ac.
Stacey MacFarlane, M.Ac.
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Brenda McNeal, M.Ac.
Patricia Owen-Buckley, M.Ac.
Greg Padrick, M.Ac.
David Paton, M.Ac.
Deanna Stennett, M.Ac. (UK)
Deborah Stromberg, M.Ac.
Nancy Takahashi, M.Ac.
Claudia Thomas, M.Ac.
Shea Hunter Thompson, M.Ac.

Distinguished Lecturers

Dianne Connelly, M.Ac. (UK), Ph.D.
Robert Duggan, M.A., M.Ac. (UK)

Guest Lecturers

Joseph Betz, Ph.D.
Nicola Bilton, M.Ac.
Stephen Cowan, M.D.
Thea Elijah, M.Ac.
Andrew Ellis, B.A.
Heiner Fruehauf, Ph.D.
Diane Gioisio, M.Ac.
Stephen Howard, M.D.
Gregory Lee, M.Ac.
Laritta Paolini, M.Ac., M.D. (Russia)
Kai Parker, ND
Andrew Pengelly, Ph.D, RH (AHG), FNHAA
Michael Phillips, M.Ac.
Andrew Prescott, B.Ac. (UK)
Elisabeth RoCHAT de la Vallee, M.A., D.E.A.
Kevin Spelman, Ph.D, RH(AHG), MCPP
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Jeffrey Yuen

Clinical Supervisors

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Reggie Gooden, M.Ac.
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Teaching Associates

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Karen Johnson, M.Ac.
Mary Morrison, M.Ac.
Lucia Perillan, M.Ac.
Leah Turner, M.Ac.
Kathryn Wells, M.Ac.
Brooks Wuerdemann, M.Ac.
Jennifer Yocum, M.A., 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.

Students are required to take the University's Bloodborne Pathogens class. This class is provided free by the University. In addition, students in this program 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 Requirements section of the main catalog; the Health & Training Requirements for Staff, Faculty, Students, Licensees, and Contractors Standards and Practices; or contact the Compliance and Risk Manager.

Program Format

The program is designed to be completed in four years and four months across 13 trimesters with a 15-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 9 a.m.–5 p.m. on Thursdays and Fridays. For programs that begin in January, class times are 9 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.

INTENSIVES

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

PULSE DEVELOPMENT COURSES

Required Pulse Development courses (ACP 635) typically take place on Wednesdays for the first five trimesters.

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 a minimum)
- RES 511: Fundamentals of Information (online course)
- APP VOL: Professional Project (75 hours over the three-year program)
- FPD 6EXI Comprehensive Exam Level II (8 hours for review and exam)
- FPD 7EXI Oral Exam Level III (1 hour)

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.

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

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 to include: Anatomy, Physiology, Chemistry, Biochemistry, Physics, Biology, Nutrition, Pathology and Pathophysiology	350
Oriental Medicine Principals and Treatment to include 450 hours of instruction in Chinese Herbal Medical Principles and Theory	1255
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
- 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.
- ACP 767: Students must complete an additional assignment in this course to gain knowledge of regulatory compliance and jurisprudence (California).
- Recommended elective coursework:
 - o ACP710: NCCAOM Review Elective
 - o ISCI667: The Science of Addiction
 - o ISCI520: Biology, Chemistry, and Physics in Health: An Introduction

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

www.acupuncture.ca.gov

REQUIREMENTS OF OTHER STATES

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

Resources

COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

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

Council of Colleges of Acupuncture and Oriental Medicine
600 Wyndhurst Ave, Suite 112
Baltimore, MD 21210
410-464-6040
www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
8941 Aztec Drive
Eden Prairie, MN 55347
952-212-2434
www.acaom.org

NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)

NCCAOM, the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other 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 (D.O.M.) degree is designed to blend ancient healing traditions with contemporary science as the basis for treating the whole person. This tradition includes studying the five elements, the 12 officials, and yin/yang.

The program also provides students with a comprehensive knowledge of the theory and philosophy of traditional acupuncture, the competence to treat their patients skillfully with needles, herbs, and words, the capacity to become a healing force and an agent of change, and the ability to communicate their competency effectively. The program provides 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 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

It is the purpose of the Doctor of Oriental Medicine program to teach acupuncture and the underlying principles of Oriental medicine by providing an extensive and sound educational program for students who wish to pursue this rewarding profession. 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. At the same time, the university has taken a leadership role in establishing a standard of acupuncture education that has served as a norm throughout the world. Through meeting these objectives, the university ensures that the public will be served with competence and knowledge.

Goals

Students who complete the program will:

- Possess knowledge of the history and theory of Oriental medicine and its different traditions
- Integrate the principles of Oriental medicine with contemporary science
- Treat clients safely and effectively
- Serve clients at all levels of being – body, mind, and spirit
- Grow personally and professionally
- Have the ability to establish and maintain an acupuncture practice
- Develop a collaborative approach to health care
- 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

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:

- Basic Chinese Medicine theory (Five elements, Yin/Yang, Qi, etc.)
- Diagnostic skills development
- Rapport building skills development
- Surface anatomy and point location
- History of acupuncture and an introduction to the classical texts
- Ethics

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 four-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 180 treatments on patients at Community Clinic Sites (begun in Level II). In addition to the increased clinical focus, Level III coursework focuses more deeply on advanced topics in theory, diagnosis, treatment planning, and skills development.

During the final stages of clinic work, each student must pass an oral exam with a panel of senior faculty that demonstrates the student's embodied knowledge and skills in the realm of Chinese medicine. In addition, students must complete 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

Daytime Program

LEVEL I

Number	Course Title	Credits ¹
Trimester 1		
APP 600a	SOPHIA® Intensive	3.50
APP 601	Initiating a Healing Presence	1.25
FPD 601a	History and Classics: Acupuncture from China to America	1.25
FPD 601b	History and Classics: Chinese Medicine from the Classical Perspective	1.75
FPD 611	Theory: Principles of Healing and the Laws of Nature	2.50
FPD 631	Diagnostic Skills: Awakening the Observer	1.75
FPD 635a1	Pulse Development	0.50
FPD 681A	Self-Cultivation of Qi	0.75
ISCI 640	Clinical Anatomy: Regional and Surface Anatomy	3.00
RES 511	Fundamentals of Information	0.00
Subtotal		16.25

Trimester 2

APP 602	Being the Needle	1.50
FPD 612	Theory: Officials and Substances	2.00
FPD 622	Point Location: Distal Points of the Arm Primary Meridians	3.00
FPD 632a	Diagnostic Skills: Cultivating the Instrument	2.00
FPD 632b	Diagnostic Skills: Rapport Intensive	1.00
FPD 635a2	Pulse Development	0.25
FPD 652	Clinical Observation: From Story to Phenomena	1.00
FPD 662	Practice Management: Ethics for the Healthcare Professional	1.00
ISCI 542	Physiology: The Science of Wellness	2.00
ISCI 701	Research Literacy	3.00
Subtotal		16.75

LEVEL II

Number	Course Title	Credits ¹
Trimester 3		
APP 603	Speech Acts and the Art of Skillful Inquiry	1.50
FPD 613	Theory: Five Phases I	2.00
FPD 613b	Theory: Five Element Project/Intensive	1.00
FPD 623	Point Location: Distal Points of the Leg Primary Meridians	3.00
FPD 633	Diagnostic Skills: Diagnostic Interactions	3.00
FPD 635a3	Pulse Development	0.25
FPD 653	Clinical Observation: Qi in Motion	0.75
FPD 683A	Movement as Medicine	1.00
ISCI 652	Physical Assessment	2.00
Subtotal		14.50

Trimester 4

APP 604	Deepening Your Healing Presence	1.50
FPD 614	Theory: Communication Systems of the Body/Mind/Spirit-Channels and Points	2.00
FPD 614a	Chinese Medical Physiology I ⁵	2.00
FPD 624	Point Location: Journey of Qi through the Torso	3.00
FPD 634	Diagnostic Skills: Traditional Diagnosis	3.00
FPD 635a4	Pulse Development	0.25
FPD 644	Treatment Skills: Basic Treatment Skills	2.00
FPD 700	History and Classics: Visiting Scholar Intensive	1.00
FPD 790a	Supervised Clinical Practice: Community Health	0.50
ISCI 754	Biomedicine: Safe Practices	2.00
Subtotal		17.25

