Maryland University of Integrative Health



Academic Catalog 2015-2016

TABLE OF CONTENTS

Section 1: Introduction	1:1
Message from the President and CEO	1:1
Mission, Vision, and Accreditation	1:2
Learning and Physical Resources	1:5
Support Services	1:7
Board and Administration	1:10
Section 2: General Admissions Process	2:1
Non-Discrimination Policy	2:1
Application and Admission Procedures	2:3
Tuition and Fees	2:6
Financial Aid	2:8
Transfer and Exemption Policy	2:13
Academic Enrollment Policies	2:15
Section 3: Acupuncture and Oriental	
Medicine	3:1
Post-Baccalaureate Certificate in Chinese Herbs	3:2
Master of Acupuncture	3:4
Master of Oriental Medicine Program	3:15

Section 4: Nutrition and Herbal Medicine 4:1

3:27

3:36

Doctor of Acupuncture

Doctor of Oriental Medicine

Master of Science in Nutrition and	
Integrative Health	4:2
Post-Master's Certificate in Nutrition and	
Integrative Health	4:8
Nutrition Internship Program	4:11
Doctor of Clinical Nutrition	4:13
Post-Baccalaureate Certificate in Herbal Studies	4:16
Post-Baccalaureate Certificate in Medical Herbalis	m 4:18
Master of Science in Therapeutic Herbalism	4:20
Post-Master's Certificate in Clinical Herbalism	4:24

Section 5: Health Philosophy and	
Promotion	5:1
Post-Baccalaureate Certificate in Health and	
Wellness Coaching	5:2
Master of Arts in Health and Wellness Coaching	5:4
Master of Science in Health Promotion	5:9
Master of Science in Yoga Therapy	5:12
Section 6: Integrative Health Sciences	6:1
	0.1
Section 7: Applied Integrative Health an	011
-	011
Section 7: Applied Integrative Health an	d

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

Maryland University of Integrative Health

7750 Montpelier Road Laurel, MD 20723 410-888-9048 800-735-2968 www.muih.edu

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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 into a number of health and wellness disciplines, launched online courses and programs, developed our first doctoral programs, and attracted the best and brightest faculty and students, became regionally accredited, and achieved university status.

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

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

Being a "healing presence" is an element that is essential to everything we do. We take seriously our values-driven philosophy and our foundational principles are front and center in all our decisions.. We strongly believe in the power of relationships to heal. Our students are assessed on their ability to develop this healing presence, which includes elements of empathy, self-reflection, and mindfulness. We also strive to use this healing presence in meetings with our partners, and when we're out in the community. We respect the role of allopathic medicine and prepare our students to work side-by-side with healthcare providers from all disciplines.

We believe in the power of community. This is a fundamental part of the MUIH experience and it is evident both on campus and when you engage with us online. Just as a client and practitioner form a mutually rewarding relationship on the path toward healing, our faculty and students learn from each other and develop lasting bonds that support a sense of interconnection and unity.

We look forward to your partnership in the movement toward wellness and support your goals to be an advocate, leader, and practitioner of whole-person, relationship-centered healing.

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

With warm regards,

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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

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

Middle States Commission on Higher Education 3624 Market Street Philadelphia, PA 19104 267-284-5000 www.msche.org

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

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

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

Accreditation Commission for Acupuncture and Oriental Medicine

8941 Aztec Drive Eden Prairie, MN 55347 952-212-2434 www.acaom.org

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

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

State Approvals

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

Maryland Higher Education Commission

6 North Liberty Street, 10th floor Baltimore, MD 21201 410-767-3301 www.mhec.state.md.us

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

Sherman Cohn Library

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

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

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

410-888-9048 ext. 6644 librarydesk@muih.edu 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.-8 :00 p.m. Saturday-Sunday: 8:80 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

Community Health Sites

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

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

Grassroots Crisis Center Group

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

Howard Community College - Wellness Center

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

Howard County Detention Center

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

Laurel Wellness

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

Living Well With Cancer

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 oncampus 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 specifically assigned handicap parking and is wheelchairaccessible. 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 on campus and the properties adjacent to campus, whether reported to the institution or local police authorities. This report also includes all properties used by MUIH, including Community Partnership sites, recurring retreat and field trip locations, and rented facilities. See the current report at www. muih.edu/campus-community/about-campus/safety-andsecurity. The Vice President for Administration and General Counsel also ensures that emergency notifications are sent to the campus when necessary. The Vice President for Administration and General Counsel, as required by the US Department of Education, prepares an annual security report that is posted online. Students receive email notification of the availability of this report, including a report summary, and may request a hard copy of the report.

Under Campus SaVE, the University is required to report additional Clery Act violations for dating violence, domestic violence, stalking, and sexual assault. It is also required to ensure that upon receiving a report, the student, faculty, or staff member is provided with certain resources and notification of their rights. As such, the University has made information available to students on the key definitions under Campus SaVE, and what options are available for reporting an incident. Anyone aware of an incident on or off campus affecting one of MUIH's students, faculty, or staff members should please report it to:

Jennifer Yocum, Title IX Coordinator 410-888-9048 ext. 6682 (office) 443-340-0167(cell) jyocum@muih.edu

Disabilities Services Policy – Students

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

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

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

- The documentation should include a diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis. The diagnostic systems used by the Department of Education, the State Department of Rehabilitative Services, or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.
- The documentation should also explain how a disability limits an individual's ability to benefit from a particular delivery system, instructional method, or evaluation criteria, or to perform certain duties or functions. It should address the accommodation that is necessary and how the accommodation might mitigate the effect of the disability.
- A description of treatments, medications, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in ameliorating the impact of the disability. Significant side effects that may affect physical, perceptual, behavioral, or cognitive performance should also be noted.
- A description of the diagnostic criteria and/or diagnostic test used. The description should include the specific results of diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available; then the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non- standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.
- New documentation may be required if (i) an individual's diagnosis changes, (ii) the individual requests an accommodation that is new or different from the accommodation(s) included in the documentation, (iii) if the documentation submitted is not pertinent to and/ or does not support the accommodation request, or (iv) the documentation is outdated (three years or more). If an academic advisor determines that he or she will need additional information regarding an individual's disability, the individual will be contacted in a timely manner.
- The academic advisor will verify the disability and collaborate with the student in identifying accommodations and ways to implement these accommodations.
 Accommodations may include, but are not limited to, auxiliary aids and other services.

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

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

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

Procedure

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

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

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

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

MUIH will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Disability Services Coordinator will be responsible for such arrangements. If you have any questions regarding this policy, please contact the University's Disability Services Coordinator, Chad Egresi, whose contact information is provided below.