Trimester 5

CHP 610	History of Chinese Herbal Medicine ⁵	0.25
CHP 621a	Chinese Herbal Medicine Theory I ⁵	4.00
CHP 641A	Clinical Observation ⁵	0.25
FPD 625	Point Location: Integrating Meridians	3.00
FPD 635a5	Pulse Development	0.25
FPD 645	Treatment Skills: The Art of Effective Treatment Design	2.00
FPD 655	Clinical Observation: Small Group Treatment	1.50
FPD 665	Practice Management: Orientation to Clinical Practice	1.00
FPD 790a	Supervised Clinical Practice: Community Health	0.50
FPD 6EX1	ACP Comprehensive Exam Level II	0.00
ISCI 755	Biomedicine: Systems Review	3.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		17.75

LEVEL III

Number	Course Title	Credits¹
Trimester 6		
CHP 621b	Five Element Theory & Integration ⁵	3.00
CHP 641b	Clinical Observation II ⁵	0.25
CHP 731a	Clinical Thought Process ⁵	0.50
CHP 741a	Diagnostic Skills ⁵	0.50
FPD 746	Treatment Skills: Pre-Clinic Retreat	1.00
FPD 758a	Healing and Transforming the Emotions	1.50
FPD 790a	Supervised Clinical Practice: Community Health	0.50
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c6	Supervised Clinical Practice: Student Clinic	1.00
IHM 766	Practice Management: Building a Successful Practice	2.50
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 740	Advanced Clinical Anatomy: Qi Follows Structure	2.00
Subtotal		14.00

Trimester 7

APP 701	Deep Listening Within	1.50
CHP 621C	Five Element Theory & Integration ⁵	5.25
CHP 641C2	Clinical Observation III ⁵	0.50
FPD 616	Chinese Medical Physiology II ⁵	2.00
FPD 700	History and Classics: Visiting Scholar Intensive	1.00
FPD 790a	Supervised Clinical Practice: Community Health	0.50
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c7	Supervised Clinical Practice: Student Clinic	1.25
HRB 644a	Western Pharmacology I	2.00
IHED 777	Health Care Systems: From Macro to Micro	3.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		18.25

Trimester 8

CHP 711a	Chinese Herbal Medicine Theory II	3.50
CHP 721a	Clinical Internship	2.00
CHP 731b	Clinical Thought Process	0.50
CHP 760	Clinical Orientation	0.25
CHP 770a	Pharmacy Practicum	0.25
CHP 780a	Core Group I	0.50
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c8	Supervised Clinical Practice: Student Clinic	3.75
HRB644b	Western Pharmacology II	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 788	Collaborative Care	2.00
ISCI 756	Advanced Diagnostic Studies	3.00
Subtotal		19.00

Trimester 9

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
FPD 727	Point Location: Advanced Point Location	2.00
FPD 757	Clinical Observation: Living Traditions	1.00
FPD 759	Clinical Observation:	
	Discussion of Case Presentation	0.75
FPD 779	Point Function	2.00
FPD 790b	Supervised Clinical Practice: Core Groups	1.00
FPD 790c9	Supervised Clinical Practice: Student Clinic	3.75
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		18.25

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 718	Theory: Advanced Modes of Integration	2.00
FPD 790i	Supervised Advanced Clinical Practice:	
	Integrative Medicine	1.00
IHM 767	Practice Management:	
	Maintaining a Successful Practice	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
ISCI 758	Biomedicine: Integration with	
	Chinese Medicine	2.00
Subtotal		15.25

Trimester 11

APP 702	Bring Your Work into the World	1.50
FPD 719	Theory: Chinese Medical Therapy and	
	Asian Bodywork	2.00
FPD 7EXI	Oral Exam Level III	0.00
FPD 781	Qi Cultivation	1.50
FPD 790ac	Advanced Clinical Practice	3.00
FPD 818	Theory: Senior Elective ²	2.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		10.25

Trimester 12

FPD 790e1	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Trimester 13

FPD 790e2	Supervised Clinical Practice: Student Clinic	3.50
Subtotal		3.50

Flex Core³

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

Bioscience Electives

Choose 6.00 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 520	Biology, Chemistry, and Physics in Health:	
	An Introduction	3.00
ISCI 522	Foundations in Organic Chemistry	3.00
ISCI 630a	Health Promotion:	
	Integrative Health & Wellness Practices I	3.00
ISCI 632a	Foundations of Health & Wellness I	1.50
ISCI 632b	Foundations of Health & Wellness II	1.50
ISCI 667	Science of Addictions	3.00
ISCI 701	Intro to Statistics	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁴

FPD 710	Theory: NCCAOM Review Elective	0.00
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Total Program Credits **196.50**

Total Program Hours⁴ **3627.50**

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

²Students select from multiple advanced course topics to fulfill the requirement for FPD818 Theory: Senior Elective.

³The 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 ISCI615 and ISCI636 are required credit courses that students may take during any trimester they are offered.

⁴Total hours do not include hours for Optional Level III Courses.

⁵This course of study illustrates the progression of courses for fall intakes. Spring intakes should plan to take FPD614a, FPD616, and all Chinese Herbs courses one trimester earlier than fall intakes.

Faculty

David Blaiwas, M.Ac., M.A.
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

Liz Lipski, Ph.D.
Professor

Maya Maroto, M.P.H., Ed.D.
Associate Professor

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

Steffany Moonaz, Ph.D.
Associate Academic Director, Integrative Health Sciences

Heidi Most, M.Ac.
Associate Professor

Janet Padgett, M.Ac., Ph.D.
Program Director, Evening/Weekend Acupuncture and Oriental Medicine Programs

Kirsten Pullin, M.Ac., J.D.
Interim Academic Director, Applied Integrative Health & Health Management

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

Rhonda Sapp, M.Ac.
Associate Director, Acupuncture and Oriental Medicine

Tia Simmons, Dr.P.H.
Academic Director, Health Philosophy and Promotion

Linda Simons, M.Ac.
Assistant Professor

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

Bryan Walsh, N.D.
Instructor

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

Adjunct Faculty

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Thomas Balles, M.Ac. (UK)
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Susan Berman, M.Ac.
Edna Brandt, M.Ac.
Beth Burke, M.Ac.
Martha Campbell, M.Ac.
Ann Cecil-Sterman, M.S.
Jack Daniel, M.Ac. (UK)
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Heather Dorst, M.Ac.
Susan Duggan, M.Ac.
Star Ferguson, M.Ac.
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Cynthia Jabs, M.Ac.
Noreen Javornik, M.Ac.
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Stacey MacFarlane, M.Ac.
Tatyana Maltseva, M.Ac., M.D. (Ukraine)
Brenda McNeal, M.Ac.
Patricia Owen-Buckley, M.Ac.
Greg Padrick, M.Ac.
David Paton, M.Ac.
Deanna Stennett, M.Ac. (UK)
Deborah Stromberg, M.Ac.
Nancy Takahashi, M.Ac.
Claudia Thomas, M.Ac.
Shea Hunter Thompson, M.Ac.

Distinguished Lecturers

Dianne Connelly, M.Ac. (UK), Ph.D.
Robert Duggan, M.A., M.Ac. (UK)

Guest Lecturers

Joseph Betz, Ph.D.
Nicola Bilton, M.Ac.
Stephen Cowan, M.D.
Thea Elijah, M.Ac.
Andrew Ellis, B.A.
Heiner Fruehauf, Ph.D.
Diane Gioisio, M.Ac.
Stephen Howard, M.D.
Gregory Lee, M.Ac.
Laritta Paolini, M.Ac., M.D. (Russia)
Kai Parker, ND
Andrew Pengelly, Ph.D, RH (AHG), FNHAA
Michael Phillips, M.Ac.
Andrew Prescott, B.Ac. (UK)
Elisabeth RoCHAT de la Vallee, M.A., D.E.A.
Kevin Spelman, Ph.D, RH(AHG), MCPP
Clayton Spivey, M.Ac.
Jeffrey Yuen

Clinical Supervisors

Stephanie Bernardo, M.Ac.
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Janice Campbell, M.Ac.
Jie Chen, M.Ac., M.S., O.M.D.
Elizabeth Fellows, M.Ac.
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Reggie Gooden, M.Ac.
May Hsia, M.Ac.
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Leslie Lloyd, M.Ac.
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Nancy Smith, M.Ac.
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Lydia Wainwright, M.Ac.

Teaching Associates

Diane Alberga, M.Ac.
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Darrell Forbes, M.Ac.
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Elizabeth Isaac, M.Ac.
Karen Johnson, M.Ac.
Mary Morrison, M.Ac.
Lucia Perillan, M.Ac.
Leah Turner, M.Ac.
Kathryn Wells, M.Ac.
Brooks Wuerdemann, M.Ac.
Jennifer Yocum, M.A., 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.

Students are required to take the University's Bloodborne Pathogens class. This class is provided free by the University. In addition, students in this program 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 Requirements section of the main catalog; the Health & Training Requirements for Staff, Faculty, Students, Licensees, and Contractors Standards and Practices; or contact the Compliance and Risk Manager.

Program Format

The program is designed to be completed in four years and four months across 13 trimesters with a 15-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 9 a.m. –5 p.m. on Thursdays and Fridays. For programs that begin in January, class times are 9 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.

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 for more information.

PULSE DEVELOPMENT COURSES

Required Pulse Development courses (ACP 635) typically take place on Wednesdays for the first five trimesters.

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 a minimum)
- RES 511: Fundamentals of Information (online course)
- APP VOL: Professional Project (75 hours over the three-year program)
- FPD 6EXI Comprehensive Exam Level II (8 hours for review and exam)
- FPD 7EXI Oral Exam Level III (1 hour)

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.

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

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

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

- 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.
- ACP 767: Students must complete an additional assignment in this course to gain knowledge of regulatory compliance and jurisprudence (California).
- Recommended elective coursework:
 - o ACP710: NCCAOM Review Elective
 - o ISCI667: The Science of Addiction
 - o ISCI520: Biology, Chemistry, and Physics in Health: An Introduction

The Integrative Health Sciences department at MUIH provides all California-required science coursework within the core science courses in the Doctor 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.

REQUIREMENTS OF OTHER STATES

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

Resources

COUNCIL OF COLLEGES OF ACUPUNCTURE AND ORIENTAL MEDICINE (CCAOM)

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

Council of Colleges of Acupuncture and Oriental Medicine
600 Wyndhurst Ave, Suite 112
Baltimore, MD 21210
410-464-6040
www.ccaom.org

ACCREDITATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (ACAOM)

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

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
8941 Aztec Drive
Eden Prairie, MN 55347
952-212-2434
www.acaom.org

NATIONAL CERTIFICATION COMMISSION FOR ACUPUNCTURE AND ORIENTAL MEDICINE (NCCAOM)
NCCAOM, the only nationally recognized certification body in the United States for acupuncture, Chinese herbology, Oriental medicine, and Asian bodywork therapy, was established in 1982. NCCAOM's mission is to establish, assess, and promote recognized standards of competence and safety in acupuncture, Chinese herbology, Asian bodywork therapy, and Oriental medicine for the protection and benefit of the public. The Board of Commissioners consists of nine practitioners who are elected by other 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

ADDITIONAL POLICY INFORMATION

ACCREDITATION & STATE APPROVAL

The Doctor of Acupuncture and the Doctor of Oriental Medicine programs are eligible for accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Drive, Eden Prairie, MN 55347 (952-212-2434), and MUIH is currently seeking ACAOM candidacy/accreditation for the program. However, MUIH can provide no assurance that candidacy or accreditation will be granted by ACAOM.

The Doctor of Acupuncture and the Doctor of Oriental Medicine programs have been approved by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education.

The Doctor of Acupuncture and the Doctor of Oriental Medicine have been approved by the Maryland Higher Education Commission, 6 N. Liberty Street, 10th floor, Baltimore, MD 21201 (410-767-3301).

APPLICATION AND ADMISSION PROCESS

The Doctor of Acupuncture and Doctor of Oriental Medicine programs follow the same application and admission procedures as outlined in Section 2 of the Academic Catalog 2014-2015.

TUITION & FEES

Following is information specific to the Doctor of Acupuncture and Doctor of Oriental Medicine. For full details and policies on tuition and fees, see Section 2 of the Academic Catalog 2014-2015.

Application Fee

Doctoral programs, before the priority deadline: \$175

Doctoral programs, after the priority deadline: \$225

Tuition Deposit

Doctoral programs: \$1000

Costs Not Covered in Tuition

Required materials and additional costs for the Doctor of Acupuncture and Doctor of Oriental Medicine are the same as those listed in the Academic Catalog 2014-2015 for Acupuncture and Oriental Medicine.

FINANCIAL AID

For information on applying for financial aid, see Section 2 of the Academic Catalog 2014-2015.

COURSE DESCRIPTIONS

Acupuncture and Oriental Medicine

FPD601a/MOM601a/ACP601a

History and Classics: Acupuncture from China to America

Students learn the ancestral as well as contemporary roots, historical and cultural influences, in the development of acupuncture.
Credits: 1.25

FPD601b/MOM601b/ACP601b

History and Classics: Chinese Medicine from the Classical Perspective

This course provides an introduction to the world view of the ancient Chinese through the study of Chinese characters and classical texts.
Credits: 1.75

FPD611/MOM611/ACP611

Theory: Principles of Healing and the Laws of Nature

This course provides an orientation and foundation in the Principles of Healing, the Laws of Nature, and the medicine of the Wu Hsing or the Five Seasons.
Credits: 2.50

FPD612/MOM612/ACP612

Theory: Officials and Substances

This course provides an in depth study of the physiology of the Twelve Officials and their manifestation on all levels of the Body, Mind and Spirit.
Credits: 2.00
Prerequisite: ACP611/FPD611/MOM611

FPD613/MOM613/ACP613

Theory: The Five Phases I

Students learn fundamental treatment theory within the tradition of the Five Phases, including point functions, names and spirits, and begin learning techniques that govern movement, healing, and transformation of Qi within a patient.
Credits: 2.00
Prerequisite: ACP612/FPD612/MOM612

FPD613B/MOM613b/ACP613B

Theory: Five Element Project

Students create study projects and then present them to the class with the purpose of demonstrating their embodied understanding of the five elements
Credits: 1.00
Prerequisite: ACP612/FPD612/MOM612

FPD614/MOM614/ACP614

Theory: Communication Systems of the Body/Mind/Spirit - Channels and Points

Students advance in their learning of treatment theory within the tradition of the Five Phases and begin to think like an acupuncturist—organizing observable phenomena into a coherent and workable framework and exploring the beginning of treatment planning.
Credits: 2.00
Prerequisite: ACP613/FPD613/MOM613

FPD614a/MOM614a

Chinese Medical Physiology I

This course introduces students to the Chinese concepts of human physiology, which encompass both the physical body and energetic movements that support and maintain optimum health and vitality. The course explores how classical Chinese medicine was the world's first 'holistic' medical system, one that views all levels of living – body, mind, emotions, spirit – as being continuously interdependent and interactive. The course includes lectures and skill exercises to teach students how to diagnose energetic and physiological imbalances, and to recognize signs and symptoms in each of the major Chinese herbal medicine.
Credits: 2.00

FPD615/ACP615

Theory: Organs of the Body and Patterns of Disharmony I

Students study the Eight Principles in Chinese Medicine, an introduction to Zang Fu theory, and Patterns of Disharmony.
Credits: 2.00
Prerequisite: ACP614/FPD614/MOM614

FPD616/MOM616

Chinese Medical Physiology II

This course introduces students to the Chinese concepts of human physiology, which encompass both the physical body and energetic movements that support and maintain optimum health and vitality. The course explores how classical Chinese medicine was the world's first 'holistic' medical system, one that views all levels of living – body, mind, emotions, spirit – as being continuously interdependent and interactive. The course includes lectures and skill exercises to teach students how to diagnose energetic and physiological imbalances, and to recognize signs and symptoms in each of the major Chinese herbal medicine.
Credits: 2.00