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

Office of Digital Learning

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

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

Office of the Registrar

The Office of the Registrar assists students by managing course registration, maintaining student and alumni records, processing transcript requests, assisting active military and VA students, supporting international student processes, and overseeing all aspects of commencement. A complete list of forms and resources from the Office of the Registrar are available online.

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

Policies of the Programs

The policies, guidelines, regulations, and procedures of the University and its programs can be found in detail in the student handbooks, all of which are posted online on My MUIH. All students must familiarize themselves with current policies and conform to these policies at all times. The student handbooks include, for example, policies concerning satisfactory academic progress, grading, remaining up-to-date on health requirements, information on a drug-free workplace, the Family Educational Rights and Privacy Act (FERPA), the student grievance procedure, sexual harassment, and sexual assault policies. The handbooks also set forth practical, day-to-day operational information for students.

Residency and Housing

Students are responsible for securing their own housing.

Students in on-campus, full-time day programs must live within reasonable commuting distance of the University. Although it takes a bit of effort and determination, several students have commuted without moving to Maryland on a permanent basis. Many of these individuals rented space that accommodated them two to three nights a week while attending classes.

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

BOARD AND ADMINISTRATION

Board of Trustees

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

President's Cabinet

Frank Vitale, M.B.A. President and Chief Executive Officer

Judith K. Broida, Ph.D. Provost and Executive Vice President for Academic Affairs

Gail Doerr, M.S. Vice President for Marketing and Enrollment Management

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

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

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

Executive Management Committee

Frank Vitale, M.B.A. President and Chief Executive Officer

Judith K. Broida, Ph.D. Provost and Executive Vice President for Academic Affairs

Gail Doerr, M.S. Vice President for Marketing and Enrollment Management

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

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

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

Mary Ellen Hrutka, Ph.D. Associate Provost, Digital Learning

Mary Partlow Lauttamus, M.S.W., e-RYT 500, ACC Interim Academic Director, Health Philosophy and Promotion

Jeff Millison, M.Ac., Dipl.Ac.(NCCAOM) Academic Director, Acupuncture and Oriental Medicine

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

James Snow, M.A., RH(AHG) Assistant Provost for Academic Research and Interim Academic Director, Integrative Health Sciences

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

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

SECTION TWO GENERAL ADMISSIONS PROCESS

PROSPECTIVE STUDENTS

Dear prospective students,

Welcome!

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

We invite you to get to know MUIH, whether it's by visiting campus, joining us for a webinar, speaking with an admissions counselor, or observing a class. The admissions team is committed to providing you with clear information and personalized guidance throughout the admissions process. We look forward to helping you as you take the next steps on your journey.

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

Contact the Office of Graduate Admissions

410-888-9048 ext. 6647 admissions@muih.edu

Contact the Office of Financial Aid

410-888-9048 ext. 6628 financialaid@muih.edu

Honoring Diversity

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

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

Non-Discrimination Policy

Maryland University of Integrative Health is an equal opportunity institution. Applicants for admission, employment, and financial aid are considered on the basis of individual merit. No person is excluded from participation in, denied the benefits of, or subject to discrimination in any program or activity of the University on the basis of race, color, national or ethnic origin, gender, gender identity, sexual orientation, marital status, pregnancy, age, religion, disability, or any other characteristic protected by law. Please see the Office of Human Enrichment for inquiries or concerns related to this policy.

Maryland University of Integrative Health's Office of Graduate Admissions adheres to the Best Practices for Graduate Enrollment Management Professionals as outlined by the National Association of Graduate Admissions Professionals. National Association of Graduate Admissions Professionals

PO Box 14605 Lenexa, KS 66285 913-895-4616 www.nagap.org

APPLICATION AND ADMISSION PROCEDURES

Application Requirements

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

- Completed application form*
- Application fee (see Tuition & Fees for details)
- Resume
- Essay(s) (following the guidelines outlined on the application form)
- Official transcripts from all undergraduate and graduate degrees earned (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.

Transcripts

Official transcripts are required from all undergraduate and graduate degrees earned as evidence of meeting admission requirements. Official transcripts should be sent directly from the respective college or university by mail or email. MUIH reserves the right to request additional transcripts and course descriptions.

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

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

Please mail or deliver all transcripts to:

Office of Graduate Admissions

Maryland University of Integrative Health 7750 Montpelier Rd Laurel, MD 20723 admissions@muih.edu

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 or Skype.

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 http://www.muih.edu/admissions/ application-process/program-start-dates.

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

Start Date	Priority Deadline
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 application fee of \$150 for master's program and \$225 for doctoral program applications submitted after the priority application deadline. If the intended start date of the applicant is no longer available due to the class being filled, the applicant will be notified by the Office of Graduate Admissions.

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

Review & Decision Process

Once the Office of Graduate Admissions has received all required application materials, including the application fee, an application is considered complete and the review process begins. Applications are reviewed by faculty in the respective academic department 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 electronically and via U.S. mail under normal circumstances. At the discretion of the Office of Graduate Admissions, late applicants will be given this information electronically and by phone when required.

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 non-refundable tuition deposit in order to hold their space in the program. In this case, financial aid cannot be used to cover the cost of the tuition deposit. If a student with a deferred acceptance does not enroll within one year, the student will need to re-apply to be admitted in the future. Tuition deposits may be applied to a future enrollment within two years of the initial intended program start date, and then will be forfeited. See Tuition Deposits for more information.

Conditional & Provisional Acceptances Conditional Acceptance

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

Provisional Acceptance

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

International Students

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

National Association of Credential Evaluation Services www.naces.org

Association of International Credential Evaluators www.aice-eval.org

The University is authorized under United States law to enroll non-resident alien students. MUIH requires that all applicants who intend to hold F-1 student visa status while enrolled in a program submit official financial statements to determine eligibility to receive a Form I-20. In order to receive the I-20, applicants must demonstrate that they can support themselves through the duration of their intended program or be able to receive financial support from a sponsor for the same period of time. All prospective international students applying for admission must fulfill all admissions requirements and be accepted a minimum of 60 days prior to the start of the first trimester.

International students applying for 100% online graduate programs with the intention of completing them while in their home country must fulfill all general and international admissions requirements, but are not required to submit the Financial Responsibility Form/I-20 Application, or go through the F-1 visa application process.

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

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

Maintaining Legal F-1 Status

It is essential that all international students adhere to the Department of Homeland Security regulations that govern a student's status. This is the student's individual responsibility of which they must be aware and for which they are accountable. Please be advised that these policies are enforced and that ignorance of the law is not considered an excuse for noncompliance. 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 Office of the Registrar to have your Form I-20 endorsed for travel before departing from the United States.
- F-1 students are not permitted to work.
- Should you change your program or need an extension of time to complete the program, you must apply for an extension, one month before your I-20 expires.
- New students with a Form I-20 are required to pay the SEVIS fee, which is non-refundable (subject to change). This is a separate fee paid to the Student and Exchange Visitor Program in the Department of Homeland Security. You can fill in the Form I-901 online at www.fmjfee.com. 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 students in learning more about this process.