FPD622/MOM622/ACP622

Point Location: Distal Points of the Arm Primary Meridians

This both didactic and hands-on course is the first of six that develop the student's ability to find the acupuncture points that are used during a treatment. Students will deepen their sensory awareness of both energy and structure as they practice locating anatomical landmarks and points.
Credits: 3.00
Prerequisite: ISCI640

FPD623/MOM623/ACP623

Point Location: Distal Points of the Leg Primary Meridians

In this both didactic and experiential course, students expand their knowledge and skills of locating acupuncture points and deepen their understanding of respectful touch principles, including techniques to move and position the body with care and respect.
Credits: 3.00
Prerequisite: ACP622/FPD622/MOM622

FPD624/MOM624/ACP624

Point Location: Journey of Qi through the Torso

Students progress in their point location skill development while learning to locate a selection of points on the back, chest, and abdomen. Students also learn the art of draping and strengthen their integration of respectful touch principles through self-reflection and feedback activities.
Credits: 3.00
Prerequisite: ACP623/FPD623/MOM623

FPD625/MOM625/ACP625

Point Location: Integrating Meridians

Students continue to refine their point location skills; increase their confidence; consistency; and accuracy without reference material; and demonstrate their readiness for locating in a clinical setting. Through creative activity, they deepen their embodiment of the flow of the superficial pathways from entry to exit throughout the body.
Credits: 3.00
Prerequisite: ACP624/FPD624/MOM624

FPD631/MOM631/ACP631

Diagnostic Skills: Awakening the Observer

Students develop the skills needed to engage their senses, use their body as an instrument of perception, and experience the movements of Qi through practical exercises and observation of nature.
Credits: 1.75

FPD632a/MOM632a/ACP632a**Diagnostic Skills: Cultivating the Instrument**

Students are introduced to the diagnostic tools of the pulse, color, sound, odor, and emotion as movements of Qi.

Credits: 2.00

Prerequisite: ACP631/FPD631/MOM631

FPD632b/MOM632b/ACP632b**Diagnostic Skills: Rapport Intensive**

In this two day intensive, students experience and develop an embodied definition of rapport by establishing and sustaining rapport with others in a variety of classroom situations.

Credits: 1.00

Prerequisite: ACP631/FPD631/MOM631

FPD633/MOM633/ACP633**Diagnostic Skills: Diagnostic Interactions**

This class provides the opportunity to further develop awareness of the movements of Qi and the ability to gain rapport. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude.

Credits: 3.00

Prerequisite: 1 of the following: ACP632a/FPD632a/MOM632a, ACP632b/FPD632b/MOM632b

FPD634/MOM634/ACP634**Diagnostic Skills: Traditional Diagnosis**

This course continues the opportunity for students to develop diagnostic skills as well as teaches them how to conduct a Traditional Diagnosis through practical exercises.

Credits: 3.00

Prerequisite: ACP633/FPD633/MOM633

FPD635a1/MOM635a1/ACP635a1**Pulse Development**

Pulse development trimester 1

Credits: 0.25

FPD635a2/MOM635a2/ACP635a2**Pulse Development**

Pulse development trimester 2

Credits: 0.25

Prerequisite: ACP635a1/FPD635a1/MOM635a1

FPD635a3/MOM635a3/ACP635a3**Pulse Development**

Pulse development trimester 3

Credits: 0.25

Prerequisite: ACP635a2/FPD635a2/MOM635a2

FPD635a4/MOM635a4/ACP635a4**Pulse Development**

Pulse development trimester 4

Credits: 0.25

Prerequisite: ACP635a3/FPD635a3/MOM635a3

FPD635-5/MOM635-5/ACP635-5**Pulse Development**

Pulse development trimester 5

Credits: 0.25

Prerequisite: ACP635a4/FPD635a4/MOM635a4

FPD644/MOM644/ACP644**Treatment Skills: Basic Treatment Skills**

This course introduces students to fundamental treatment skills, including the art of painless needle insertion, needling techniques, moxibustion, and the treatment of addiction recovery using acupuncture.

Credits: 2.00

Prerequisite: ACP633/FPD633/MOM633

FPD645/MOM645/ACP645**Treatment Skills: The Art of Effective Treatment Design**

Students learn to integrate treatment planning with lifestyle and wellness coaching.

Credits: 2.00

Prerequisite: ACP644/FPD644/MOM644

FPD652/MOM652/ACP652**Clinical Observation: From Story to Phenomena**

Students observe and recognize the movement of Qi by observing an experienced practitioner with a patient in a group setting.

Credits: 1.00

Prerequisite: ACP631/FPD631/MOM631

FPD653/MOM653/ACP653**Clinical Observation: Qi in Motion**

Students observe clinical students presenting and treating patients, and they practice recognizing distinctions among the five seasonal movements of Qi.

Credits: 0.75

Prerequisite: ACP652/FPD652/MOM652

FPD655/MOM655/ACP655**Clinical Observation: Small Group Treatment**

In small groups, students take turns observing and treating a patient together under the supervision of a faculty member. Students discuss issues of diagnosis, treatment, and treatment planning principles, as well as practice their clinical skills, such as the physical exam, needling and moxibustion.

Credits: 1.50

Prerequisite: 1 of the following: ACP634/FPD634/MOM634, ACP644EB/MOM644EB

FPD662/MOM662/ACP662**Practice Management: Ethics for the Healthcare Professional**

Students develop an awareness and understanding of the relevant legal and ethical issues germane to various private or group health care practice settings.

Credits: 1.00

FPD665/MOM665/ACP665**Practice Management: Orientation to Clinical Practice**

Students gain a basic understanding of the learning objectives, outcomes, and requirements of the faculty-supervised clinic and explore issues such as scope of practice, patient confidentiality, HIPPA, and legal policies, as well as how to begin generating their own clinical practices.

Credits: 1.00

Prerequisite: ACP634/FPD634/MOM634

FPD681A/MOM681A/ACP681A**Self-Cultivation of Qi**

This weekly experiential course introduces students to techniques for the self-cultivation and understanding of Qi. Students will learn practices to move and transform Qi within themselves, such as Qi Gong, as well as the importance of their own Qi with respect to touch and palpation of another.

Credits: 0.75

FPD683A/MOM683A/ACP683A**Movement as Medicine**

Students learn practices that generate, circulate, and unblock Qi, use Qi to nourish the system, and return the Qi to the deepest level. Students experience the Five Phases of Qi energy in order to regain or maintain health, and to enhance diagnostic and treatment skills.

Credits: 1.00

FPD6EXI/MOM6EXI/ACP6EXI**ACP 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: All Level I and Level II courses except: ACP625/FPD625/MOM625, ACP626E/FPD626E/MOM626E, ACP635a5/FPD635a5/MOM635a5, ACP635E7/FPD635E7/MOM635E7, ACP645/FPD645/MOM645, ACP655/FPD655/MOM655, ACP665/FPD665/MOM665, ACP790a/FPD790a/MOM790a, ISCI755, NUTR676

FPD700/MOM700/ACP700**History and Classics: Visiting Scholar Intensive**

Distinguished guest lecturers elucidate special topics in Chinese medicine.
Credits: 1.00

FPD716/ACP716**Theory: Organs of the Body and Patterns of Disharmony II**

Students continue to study the Eight Principles in Chinese Medicine and deepen their exploration into Zang Fu theory and Patterns of Disharmony.

Credits: 2.00

Prerequisite: ACP615/FPD615

FPD718/MOM718/ACP718**Theory: Advanced Modes of Integration**

Students will explore methods of integration of acupuncture theory and treatment through class discussion and clinical application with senior faculty.

Credits: 2.00

Prerequisite: ACP716/FPD716

FPD719/MOM719/ACP719**Theory: Chinese Medical Therapy and Asian Bodywork**

This class offers students a survey of additional clinical treatments and therapies that are utilized within the context of Chinese medicine.

Credits: 2.00

Prerequisite: ACP718/FPD718/MOM718

FPD727/MOM727/ACP727**Point Location: Advanced Point Location**

Students will continue to focus on one anatomical region of the body at a time in this advanced location course. Students will explore anatomical landmarks; locate acupuncture points of the primary, CV and GV channels; and compare the spatial relationship of points in close proximity of each other on the head, neck and shoulder. Windows of the Sky and Extra points are also taught in this course.

Credits: 2.00

Prerequisite: 1 of the following: ACP625/FPD625/MOM625, ISCI740

FPD746/MOM746/ACP746**Treatment Skills: 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 and identify how to use the gifts of the elements to replenish their personal resources during the clinic and eventually as professional acupuncturists.

Credits: 1.00

Prerequisite: ACP645/FPD645/MOM645

FPD757/MOM757/ACP757**Clinical Observation: Living Traditions**

This course features clinical observation of experienced practitioners interacting with and treating patients from a variety of different Acupuncture Traditions.

Credits: 1.00

Prerequisite: ACP655/FPD655/MOM655

FPD758a/MOM758a/ACP758a**Healing and Transforming the Emotions**

The purpose of this course is to view the process of healing and transformation in the emotional body through the lens of Chinese medicine to more effectively assess, treat and support patients. Objectives: 1) Provide students with experiential and didactic skills for engaging patients on the emotional level and integrate these skills with other diagnostic and treatment skills previously learned in the program; 2) Understand the process of emotional transformation and development of emotional intelligence within the context of qi and the principles of Chinese medicine.

Credits: 1.50

Prerequisite: ACP757/FPD757/MOM757

FPD759/MOM759/ACP759**Clinical Observation: Discussion of Case Presentation**

Clinical students present patients in class for observation and discussion. Students discuss the many issues that are involved in the treatment of a patient.

Credits: 0.75

Prerequisite: ACP758/FPD758/MOM758

FPD779**Point Functions**

This course delves more deeply into the point functions from a body, mind and spirit perspective.

Credits: 2.00

FPD781**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 their patients to use Qi Gong for self-healing.

Credits: 1.50

FPD790i**Clinical Practice**

This course provides a supervised clinical experience for the students in an integrative clinical setting. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification.

Credits: 1.00

FPD790a/MOM790a/ACP790a**Supervised Clinical Practice: Community Health**

Following an introduction to the treatment of addiction recovery in Basic Treatment Skills, students spend a minimum of 60 hours (total) at off-site community health sites where they gain experience in using acupuncture and life-skills treatment models for community health.

Co-requisite: ACP644/FPD644/MOM644 or ACP644EA/FPD644EA/MOM644EA.

Credits: 0.50

FPD790ac**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

FPD790b/MOM790b/ACP790b**Supervised Clinical Practice: Core Groups**

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

Prerequisite: ACP655/FPD655/MOM655

FPD790c6/MOM790c6/ACP790c6**Supervised Clinical Practice: Student Clinic**

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: 1.00

Prerequisite: ACP655/FPD655/MOM655; ACP6EXI/FPD6EXI/MOM6EXI; ISCI754; 1 of the following: ACP644/FPD644/MOM644, ACP644EB/MOM644EB

FPD790c7/MOM790c7/ACP790c7**Supervised Clinical Practice: Student Clinic**

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: 1.25

Prerequisite: FPD790c6/MOM790c6/ACP790c6

FPD790c8/MOM790c8/ACP790c8**Supervised Clinical Practice: Student Clinic**

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: 3.75

Prerequisite: FPD790c6/MOM790c6/ACP790c6

FPD790c9/MOM790c9/ACP790c9**Supervised Clinical Practice: Student Clinic**

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: 3.75

Prerequisite: FPD790c6/MOM790c6/ACP790c6

FPD790e1/MOM790e1/ACP790e1**Supervised Clinical Practice: Student Clinic**

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: 3.50

FPD790e2/MOM790e2/ACP790e2**Supervised Clinical Practice: Student Clinic**

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: 3.50

FPD790e3/ACP790e3**Supervised Clinical Practice: Student Clinic**

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: 3.50

FPD7EX1/MOM7EX1/ACP7EX1**ACP 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

Prerequisite: 1 of the following: ACP790c, ACP790C3/MOM790C3, ACP790C4/MOM790C4, ACP790C5/MOM790C5, ACP790c6/FPD790c6/MOM790c6, ACP790c7/FPD790c7/MOM790c7, ACP790c8/FPD790c8/MOM790c8, ACP790c9/FPD790c9/MOM790c9, ACP790d/MOM790d, ACP790d2, ACP790d3, ACP790d4

FPD818/MOM818/ACP818**Theory: Senior Elective**

The purpose of this course is to offer students in their last trimester an opportunity to choose an area of interest that will deepen and enrich their studies of theory, techniques or advanced clinical application. Topics will build on and further material that is offered in the curriculum.

Credits: 2.00

Prerequisite: ACP718/FPD718/MOM718

Applied Philosophy and Practices**APPVOL****Professional Project: Research/Communication**

The purpose of this graduation requirement is to reinforce the importance of service as a developing AOM professional and to experience the positive impact that service can have on recipients, including MUIH, the larger community of integrated medicine and healing, and the general public. Students will creatively design one or more projects related to AOM or health and wellness in general and will implement this 75 hour project over the course of 7 trimesters (daytime) or 10 trimesters (evening/weekend). During the course of this project, students will gain the confidence to speak about and demonstrate the principles of AOM and healthy living, advance the field of AOM and the mission of MUIH, while developing connections with individuals, communities, and organizations that will contribute to building one's AOM practice.

Credits: 0.00

APP600a**School of Philosophy and Healing in Action (SOPHIA) Intensive**

This intensive course introduces the philosophical underpinnings at the core of MUIH's academic programs. Drawn from the timeless teachings of global wisdom traditions and the rhythms of nature, and grounded in powerful transformative language practices, this rich course teaches students to be more self-aware, to develop life skills, and to become adept at navigating personal and professional challenges. Through a high level of stimulating discourse and experiential exercises, students begin to think, speak, and act more broadly, more creatively, and more interdependently.

Credits: 3.50

APP601**Initiating a Healing Presence**

This course continues to build on the philosophical underpinnings of health and wellbeing first explored in the SOPHIA Intensive. By observing their own ways of being, doing, and speaking, students begin to embody the practices that guide them toward becoming a powerful healing presence and catalyst for change in others.

Credits: 1.25

Prerequisite: 1 of the following: APP600, APP600a

APP602

Being the Needle

Students continue to develop their ability to be a powerful healing presence and catalyst for change. Theory and skills include speech acts that empower and bring clarity to relationships and skillful ways of inquiry that move clients toward health and wellbeing.

Credits: 1.50

Prerequisite: APP601

APP603

Speech Acts and the Art of Skillful Inquiry

Students continue to develop their ability to be a powerful healing presence and catalyst for change. Theory and skills include speech acts that empower and bring clarity to relationships and skillful ways of inquiry that move clients toward health and wellbeing.

Credits: 1.50

Prerequisite: APP602

APP604

Deepening Your Healing Presence

Students deepen their skills of being a healing presence. This course defines five distinct qualities and capacities that build health and wellbeing. Students learn to apply these qualities and capacities with clients and as well as broaden their proficiency to promote change

Credits: 1.50

Prerequisite: APP603

APP701

Deep Listening Within

Students learn the role that moods and emotions play in creating health and wellbeing. Coursework includes ways to generate positive moods and emotions for the practitioner and for the client. The concept of illness is examined with an emphasis on helping clients understand their symptoms of illness as a guide toward health and wellness.

Credits: 1.50

Prerequisite: APP604

APP702

Bring Your Work into the World

This final course of the Applied Philosophy Series provides a review and deepening of the distinctions taught in the previous five courses. Class work focuses on issues that are pertinent to students who will soon graduate, create their own practices, and interface with other healthcare professionals.