English Language Requirements

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

All graduate programs require applicants to meet that English proficiency standard. Applicants who have earned a bachelor's, master's, or doctoral degree from a regionally accredited university in the United States, Canada (excluding province of Quebec), United Kingdom, Ireland, Australia, and New Zealand are considered to have met that standard. Additionally, applicants who have earned degrees with English as the primary language of instruction may also satisfy the English language requirement – this must be confirmed by the credit evaluation service used by the applicant when having their degree(s) evaluated.

All other applicants are required to take an English proficiency examination and meet minimum scores set by MUIH in order to be considered for admission. The Test of English as a Foreign Language (TOEFL) can be used to meet this requirement. Decisions regarding English proficiency are at the discretion of the Office of Graduate Admissions and the Academic Department. Listed below are the minimum scores necessary for admission:

TOEFL Score Minimums

IBT	71 points
CBT	197 points
PBT	527 points

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

Test of English as a Foreign Language (TOEFL) www.ets.org/toefl

Individual Academic Courses

PASS - Program for Advanced Special Students

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

An individual may complete a maximum of nine credits total of PASS courses. Upon completion of nine credits, students must either be admitted as a degree-seeking student at Maryland University of Integrative Health, or submit a letter of request to the Office of Graduate Admissions to continue enrolling in individual courses along with the reasons for continuing in this status.

The Advanced Special Student application and accompanying documents must be submitted and approved by the Office of Graduate Admissions prior to the start of the trimester. Registering as part of the Program for Advanced Special Students is subject to enrollment limits in the desired courses. Priority in the registration process will be given to MUIH degree-seeking students.

Admissions Records Retention Policy

All records, including academic records from other institutions, submitted to Maryland University of Integrative Health become part of the official file and can neither be returned nor duplicated for any purpose. It is recommended that individuals retain an additional copy of their official credentials to keep in their possession for all other personal requirements.

All admissions documentation and the application data of applicants who enroll will be retained onsite for a maximum of seven years, or until the enrolled student graduates. At that time, the admissions documentation and application data will be stored offsite for a maximum of three years and then destroyed.

In the following cases, all admission documentation and applicant data will be retained for 12 months, and then destroyed:.

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

TUITION AND FEES

Application Fee

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

Re-application fee for all programs: \$50 (For MUIH graduates only)

Transfer fee for all programs: \$25

(For current MUIH students transferring from one certificate or degree program to another)

Tuition Deposit

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

The following deposit fees apply:

Doctoral degrees: \$1000

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

Tuition

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

Costs Not Covered in Tuition

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

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

Acupuncture and Oriental Medicine

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

CLINIC AND RESOURCE FEES FOR ACUPUNCTURE AND ORIENTAL MEDICINE

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

POST GRADUATE TRAINEE PROGRAM FEES FOR ACUPUNCTURE PROGRAM

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

Chinese Herbs

Students may elect to purchase sample herbs for their learning.

Health and Wellness Coaching

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

Health Promotion

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

Herbal Studies and Medical Herbalism

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

Nutrition and Integrative Health

Required materials include a cutting board, apron, and two high-quality knives. Other additional costs include transport to cooking classes (if taken face to face), completion of the ServSafeTM Online Manager Program from the National Restaurant Association (available through MUIH for \$200), and three nutritional counseling sessions with an MUIH-approved nutrition practitioner. Individual consultation fees will vary. Should students choose to take any certifying exams, they are responsible for the associated costs.

Therapeutic Herbalism

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

Yoga Therapy

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

Health, Training, and Other Requirements

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

On Campus Requirements

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

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

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

- Master of Science in Yoga Therapy
- Post-Master's Certificate in Clinical Herbalism
- Doctor of Acupuncture
- Doctor of Clinical Nutrition
- Doctor of Oriental Medicine

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

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

Off Campus Requirements

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

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

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

FINANCIAL AID

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

Eligibility Requirements for Financial Aid

To qualify for federal financial aid* a student must:

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

*Scholarship and Alternative Loan programs may have different requirements.

How to Apply for Federal Financial Aid

To apply for financial aid, complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. 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-needbased 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 essay to the chair of the Scholarship Review and Selection Committee.

The application essay should include

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

A single application essay of no more than two pages may be used to apply for any number of institutional scholarships for which a student feels they are eligible. Students should clearly indicate the names of all scholarships they are applying to in their application essay.

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

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

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

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

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

OR

Submit your application essay via email to the Director of Financial Aid at financialaid@muih.edu with "MUIH Scholarship Application" in the subject line.

MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH-SPONSORED MINORITY SCHOLARSHIP

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

ELIGIBILITY REQUIREMENTS

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

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

THE DEBORA A. MAHAN & CHARLES D. HOCK SCHOLARSHIP

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

ELIGIBILITY REQUIREMENTS

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

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

SHERMAN L. & LUCY DIAZ COHN SCHOLARSHIP

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

ELIGIBILITY REQUIREMENTS

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

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

HELEN M. & ANNETTA E. HIMMELFARB SCHOLARSHIP

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

ELIGIBILITY REQUIREMENTS

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

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

THE JO ANN BARLOW SCHOLARSHIP

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

ELIGIBILITY REQUIREMENTS

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

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

THE LESLIE MONTGOMERY MEMORIAL ENDOWMENT

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

ELIGIBILITY REQUIREMENTS

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

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

THE EDITH OLSON RANGE SCHOLARSHIP FUND

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

ELIGIBILITY REQUIREMENTS

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

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

MICHAEL MOORE HERBAL SCHOLARSHIP

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

ELIGIBILITY REQUIREMENTS

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

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

Maryland State Scholarships

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

Outside Scholarships

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

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:

Percentage of	=	Number of days completed up to
earned aid		the withdrawal date

Total days in the payment period or term.

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

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

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

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

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

Veterans Benefits

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

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

For further information, please visit the veterans benefit website at www.va.gov 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 postmaster's certificate. The maximum number of credits for which course exemptions and transfers may be granted is 35 percent of the total credits for the Acupuncture and Oriental Medicine programs; 25 percent of the total credits of all other master's degree programs; and up to three credits in post-baccalaureate and post-master's certificates.

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

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

Transfer Credit Policy

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

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

Exemption Policy

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

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

600-Level Courses and Above

To qualify for course exemption, the process starts with:

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

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

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

Special Exemptions for 500-Level Courses

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

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

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

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

ACADEMIC ENROLLMENT POLICIES

Attendance Policy

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

Each faculty member has developed an attendance policy and includes the policy in his/her respective syllabus. The course syllabus should provide a clear statement of the instructor's expectations concerning absences, active student participation, assignments, examinations, make-up examinations or assignments, and other matters related to class attendance. A student is responsible for attending all class sessions. In general, a student's grade and status in the program may be affected if s/ he miss more than is required/outlined on the course syllabus.

Whenever missing a class (or being late) is unavoidable, any missed class work or other assignments must be made up by equivalent work as directed by the instructor.

Satisfactory Academic Progress

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 the 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 seven years for a doctoral program, five years for master's programs, three years post-baccalaureate certificate programs, and three years for post-master's certificate programs.

Academic Sanctions

Students have several escalating levels of academic sanctions: academic probation, academic jeopardy, academic suspension, and academic dismissal. Academic sanctions result when the student earns one or more "F" grades.

Sanctions are determined at the end of each trimester or course. Students will be notified if they have been placed under an academic sanction. When appropriate, an individualized academic contract may be issued. Sanctions may also affect financial aid eligibility and result in the student's inability to progress. Students who are required to repeat a course may have to take an academic leave of absence and join another cohort group depending on course availability as determined by the Academic Advisor. Students are responsible for payment for repeat courses.

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 reestablish 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 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 the Office of Graduate Admissions. The reapplying student must fulfill all current admissions and curriculum requirements that are in place upon requesting readmittance and pay all fees prior to being considered for readmission. A student may be subject to additional requirements or conditional requirements for reinstatement. Re-acceptance is not guaranteed. A student wishing to reapply for financial aid must meet with the Director of Financial Aid.

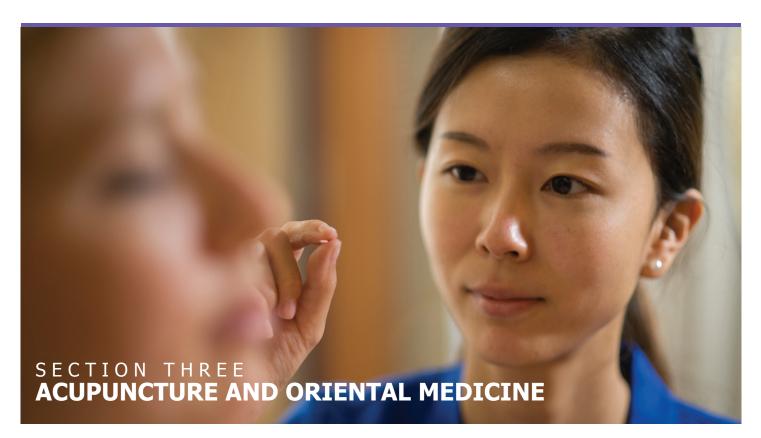
If the student does not submit a written request to the Academic Advisor from the program, an administrative withdrawal may be initiated by the Academic Advisor or Office of the Registrar.

INVOLUNTARY WITHDRAW

Subject to the University's duties under the Americans With Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 as amended (as they may be amended from time to time), a student may be asked to withdraw voluntarily or may be administratively withdrawn involuntarily from the University when the student:

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

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



Acupuncture And Oriental Medicine Department

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

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

Administration

Jeff Millison, M.Ac. Academic Director

Rhonda Sapp, M.Ac. Associate Director

Janet Padgett, M.Ac., Ph.D. Program Director, 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 Maryland University of Integrative Health www.muih.edu Cheryl Walker, M.L. Chair, Applied Practices Division

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

Hee Sueng, M.Ac. Chinese Herbs Dispensary Supervisor

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

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

Chelsey Barrett Program Administrator Acupuncture and Oriental Medicine

M. Eileen Foley Program Administrator, Chinese Herbs

Michelle Bliss, J.D. Academic Advisor

Contact the Department ACUPUNCTURE AND ORIENTAL MEDICINE PROGRAMS

410-888-9048 ext. 6689 acupuncture@muih.edu

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 wellrounded 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 610A	History of Chinese Herbal Medicine	0.25
CHP 621	Chinese Herbal Medicine Theory I	4.25
CHP 621B	Five Element Theory & Integration	3.00
CHP 621C	Five Element Theory & Integration	5.25
CHP 642B	Clinical Theory in Practice I	0.25
CHP 642C	Clinical Theory in Practice II	0.50
CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 711C	Chinese Herbal Medicine Theory II	4.75
CHP 721A	Clinical Internship	2.00
CHP 721B	Clinical Internship	2.50
CHP 721C	Clinical Internship	2.50
CHP 731A	Clinical Thought Process	0.50
CHP 731B	Clinical Thought Process	0.50
CHP 741A	Diagnostic Skills	0.50
CHP 760	Clinical Orientation	0.25
CHP 770A	Pharmacy Practicum	0.25
CHP 770B	Pharmacy Practicum	0.25
CHP 770C	Pharmacy Practicum	0.50
CHP 780A	Core Group I	0.50
CHP 780B	Core Group II	0.25
CHP 780C	Core Group III	0.25
Total Progra	am 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.

Guest Lecturers

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

Clinical Supervisors

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

Admission Requirements

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

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

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

Additional Requirements

Applicants must meet one of the following criteria:

- Graduate of MUIH Master of Acupuncture 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, Training, and Other Requirements section of the catalog.

Program Format

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

In the second year, students will begin participating in clinic. Clinic times are available on weekdays and weekends. See www. muih.edu 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 P	Program	
LEVEL I	-	
Number	Course Title	Credits ¹
Trimester 1		
ACP 601A	History and Classics: Acupuncture from	n
	China to America	1.25
ACP 601B	History and Classics: Chinese Medicine	e from
	the Classical Perspective	1.75
ACP 611	Theory: Principles of Healing and the L	aws
	of Nature	2.50
ACP 631	Diagnostic Skills: Awakening the Obser	ver 1.75
ACP 635A1	Pulse Development	0.50
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	e
	Anatomy	3.00
RES 511	Fundamentals of Information	0.00
Subtotal		16.25
Trimester 2		
ACP 612	Theory: Officials and Substances	2.00
ACP 622	Point Location: Distal Points of the Arm	n
	Primary Meridians	3.00
ACP 632A	Diagnostic Skills: Cultivating the Instru	iment 2.00
ACP 632B	Diagnostic Skills: Rapport Intensive	1.00
ACP 635A2	Pulse Development	0.25
ACP 652	Clinical Observation: From Story to	
	Phenomena	1.00
APP 602	Being the Needle	1.50
IHM 610	Practice Management: Ethics for the	
	Wellness Professional	1.00
ISCI 547A	Physiology I: Healthy Function	3.00
Subtotal		14.75

LEVEL II

Number	Course Title Cre	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 635A3	Pulse Development	0.25	
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		14.50	

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 635A4	Pulse Development	0.25
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		15.25