Credits: 1.50

Prerequisite: APP701

Chinese Herbs

CHP610

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

Prerequisite: MOM614a/FPD614a

CHP621A

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: 4.00

Prerequisite: MOM614a/FPD614a

CHP621B

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: CHP 621A/MOM675b

CHP621C

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/MOM776H

CHP641A

Clinical Observation

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

Credits: 0.25

Prerequisite: MOM614a/FPD614a

CHP641B

Clinical Observation II

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

Credits: 0.25

Prerequisite: CHP 641A/MOM655H

CHP711A

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/MOM777H

CHP711B

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/MOM778a

CHP711C

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/MOM779a

CHP721A

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/MOM777H; CHP 641C/MOM757H

CHP721B

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

CHP721C

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

CHP731A

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 621A/MOM675b

CHP731B

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/MOM746H

CHP741A

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: CHP 621A/MOM675b

CHP760

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

CHP770A

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

CHP770B

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

CHP770C

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

CHP780a

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

CHP780b

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

CHP780c

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

CHP641C2

Clinical Observation III

This class is an introduction to the clinical experience of conducting an intake and developing an herbal treatment. The format is an instructor led intake and group observation and discussion.

Credits: 0.50

Herbal Medicine

HRB644A

Western Pharmacology I

In this course you will learn about modern pharmacological principles and the active chemical constituents in herbal medicines. In addition to examining how bioactive constituents are absorbed, used and eliminated by the body, we will also cover less conventional aspects of pharmacology - the concepts of synergy and hormesis, and pharmacogenomics. This knowledge can be used to help inform your own practice using traditional Chinese herbs and suggest western herb candidates too.

Credits: 2.00

Prerequisite: ISCI642

HRB644B

Western Pharmacology II

Special emphasis is placed on potential beneficial and harmful interactions between food/herb/toxins & drugs.

Credits: 2.00

Prerequisite: HRB644A

Integrative Health Education

IHED777

Health Care Systems: From Macro to Micro

This course provides an introduction to the structures, functions and processes of contemporary health care systems, as well as explores the current delivery of clinical care for a patient. This course will serve as a lens for analysis of the social, political, and economic contexts that influence both the macro and micro levels of a health care system.

Credits: 3.00

Integrative Health Management

IHM766

Practice Management: Building a Successful Practice

Students are guided as they begin to establish their practices in the Faculty-Supervised Student Clinic. This course illustrates the steps student practitioners must take in order to plan, establish, manage, and promote their supervised clinical practice.

Credits: 2.50

IHM767

Practice Management: Maintaining a Successful Practice

Students further develop and apply practical skills for managing and nourishing their clinical practices. In addition to a focus on ongoing practice development, topics include business record-keeping, taxes, insurance, and managing a group practice.

Credits: 0.00

IHM787

Interdisciplinary Diagnosis and Treatment

This course will serve as a "Grand Rounds" observation and participation in integrative medicine.

Credits: 0.25

IHM788

Collaborative Care

This course will be didactic as well as observational in an integrative clinical setting, ideally outside MUIH (e.g. hospital).

Credits: 2.00

Integrative Health Sciences

ISCI520

Biology, Chemistry, and Physics in Health: An Introduction

This course provides an overview of basic sciences that support the study of health, medicine, and wellness in everyday life. Relevant topics will be presented through multiple disciplines, such as general biology, chemistry, and physics (including the more specialized fields of organic chemistry, biochemistry, and biophysics) to serve students entering health disciplines.

Credits: 3.00

ISCI522

Foundations in Organic Chemistry

This course reviews topics in organic chemistry that are relevant to nutrition and health. Students who have not taken chemistry in college will need this course in order to move through the Nutrition program; it is a useful review for the student who has some experience with chemistry. The course 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

ISCI542

Physiology: The Science of Wellness

This abbreviated course provides a beginning 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 functions that are relevant for the practice of integrative care, within the context of a biopsychosocial health & wellness model. Students also learn introductory skills related to finding and interpreting physiology-based research.

Credits: 2.00

ISCI615

Mind Body Science

The purpose of this course is to introduce students to the mechanisms of mind-body interconnections. The course focuses on the structure and function of the nervous, endocrine and immune systems, and how they connect to each other. Emphasis is placed on applying tools and techniques that capitalize on these pathways to positively affect health and well-being.

Credits: 3.00

ISCI630A

Health Promotion: Integrative Health & Wellness Practices I

This course is designed to foster the development of an informed health education specialist who is capable of creating integrative health and wellness plans for communities. Students learn how to apply health and information literacy skills to analyze and evaluate the impact of a variety of health-related behaviors on mind, body and spirit. This course explores practices from traditional and complementary medicine (e.g., meditation, acupuncture, hatha yoga, use of herbs) and focuses on evidence based research to evaluate their effectiveness.

Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI547a, ISCI642, ISCI646A, ISCI647a, ISCI654A

ISCI632a

Foundations of Health & Wellness I

This course addresses modern, historical and cross-cultural perspectives on health, wellness and sickness. Health and wellness of the individual and the community are discussed in a context ranging from the societal to the molecular level. The course provides an integrative model for understanding environmental and behavioral impacts on health and wellness. (Note: This course cannot be taken for credit if you have already taken ISCI 632)

Credits: 1.50

ISCI632b

Foundations of Health & Wellness II

This course introduces the theory and practices of self-care and health behavior change. The biological basis and scientific evidence for health and wellness practices 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 to health and wellness. (Note: This course cannot be taken for credit if you have already taken ISCI 632)

Credits: 1.50

ISCI636

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 mechanistic understanding of acupuncture's effects on physiological and pathophysiological processes. In addition, students will build skills in finding, interpreting and applying basic and clinical acupuncture research. Co-requisite: ISCI 642 (Physiology: The Science of Wellness) or instructor permission.

Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI642; ISCI640

ISCI640

Clinical Anatomy:Regional and Surface Anatomy

This course looks at different regions of the body (both in health and in disease), examining both the surface anatomy and deep anatomy of the region. The course is designed to support the study of Point Location in the Acupuncture program.

Credits: 3.00

ISCI652

Physical Assessment

This course reviews techniques used to assess health from a biomedical perspective. Understanding reports from conventional medical physicians can deepen the traditional practitioner's understanding of their patient. Students will learn the techniques used in physical exam by practitioners of conventional medicine.

Credits: 2.00

Prerequisite: 1 of the following: ISCI542, ISCI642

ISCI667

Science Of Addiction

This course provides a foundational understanding of addiction from an integrated science perspective. The biological effects of drugs, neurobiological changes in addiction and challenges in achieving and maintaining drug abstinence are discussed. The evidence for conventional and CAM approaches to treatment are reviewed and students learn clinical strategies for working with addiction.

Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI547a, ISCI642, ISCI646A, ISCI647a, ISCI654A

ISCI701

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 reading and utilization of basic, clinical, epidemiological, and related research. Students will find and evaluate published information on health topics then summarize and share their findings.

Credits: 3.00

ISCI740

Advanced Clinical Anatomy: Qi Follows Structure

This course continues the study of different regions of the body (both in health and in disease) that began in ISCI640 , examining both the surface anatomy and deep anatomy of the region. The course is designed to support the study of Point Location in the Acupuncture program.

Credits: 2.00

Prerequisite: 1 of the following: ACP625/FPD625/MOM625, ACP625E/MOM625E, ACP626E/MOM626E

ISCI752

Advanced Diagnostic Studies

Students will train with greater depth and focus to read medical reports and communicate effectively with patients and providers.

Credits: 3.00

ISCI754

BioMedicine: Safe Practices

This course focuses on teaching students the signs and symptoms of medical and mental health emergencies or situations, within the scope of practice of an acupuncture practitioner, which would necessitate referral of your 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: ISCI542, ISCI642; ISCI640

ISCI755

Biomedicine: Systems Review

Western medicine is the cultural context in which we operate in the United States. This course presents Western medical conditions, and a way to view them from a Chinese medical perspective. It focuses on the etiology of specific diseases, their mechanisms (pathophysiology), and their manifestations (signs and symptoms). We will cover the major diseases in each body system, and the major drugs used to treat them, in order to illustrate the mechanisms of the disease. Significant tests used to diagnose the disease (imaging, blood) will also be discussed.