Trimester 5

AOM 665	Physiology III: Integration with Chinese	
	Medicine	1.00
ACP 625	Point Location: Integrating Meridians	3.00
ACP 635A5	Pulse Development	0.25
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 6EXI	Comprehensive Exam Level II	0.00
ACP 790A	Supervised Clinical Practice: Community	
	Health	0.50
ISCI 647B	Physiology II: Movement Away from Health	3.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		14.25

Number	Course Title Credi	its ¹
Trimester 6		
ACP 615	Theory: Organs of the Body and Patterns of	
	Disharmony I	2.00
ACP 746	Treatment Skills: Pre-Clinic Retreat	1.00
ACP 790A	Supervised Clinical Practice: Community	
	Health	0.50
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790F6	Supervised Clinical Practice: Student Clinic	2.00
APP 701	Deep Listening Within	1.50
IHM 760	Practice Management: Building a Successful	
	Practice	1.50
ISCI 740	Advanced Clinical Anatomy: Qi Follows	
	Structure	2.00
Subtotal		11.50

Trimester 7

ACP 700	History and Classics: Visiting Scholar	
	Intensive	1.00
ACP 716	Theory: Organs of the Body and Patterns	
	of Disharmony II	2.00
ACP 727	Point Location: Advanced Point Location	2.00
ACP 757	Clinical Observation: Living Traditions	1.00
ACP 790A	Supervised Clinical Practice: Community	
	Health	0.50
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790F7	Supervised Clinical Practice: Student Clinic	3.25
IHM 761	Practice Management: Maintaining a	
	Successful Practice	1.00
Subtotal		11.75

Subtotal

Trimester 8

ACP 718	Theory: Advanced Modes of Integration	2.00
ACP 758A	Healing and Transforming the Emotions	1.50
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790F8	Supervised Clinical Practice: Student Clinic	5.75
ISCI 758	Biomedicine: Integration with Chinese	
	Medicine	2.00
Subtotal		12.25

Trimester 9

Subtotal	-	13.00
APP 702	Bring Your Work into the World	1.50
ACP 818	Theory: Senior Elective ²	2.00
ACP 7EXI	Oral Exam Level III	0.00
ACP 790F9	Supervised Clinical Practice: Student Clinic	5.75
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
	Presentation	0.75
ACP 759	Clinical Observation: Discussion of Case	
	Asian Bodywork	2.00
ACP 719	Theory: Chinese Medical Therapy and	

Trimester 10³

ACP 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Trimester 11³

ACP 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00
Flex Core ⁴		
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 Hea	alth:	
	An Introduction	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 Statistics, Research Design & Inf	o	
	Literacy in Integrative Health	3.00	
NUTR 602	Nutrition: Food and Balance	3.00	
Subtotal		6.00	
Optional Le	evel III Courses ⁵		
ACP 710	Theory: NCCAOM Review Elective	0.00	
Total Progr	Total Program Credits5135.50		
Total Progr		2479.75	

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.

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

⁴The 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.

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

Evening/Weekend Program

LEVEL I

Number	Course Title C	Credits ¹	
Trimester 1			
ACP 611	Theory: Principles of Healing and the		
	Laws of Nature	2.50	
ACP 631	Diagnostic Skills: Awakening the Observ	ver 1.75	
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		11.00	

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 Instrume	nt 2.00
ACP 635B1	Pulse Development	0.25
APP 602	Being the Needle	1.50
ISCI 640	Clinical Anatomy: Regional and Surface	
	Anatomy	3.00
Subtotal		10.00

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 635B2	Pulse Development	0.25
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		9.25

LEVEL II

Number	Course Title C	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 Interaction	ns 3.00	
ACP 635B3	Pulse Development	0.25	
APP 604	Deepening Your Healing Presence	1.50	
IHM 610	Practice Management: Ethics for the		
	Wellness Professional	1.00	
Subtotal		10.75	

Trimester 5

ACP 614	Theory: Communication Systems of the Bod	y/
	Mind/Spirit-Channels and Points	2.00
ACP 624E	Point Location: Journey of Qi through the	
	Torso	2.00
ACP 635B4	Pulse Development	0.25
ACP 644EA	Treatment Skills: Basic Treatment Skills	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		9.75

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 635C4	Pulse Development	0.25
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		9.50

Trimester 7

ACP 626E	Point Location: Integrating Meridians	2.00
ACP 635A5	Pulse Development	0.25
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 6EXI	Comprehensive Exam Level II	0.00
Subtotal		7.25

LEVEL III

Number	Course Title Cred	its ¹
Trimester 8		
ACP 746	Treatment Skills: Pre-Clinic Retreat	1.00
ACP 757	Clinical Observation: Living Traditions	1.00
ACP 790A	Supervised Clinical Practice:	
	Community Health	0.50
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790C1	Supervised Clinical Practice: Student Clinic	1.00
APP 701	Deep Listening Within	1.50
IHM 760	Practice Management: Building a Successful	
	Practice	1.50
ISCI 740	Advanced Clinical Anatomy: Qi Follows	
	Structure	2.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		11.50

Trimester 9

AOM 665	Physiology III: Integration with	
	Chinese Medicine	1.00
ACP 615	Theory: Organs of the Body and Patterns	
	of Disharmony I	2.00
ACP 727	Point Location: Advanced Point Location	2.00
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790C2	Supervised Clinical Practice: Student Clinic	1.25
ISCI 647B	Physiology II: Movement Away from Health	3.00
Subtotal		10.25

Trimester 10

ACP 716	Theory: Organs of the Body and Patterns	
	of Disharmony II	2.00
ACP 758A	Healing and Transforming the Emotions	1.50
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790C3	Supervised Clinical Practice: Student Clinic	3.50
ISCI 758	Biomedicine: Integration with	
	Chinese Medicine	2.00
Subtotal		10.00

Trimester 11

ACP 683A	Movement as Medicine	1.00
ACP 718	Theory: Advanced Modes of Integration	2.00
ACP 790B	Supervised Clinical Practice: Core Groups	1.00
ACP 790C4	Supervised Clinical Practice: Student Clinic	5.00
ACP 818	Theory: Senior Elective ²	2.00
Subtotal		11.00

Trimester 12

ACP 719	Theory: Chinese Medical Therapy and	
	Asian Bodywork	2.00
ACP 759	Clinical Observation: Discussion of	
	Case Presentation	0.75
ACP 790C5	Supervised Clinical Practice: Student Clinic	6.00
APP 702	Bring Your Work into the World	1.50
ACP 7EXI	Oral Exam Level III	0.00
IHM 761	Practice Management: Maintaining a	
	Successful Practice	1.00
Subtotal		10.25

Trimester 13³

ACP 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Trimester 14³

ACP 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Flex Core⁴

ACP 700	History and Classics:	
	Visiting Scholar Intensive	1.00
APP VOL	Professional Project	0.00
ISCI 615	Mind Body Science	3.00
ISCI 636	Integrative Science of Acupuncture	3.00
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 Hea	alth:
	An Introduction	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 Statistics, Research Design & Inf	Ó
	Literacy in Integrative Health	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00
Ontional Level III Courses		

Optional Level III Courses⁵

ACP 710	Theory: NCCAOM Review Elective	0.00
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Total Program Credits ⁵	135.50
Total Program Hours ⁵	2,479.75

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.

³While the evening/weekend program is designed to be completed in four years and eight months, this course of study illustrates how students are allowed to progress through clinic at a more moderate pace and extend their clinical practice beyond Trimester 12 if necessary.

⁴The 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 100 once in the 6th trimester and a second time during any trimester that it is offered (permission may be required for earlier trimesters).

⁵Total hours and credits do not include Optional Level III Courses or extended clinic coursework (ACP 790G) in trimesters 13 and 14.

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

Linda Simons, M.Ac. Assistant Professor

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

Adjunct Faculty

Barbara Abrams, M.Ac. 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. Star Ferguson, M.Ac. Star Ferguson, M.Ac. Marianne Susanti Follingstad, M.Ac. Cynthia Jabs, 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. Arthur Reynolds, M.H.A. M.A., J.D. Deanna Stennett, M.Ac. (UK) Nancy Takahashi, M.Ac. Claudia Thomas, M.Ac. Shea Hunter Thompson, M.Ac.

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. Robert Shapero, M.Ac. 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. Mikschal Johanison, M.Ac., M.A. Robin Johnsen, M.Ac. Craig Kerr, M.Ac. Arthur Lazarowitz, M.Ac. Ta-Ya Lee, M.B.A., M.P.H., M.Ac., D.N.P. Leslie Lloyd, M.Ac. Dan Parrish, M.Ac. Martha Rogers, M.Ac. Christina Sarlo, M.Ac. Barbara Schuyler, M.Ac., M.S.W. Nancy Smith, M.Ac. Rose Truby, M.Ac. Lydia Wainwright, M.Ac.

Teaching Associates

Diane Alberga, M.Ac. Liana Brooks-Rubin, M.Ac. Tracey Burde, M.Ac. Mary Conroy, M.Ac. Abbe Creaney, M.Ac. Darrell Forbes, M.Ac. Darrell Forbes, M.Ac. Michelle Gellis, M.Ac. Sharon Hipkins, M.Ac. Karen Johnson, M.Ac. Karen Johnson, M.Ac. Lucia Perillan, 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, Training, and Other 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 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 (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	350	
to include: Anatomy, Physiology, Chemistry, Biochen	ıistry,	
Physics, Biology, Nutrition, Pathology and Pathophys	siology	
Oriental Medicine Principals and Treatment	1255	
to include 450 hours of instruction in Chinese Herba	l Medical	
Principles and Theory		
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).
- ISCI 758: Students must complete an additional assignment in this course to demonstrate knowledge of ordering, assessing and incorporating laboratory tests into treatment plans.
- Recommended elective coursework:
 - ISCI520: Biology, Chemistry, and Physics in Health: An Introduction
 - ISCI667: The Science of Addiction
 - ISCI 701: Intro Statistics, Research Design & Info Literacy in Integrative Medicine
 - ACP710: NCCAOM Review Elective

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

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

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

California Acupuncture Board 1747 N. Market Blvd., Suite 180 Sacramento, CA 95834 916-928-2204 www.acupuncture.ca.gov

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 midyear. 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 3.00 Anatomy 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 635A1 Pulse Development 0.50 MOM 681A Self-Cultivation of Qi 0.75 **RES 511** Fundamentals of Information 0.00 **Subtotal** 16.25

Trimester 2

APP 602	Being the Needle	1.50
IHM 610	Practice Management: Ethics for the	
	Wellness Professional	1.00
ISCI 547A	Physiology I: Healthy Function	3.00
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 Instrumen	nt 2.00
MOM 632B	Diagnostic Skills: Rapport Intensive	1.00
MOM 635A2	Pulse Development	0.25
MOM 652	Clinical Observation: From Story to	
	Phenomena	1.00
Subtotal		14.75

LEVEL II

Number	Course Title Cree	dits 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 635A3	Pulse Development	0.25
MOM 653	Clinical Observation: Qi in Motion	0.75
MOM 683A	Movement as Medicine	1.00
Subtotal		14.50
Trimester 4		
4 PP 604	Deepening Your Healing Presence	1 50

APP 604 Deepening Your Healing Presence 1.50ISCI 754 **Biomedicine: Safe Practices** 2.00 MOM 614 Theory: Communication Systems of the Body/Mind/Spirit-Channels and Points 2.00 Chinese Medical Physiology I⁵ MOM 614A 2.00 MOM 624 Point Location: Journey of Qi through the Torso 3.00 MOM 634 Diagnostic Skills: Traditional Diagnosis 3.00 MOM 635A4 Pulse Development 0.25 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 17.25

AOM 665	Physiology III: Integration With Chinese	
	Medicine	1.00
CHP 610A	History of Chinese Herbal Medicine ⁵	0.25
CHP 621	Chinese Herbal Medicine Theory I ⁵	4.25
ISCI 647B	Physiology II: Movement Away from Health	3.00
MOM 625	Point Location: Integrating Meridians	3.00
MOM 635A	5Pulse Development	0.25
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 6EXI	Comprehensive Exam Level II	0.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		18.75

LEVEL III

Number	Course Title	Credits ¹
Trimester 6		
AOM716	Writing a Case Report	1.00
APP 701	Deep Listening Within	1.50
CHP 621B	Five Element Theory & Integration ⁵	3.00
CHP 642B	Clinical Theory in Practice II	0.25
CHP 731A	Clinical Thought Process ⁵	0.50
CHP 741A	Diagnostic Skills ⁵	0.50
IHM 760	Practice Management: Building a	
	Successful Practice	1.50
ISCI 740	Advanced Clinical Anatomy: Qi Follow	'S
	Structure	2.00
MOM 746	Treatment Skills: Pre-Clinic Retreat	1.00
MOM 790A	Supervised Clinical Practice:	
	Community Health	0.50
MOM 790B	Supervised Clinical Practice: Core Grou	ups 1.00
MOM 790F6	Supervised Clinical Practice: Student C	linic 2.00
Subtotal		14.75

Trimester 7

CHP 621C	Five Element Theory & Integration ⁵	5.25
CHP 642C	Clinical Theory in Practice III	0.50
CHP 760	Clinical Orientation	0.25
HRB 645	Foundations of Toxicology and Herb-Drug	
	Interactions	3.00
IHM 761	Practice Management: Maintaining a	
	Successful Practice	1.00
MOM 616	Chinese Medical Physiology II ⁵	2.00
MOM 700	History and Classics: Visiting Scholar	
	Intensive	1.00
MOM 727	Point Location: Advanced Point Location	2.00
MOM 757	Clinical Observation: Living Traditions	1.00
MOM 790A	Supervised Clinical Practice:	
	Community Health	0.50
MOM 790B	Supervised Clinical Practice: Core Groups	1.00
MOM 790F7		3.25
Subtotal		20.75