Credits: 3.00

Prerequisite: ISCI652; ISCI754

ISCI758

Biomedicine: Integration with Chinese Medicine

This course reviews and builds on the etiology and pathophysiology covered in ISCI 755 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. Special attention is paid to observable phenomena that might be seen by a traditional medicine practitioner. Biomedical and Chinese Medicine treatment strategies are also compared and contrasted.

Credits: 2.00

Prerequisite: ISCI755

Nutrition

NUTR602

NUTRITION: Food and Balance

Nutrition is one of many tools that can help support balance and wellness in one's life. 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 supports students wishing to integrate nutrition into their personal life and/or future careers.

Credits: 3.00

NUTR676

Chinese and Western Nutrition Therapy

This course 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: ACP614/FPD614/MOM614

Research

RES511

Fundamentals of Information

Provides students with an orientation to information literacy. This course is designed to help students to discern the type and amount of information they will need in order to successfully complete assignment; enhance student ability to access needed information effectively and efficiently; educate students on how to critically evaluate information; inform students of economic, legal, and social issues associated with information use and access, and instruct them about; how to access and use information ethnically and legally.

Credits: 0.00



Nutrition And Herbal Medicine Department

Doctor of Clinical Nutrition

DOCTOR OF CLINICAL NUTRITION

Program Overview

Students entering the Doctor of Clinical Nutrition will receive advanced education in nutrition to enhance their clinical skills and contribute to the current literature in the field. The program is geared toward practicing nutritionists and other healthcare professionals who are seeking to deepen their clinical nutrition skills.

This program is a three year, 48-credit doctoral program, and includes a clinical nutrition residency.

Cumulative knowledge will be demonstrated by completion of a comprehensive exam, publication in a peer-reviewed journal, and an eight month clinical residency which includes a research project.

Purpose

The program will educate clinicians, educators, and researchers in integrative nutrition which requires in-depth understanding of body composition, core imbalances, lifestyle, metabolic pathways, biomarkers, detoxification, epigenetics, nutritional genomics, client symptoms, and the nutrition care process. 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 medical symptoms.

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 the 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

Number	Course Title	Credits
ISCI 610b	Introduction to Scientific Writing	1.5
ISCI 801	Designing Research in Clinical Practice	3.0
ISCI 823	Academic Journal Writing	1.5
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 Studies in Functional Nutrition	3.0
NUTR 850	Nutrition Focused Physical Exam	1.5
NUTR 900	Advanced Clinical Nutrition Residency & Research Project I	3.0
OR		
NUTR 902 ¹	Special Projects in Clinical Nutrition	3.0
NUTR 901	Advanced Clinical Nutrition Residency & Research Project II	3.0
OR		
NUTR 903 ¹	Special Projects in Clinical Nutrition	3.0
	Comprehensive Exam (Case-Study Based)	0.0
Total Program Credits		48.0

¹ Course alternatives for students who live in states with internship restrictions.

Faculty

Liz Lipski, Ph.D. Professor Director, Academic Development, Nutrition and Integrative Health
Maya Maroto, M.P.H., Ed.D. Associate Professor Director, Academic Programs, Nutrition and Integrative Health
Steffany Moonaz, Ph.D. Associate Director, Integrative Health Sciences
Kirsten Pullin, M.Ac., J.D. Interim Academic Director, Applied Integrative Health and Health Management
Michael Tims, Ph.D. Academic Director, Herbal Programs
Bryan Walsh, N.D. Instructor
Heming Zhu, M.Ac., M.D. (China), Ph.D. Professor

Adjunct Faculty

Sheila Dean, D.Sc.
Kelly Earp, Ph.D.
Mary Fry, N.D.
Russell Jaffe, M.D., Ph.D.
Karen Lyke, D.Sc.
Deanna Minich, Ph.D.
Kai Parker, N.D.
Andrew Pengelly, Ph.D.
Sylvia Regalla, M.S., M.D.
Kevin Spelman, Ph.D.

Guest Lecturers

Jaclyn Chasse, N.D.
Pam Compart, M.D.

Admission Requirements

In addition to the general admission requirements listed under the Application Requirements section of the Academic Catalog 2014-2015, applicants to the Doctor of Clinical Nutrition must:

- 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 (see application)
- 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 doctorate:
 - Nutrition (9 master's level credits including macronutrients, micronutrients, life cycle nutrition and clinical skills)
 - Biochemistry (6 master's level credits – including 3 credits in nutritional biochemistry)
 - Physiology or Anatomy and Physiology (3 master's level credits)
 - Clinical, Life or Physical Sciences (12 credits – master's or bachelor's level acceptable; including 3 credits of master's level Statistics/Research Literacy)

Health Requirements

Students must meet certain health requirements to participate in the clinical phase of this program.

Students who complete their clinical residency on campus at the Natural Care Center are required to take the University's Bloodborne Pathogens class. This class is provided free by the University. In addition, students in this program 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 who complete their clinical residency off-site may need to complete the above listed health and training requirements and other health and training requirements dictated by off-campus sites.

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 Requirements section of the main catalog; the Health & Training Requirements for Staff, Faculty, Students, Licensees, and Contractors Standards and Practices; or contact the Compliance and Risk Manager.

Program Format

The Doctor of Clinical Nutrition is a 48-credit hybrid program designed to be completed in as few as three years. Coursework is completed through a combination of online and on-campus courses in this format.

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. Online courses run asynchronously throughout each trimester. For trimester start and end dates, see the Academic Calendar on 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 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 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 a special case study projects and presentations in lieu of residency.

ADDITIONAL POLICY INFORMATION

APPLICATION AND ADMISSION PROCESS

The Doctor of Clinical Nutrition program application process includes all of application and admission procedures as outlined in Section 2 of the Academic Catalog 2014-2015. Applicants will also be required to submit two academic or professional references scoring applicants on various dimensions including clinical skills, oral and written communication skills, research background, resourcefulness, and leadership skills.

TUITION & FEES

Following is information specific to the Doctor of Clinical Nutrition. For full details and policies on tuition and fees, see Section 2 of the Academic Catalog 2014-2015.

Application Fee

Doctoral programs, before the priority deadline: \$175

Doctoral programs, after the priority deadline: \$225

Tuition Deposit

Doctoral programs: \$1000

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.

FINANCIAL AID

For information on applying for financial aid, see Section 2 of the Academic Catalog 2014-2015.

COURSE DESCRIPTIONS

Integrative Health Sciences

ISCI610b

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. A written exploration of concepts offers an important method for defining the boundaries within an academic discipline. This course offers students an introduction to science writing. 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

ISCI801

Research Methods & Informatics

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

ISCI823

Academic Journal Writing

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, how to choose and refine a topic, choosing the right journal, and responding to journal reviewer critiques and decisions. This course will culminate with submission of a manuscript to a peer-reviewed journal. Credits: 3.00

Credits: 3.00

Prerequisites: ISCI610b; ISCI801

Nutrition

NUTR800

Graduate Colloquium

This course comprises the initial residential component of the DCN program. The objective of this colloquium is to introduce the cohort to each other and to faculty; to provide leadership and explain the doctoral process; and to introduce students to core principles and values of the university. During this course, students will begin to delineate areas of practice and research interest. Credits: 1.50

NUTR801

Principles of Integrative & Functional Nutrition

This course lays the groundwork of 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

NUTR802

Nutritional Approaches to Detoxification

Daily we are exposed to environmental chemicals, metals, and electromagnetic fields that can disrupt health. This course looks at the underlying physiology of detoxification and biotransformation. It explores how we 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 issues in regard to treatment of environmental toxicity. Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR810

Special Topics in Nutrition I

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty. Credits: 1.50

Prerequisites: NUTR800; NUTR801

NUTR811

Special Topics in Nutrition II

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty. Prerequisites: Nutr 800, Nutr 801 Credits: 1.50

Prerequisites: NUTR800; NUTR801

NUTR821

Bioethics in Clinical Nutrition

This course explores the principles of bioethics in Clinical Nutrition. Topics include legal and medical terminology, scope of practice, protecting client confidentiality, Health Insurance Portability and Accountability (HIPAA), sales of nutraceuticals and health products. Other ethical areas of concern in nutrition covered include food production, labeling, health claims, and funding of research. Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR822

Epigenetics & Nutritional Genomics

Research is mushrooming in the relatively new sciences 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

Prerequisites: NUTR800; NUTR801

NUTR831

Integrative & Functional Nutrition in Gastrointestinal Health & Disease

This course examines the gastrointestinal system in health and disease, linking those concepts to applied clinical nutrition. Topics include the metabolism of digestion, absorption, assimilation and excretion of macro and micronutrients; and their role in systemic health and disease. The pathophysiology of common digestive conditions will be explored through an integrative and functional lens. Celiac disease and gluten sensitivity, irritable bowel syndrome, food sensitivities, increased intestinal permeability, inflammatory bowel disease, and gastrointestinal reflux disease will be discussed. Current research on the microbiome, probiotics, and prebiotics will be discussed. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies and hands-on culinary assignments will be used to help students integrate the science with clinical application.

Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR 832

Integrative and 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 immune and inflammation. Common conditions will be explored through an integrative and functional lens, including auto-immune conditions, arthritis, 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 and hands-on culinary assignments will be used to help students integrate science with clinical application.

Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR833

Integrative and 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 and hands-on culinary assignments will be used to help students integrate science with clinical application.

Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR834

Integrative and 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 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. Multiple sclerosis, attention deficit disorder, autism, depression, and insomnia 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 and hands-on culinary assignments will be used to help students integrate the science with clinical application.

Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR835

Integrative and 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 and hands-on culinary assignments will be used to help students integrate the science with clinical application.

Credits: 3.00

Prerequisites: NUTR800; NUTR801

NUTR836

Case Studies in Functional Nutrition

Although learned separately, all body systems work in concert. Often people have health issues that affect multiple biological systems. This course is designed synthesize learning from previous coursework. Use of pattern recognition will be utilized to identify core imbalances and prioritize therapeutic interventions. Use of case studies serves students, bridging theory and practice.

Credits: 3.00

Prerequisites: ISCI801; ISCI823

NUTR850**Nutrition Focused Physical Exam**

This is a residential course that provides hands-on experience in doing a nutritionally focused physical exam. Assessment is critical to good care. Use of a nutrition based physical provides yet another assessment tool for the astute clinician, providing objective methods to assess nutrient insufficiencies and excesses of macronutrients, micronutrients, and fluid status. Students will practice taking vital signs and anthropometrics and will examine eyes, skin, nails, hair, and demeanor to look for signs of nutritional status and hydration.

Credits: 1.50

Prerequisites: NUTR800, NUTR801

NUTR900**Advanced Clinical Nutrition Residency & Research Project I**

This course is a Clinical Residency to apply and synthesize learning in a clinical setting. Residents complete the nutrition care process with existing clients, and participate in weekly faculty supervised webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisites: NUTR802

NUTR901**Advanced Clinical Nutrition Residency & Research Project II**

This course provides the second half of the Clinical Residency. Residents complete the nutrition care process with existing clients, and participate in weekly faculty supervised webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisites: NUTR900

NUTR902**Advanced Clinical Nutrition Case Studies**

This course is designed to give students advanced practice in nutritional assessment and counseling. Complex clinical skills case studies and peer-mock counseling sessions provide students with an engaging clinical roundtable experience. This course exposes students to complex clinical scenarios prior to graduation. Clinical Strategies discussions will provide students with feedback from faculty as well as the opportunity to collaborate on care plans and further develop their clinical application skills.

Credits: 3.00

Prerequisites: NUTR802

NUTR903**Special Projects in Clinical Nutrition**

This course is designed to give students advanced practice in nutritional assessment and counseling. Complex clinical skills case studies and peer-mock counseling sessions provide students with an engaging clinical roundtable experience. This course exposes students to complex clinical scenarios prior to graduation. Clinical Strategies discussions will provide students with feedback from faculty as well as the opportunity to collaborate on care plans and further develop their clinical application skills.

Credits: 3.00

Prerequisites: NUTR902



ADDENDUM: ACADEMIC CATALOG 2014-2015
HEALTH PHILOSOPHY AND PROMOTION

**Health Philosophy and Promotion
Department**

Master of Arts in Health and Wellness Coaching

This addendum adds an additional area of concentration in integrative health practices to the Master of Arts in Health and Wellness Coaching, and makes minor curriculum adjustments to the core credits, herbal studies concentration, and medical herbalism concentration.

MASTER OF ARTS IN HEALTH AND WELLNESS COACHING

Program Overview

Integrative Health Practices Concentration

The integrative health practices 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.

Course of Study

Core Credits: Coaching Curriculum

Number	Course Title	Credits
ISCI 632A	Foundations of Health and Wellness I	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
COA 601	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
RES 511	Fundamentals of Information	0.0
Total Core Curriculum Credits		15.0

Additional Required Credits

Capstone Project	1.0
Practice Management	2.0

Areas of Concentration

Students must choose an area of concentration from one of the following curricula.

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.

HERBAL STUDIES

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	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
	Electives (see below)	3.0
Total Herbal Studies Credits		12.0

INTEGRATIVE HEALTH PRACTICES

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
Total Integrative Health Practices Credits		12.0

MEDICAL HERBALISM

9 Required Credits + 3 Elective

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 604	Frequently Used Herbs: Understanding for the Health Professional	3.0
HRB 622	Herbal Pharmacy: Evaluating and Manufacturing Quality Herbal Products	3.0
	Electives (see below)	3.0
Total Medical Herbalism Credits		12.0

NUTRITION

9 Required Credits + 3 Elective Credits

Number	Course Title	Credits
ISCI 615	Mind Body Science	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 602	Nutrition: Food and Balance	3.0
NUTR 672	Mindful Eating and Nourishment	2.0
	Electives (see below)	3.0
Total Nutrition Credits		12.0

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 of availability.

Number	Course Title	Credits
APP 600A	SOPHIA Intensive	3.0
APP 700	Mindfulness, Meditation, and Health	3.0
COA 630	Advanced Coaching Skills	1.5
HRB 600	Fundamentals of Herbal Medicine	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 654B	Herbal Pharmacy and Phytochemistry	3.0
HRB 705	Materia Medica II	3.0
IHED 614	Securing Funding in Health Education	2.0
IHED 617	Health Education Needs Assessment and Program Planning	2.0
IHED 619	Transformative Communication Strategies in Health Education	2.0
IHED 620	Foundations of Health Behavior & Health Education	2.0
IHED 623	Health Education Program Evaluation	3.0
IHED 625	Research Methods in Health Education: Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and Program Planning	3.0
ISCI 510A	Introduction to Writing	1.5
ISCI 520	Biology, Chemistry, and Physics in Health: An Introduction	3.0
ISCI 615	Mind, Body, Science	3.0
ISCI 630A	Health Promotion: Integrative Health & Wellness Practices I	3.0
ISCI 646B	Health and Wellness Physiology II	2.0
ISCI 647B	Physiology II: Movement Away from Health	3.0
ISCI 655	Holistic Medicine	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 661	Practice Management	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 667	Marketing for Health Professionals	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 685	Cooking with Whole Foods Lab V	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5

Total Program Credits: 30.0

Program Format

The Integrative Health Practices concentration may be completed in an online or hybrid format. Students may choose to complete courses in the core coaching curriculum either online or on campus, and will complete their courses in Integrative Health Practices online.

See the Academic Catalog 2014-2015 for additional details about program formats, and for information for the Herbal Studies, Medical Herbalism, and Nutrition concentrations.

COURSE DESCRIPTIONS

Course descriptions for the Integrative Health Practices concentration only. For core coaching courses, concentrations, and electives, see the Academic Catalog 2014-2015.

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 wellbeing. Students will gain an understanding of the neuroscience behind these practices and how to practically apply scientifically-based techniques with clients. Credits: 3.00

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

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

NUTR 602

Nutrition: Food and Balance

Nutrition is one of many tools that can help support balance and wellness in one's life. 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 supports students wishing to integrate nutrition into their personal life and/or future careers.

Credits: 3.00



SUPPORT SERVICES

Disabilities Services Policy – Students

This addendum replaces the Disabilities Services policy found in Section 1 of the 2014-2015 Academic Catalog with the policy that follows, revised February 20, 2015.

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, who's contact information is provided below.

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