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 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group I	0.50
ISCI 758	Biomedicine: Integration with	
	Chinese Medicine	2.00
MOM 718	Theory: Advanced Modes of Integration	2.00
MOM 758A	Healing and Transforming the Emotions	1.50
MOM 790B	Supervised Clinical Practice: Core Groups	1.00
MOM 790F8	Supervised Clinical Practice: Student Clinic	5.75
Subtotal		19.00

Trimester 9

APP 702	Bring Your Work into the World	1.50
CHP 711B	Chinese Herbal Medicine Theory II	4.50
CHP 721B	Clinical Internship	2.50
CHP 770B	Pharmacy Practicum	0.25
CHP 780B	Core Group II	0.25
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 790F9	Supervised Clinical Practice: Student Clinic	5.75
MOM 7EXI	Oral Exam Level III	0.00
MOM 818	Theory: Senior Elective ²	2.00
Subtotal		20.50

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
MOM 790G	Supervised Clinical Practice: Student Clinic ³	3.00
Subtotal		11.00

Trimester 11³

MOM 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Flex Core⁴

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

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 Hea	lth:
	An Introduction	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 Statistics, Research Design & Info)
	Literacy in Integrative Health	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁶

ACP 710	Theory: NCCAOM Review Elective	0.00
Total Program Credits ⁶		176.50
Total Program Hours ⁶		3,293.00

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

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

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

⁴The 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.

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.

⁶ Total hours and credits do not include Optional Level III Courses or extended clinic coursework (ACP 790G) in trimesters 10 and 11.

Evening/Weekend Option

LEVEL I		
Number	Course Title C	redits 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 Observ	ver 1.75
RES 511	Fundamentals of Information	0.00
Subtotal		11.00

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 Instrumen	nt 2.00
MOM 635B1	Pulse Development	0.25
Subtotal		10.00

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 635B2	Pulse Development	0.25
MOM 652	Clinical Observation: From Story to	
	Phenomena	1.00
MOM 681A	Self-Cultivation of Qi	0.75
Subtotal		9.25

LEVEL II

Number	Course Title	Credits ¹
Trimester 4	ł	
APP 604	Deepening Your Healing Presence	1.50
IHM 610	Practice Management: Ethics for the W	ellness
	Professional	1.00
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 Interactio	ns 3.00
MOM 635B	3Pulse Development	0.25
Subtotal		10.75

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 635B4	Pulse Development	0.25
MOM 644EA	A Treatment Skills: Basic Treatment Skills	1.00
MOM 790A	Supervised Clinical Practice:	
	Community Health	0.50
Subtotal		9. 75

Trimester 6

Subtotal		11.50
	Community Health	0.50
MOM 790A	Supervised Clinical Practice:	
	Intensive	1.00
MOM 700	History and Classics: Visiting Scholar	
MOM 653	Clinical Observation: Qi in Motion	0.75
MOM 644EB	Treatment Skills: Basic Treatment Skills	1.00
MOM 635C4	Pulse Development	0.25
MOM 634	Diagnostic Skills: Traditional Diagnosis	3.00
MOM 625E	Point Location: Journey of Qi Continues	2.00
MOM 614A	Chinese Medical Physiology I	2.00
MOM 613B	Theory: Five Element Project	1.00

Trimester 7

IIIIICOLCI /		
CHP 610A	History of Chinese Herbal Medicine	0.25
CHP 621	Chinese Herbal Medicine Theory I	4.25
MOM 626E	Point Location: Integrating Meridians	2.00
MOM 635A5	Pulse Development	0.25
MOM 645	Treatment Skills: The Art of Effective	
	Treatment Design	2.00
MOM 655	Clinical Observation: Small Group Treatmen	nt 1.50
MOM 665	Practice Management: Orientation to	
	Clinical Practice	1.00
MOM 790A	Supervised Clinical Practice:	
	Community Health	0.50
MOM 6EXI	Comprehensive Exam Level II	0.00
Subtotal		11.75

LEVEL III

Number	Course Title Cree	dits ¹
Trimester 8		
APP 701	Deep Listening Within	1.50
CHP 621B	Five Element Theory & Integration	3.00
CHP 642B	Clinical Theory in Practice II	0.25
CHP 731A	Clinical Thought Process	0.50
CHP 741A	Diagnostic Skills	0.50
IHM 760	Practice Management: Building a	
	Successful Practice	1.50
ISCI 740	Advanced Clinical Anatomy:	
	Qi Follows Structure	2.00
MOM 746	Treatment Skills: Pre-Clinic Retreat	1.00
MOM 757	Clinical Observation: Living Traditions	1.00
MOM 790A	Supervised Clinical Practice:	
	Community Health	0.50
MOM 790B	Supervised Clinical Practice: Core Groups	1.00
MOM 790C1	Supervised Clinical Practice: Student Clinic	c 1.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		15.75

AOM 665	Physiology III: Integration with	
	Chinese Medicine	1.00
CHP 621C	Five Element Theory & Integration	5.25
CHP 642C	Clinical Theory in Practice III	0.50
CHP 760	Clinical Orientation	0.25
ISCI 647B	Physiology II: Movement Away from Health	3.00
MOM 616	Chinese Medical Physiology II	2.00
MOM 727	Point Location: Advanced Point Location	2.00
MOM 758A	Healing and Transforming the Emotions	1.50
MOM 790B	Supervised Clinical Practice: Core Groups	1.00
MOM 790C2	2 Supervised Clinical Practice: Student Clinic	1.25
Subtotal		18.25

Trimester 10

AOM716	Writing a Case Report	1.00
CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 721A	Clinical Internship	2.00
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group 1	0.50
IHM 761	Practice Management: Maintaining a	
	Successful Practice	1.00
ISCI 758	Biomedicine: Integration with Chinese	
	Medicine	2.00
MOM 790B	Supervised Clinical Practice: Core Groups	1.00
MOM 790C3	³ Supervised Clinical Practice: Student Clinic	3.50
Subtotal		15.25

Trimester 11

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
HRB 645	Foundations of Toxicology and	
	Herb-Drug Interactions	3.00
MOM 718	Theory: Advanced Modes of Integration	2.00
MOM 790B	Supervised Clinical Practice: Core Groups	1.00
MOM 790C4	Supervised Clinical Practice: Student Clinic	5.00
MOM 818	Theory: Senior Elective ²	2.00
MOM 683A	Movement as Medicine	1.00
Subtotal		21.50

Trimester 12

APP 702	Bring Your Work into the World	1.50
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
MOM 719	Theory: Chinese Medical Therapy and	
	Asian Bodywork	2.00
MOM 759	Clinical Observation: Discussion of	
	Case Presentation	0.75
MOM 790C5	Supervised Clinical Practice: Student Clinic	5.00
MOM 7EXI	Oral Exam Level III	0.00
Subtotal		17.25

Trimester 13³

ACP 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Trimester 14³

ACP 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Flex Core⁴

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 Hea	alth:
	An Introduction	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 Statistics, Research Design & Inf	O
	Literacy in Integrative Health	3.00
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁵	
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MOM 710	Theory: NCCAOM Review Elective	0.00
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Total Program Credits ⁵	176.50
Total Program Hours ⁵	3,293.00

¹Credit hour conversion:

15 hours (lecture) =1 semester credit;

30 hours (lab) =1 semester credit;

45 hours (independent study) =1 semester credit.

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

³While the evening/weekend program is designed to be completed in four years and eight months, this course of study illustrates how students are allowed to progress through clinic at a more moderate pace and extend their clinical practice beyond Trimester 12 if necessary.

⁴The 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).

⁵Total hours and credits do not include Optional Level III Courses or extended clinic coursework (ACP 790G) in trimesters 13 and 14.

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. 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. Star Ferguson, M.Ac. Marianne Susaanti Follingstad, M.Ac. Cynthia Jabs, 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. Arthur Reynolds, M.H.A., M.A., J.D. Deanna Stennett, M.Ac. (UK) Nancy Takahashi, M.Ac. Claudia Thomas, M.Ac. Shea Hunter Thompson, M.Ac.

Distinguished Lecturers

Nicola Bilton, M.Ac. Heiner Fruehauf, Ph.D. Elisabeth Rochat de la Vallee, M.A., D.E.A. Jeffrey Yuen

Guest Lecturers

Joseph Betz, Ph.D. Stephen Cowan, M.D. Thea Elijah, M.Ac. Andrew Ellis, B.A. 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) Robert Shapero, M.Ac. Clayton Spivey, M.Ac.

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. Mikschal Johanison, M.Ac., M.A. Robin Johnsen, M.Ac. Diana Keener, M.Ac. Craig Kerr, M.Ac. Arthur Lazarowitz, M.Ac. Ta-Ya Lee, M.B.A., M.P.H., M.Ac., D.N.P. Leslie Lloyd, M.Ac. 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. Tracev Burde, M.Ac. Mary Conroy, M.Ac. Abbe Creaney, M.Ac. Darrell Forbes, M.Ac. Michelle Gellis, M.Ac. Sharon Hipkins, M.Ac. Karen Johnson, M.Ac. Mary Morrison, M.Ac. Lucia Perillan, 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, Training, and Other 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, noncredit 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 35	50
to include: Anatomy, Physiology, Chemistry, Biochemistry	<i>y</i> ,
Physics, Biology, Nutrition, Pathology and Pathophysiolog	gу
Oriental Medicine Principals and Treatment 125	55
to include 450 hours of instruction in Chinese Herbal	
Medical Principles and Theory	
Clinical Medicine, Patient Assessment and Diagnosis 24	40
Case Management 9	90
Practice Management 4	45
Public Health	40
Professional Development	30
Clinical Practice 95	50

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).
- ISCI 758: Students must complete an additional assignment in this course to demonstrate knowledge of ordering, assessing and incorporating laboratory tests into treatment plans.
- Recommended elective coursework:
 - ISCI520: Biology, Chemistry, and Physics in Health: An Introduction
 - ISCI667: The Science of Addiction

- ISCI 701: Intro Statistics, Research Design & Info Literacy in Integrative Medicine
- ACP710: NCCAOM Review Elective

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

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

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

California Acupuncture Board 1747 N. Market Blvd., Suite 180 Sacramento, CA 95834 916-928-2204

www.acupuncture.ca.gov

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 commisions 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 midyear. 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 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 welltrained 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 C	redits1
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 La	WS
	of Nature	2.50
FPD 631	Diagnostic Skills: Awakening the Observ	ver 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 Instrumen	t 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
IHM 610	Practice Management: Ethics for the Wellnes	ss
Professional	1.00	
ISCI 547A	Physiology I: Healthy Function	3.00
ISCI 701	Intro Statistics, Research Design & Info	
	Literacy in Integrative Health	3.00
Subtotal		17.75

LEVEL II

9

Number	Course Title Crea	lits ¹
Frimester 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
SCI 652	Physical Assessment	2.00
Subtotal		14.50

11 mester 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		
AOM 665	Physiology III: Integration with	
	Chinese Medicine	1.00
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 Treatmen	nt 1.50
FPD 665	Practice Management: Orientation to	
	Clinical Practice	1.00
FPD 6EXI	Comprehensive Exam Level II	0.00
FPD 790A	Supervised Clinical Practice:	
	Community Health	0.50
ISCI 647B	Physiology II: Movement Away from Health	3.00
NUTR 676	Chinese and Western Nutrition Therapy	2.00
Subtotal		14.25
LEVEL III		
Number	Course Title Cred	its1
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 790F6	Supervised Clinical Practice: Student Clinic	2.00
IHM 766	Practice Management: Building a	
	Successful Practice	2.50
IHM 787	Interdisciplinary Diagnosis and	0
, 0,	Treatment	0.25
ISCI 740	Advanced Clinical Anatomy:	0.20
	Qi Follows Structure	2.00
Subtotal		10.75

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Trimester 7 APP 701 Deep Listening Within 1.50 Theory: Organs of the Body and Patterns FPD 615 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 790F7 Supervised Clinical Practice: Student Clinic 3.25 IHED 777 Health Care Systems: From Macro to Micro 3.00 IHM 787 Interdisciplinary Diagnosis and Treatment 0.25 **Subtotal** 12.50 **Trimester 8** FPD 716 Theory: Organs of the Body and atterns of Disharmony II 2.00 FPD 790B Supervised Clinical Practice: Core Groups 1.00 FPD 790F8 Supervised Clinical Practice: Student Clinic 5.75 IHM 787 Interdisciplinary Diagnosis and Treatment 0.25 IHM 788 Collaborative Care 2.00 ISCI 752 Advanced Diagnostic Studies 3.00 Subtotal 14.00 **Trimester 9** FPD 727 Point Location: Advanced Point Location 2.00

Subtotal		12.75
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
FPD 790F9	Supervised Clinical Practice: Student Clinic	5.75
FPD 790B	Supervised Clinical Practice: Core Groups	1.00
FPD 779	Point Functions	2.00
	Case Presentation	0.75
FPD 759	Clinical Observation: Discussion of	
FPD 757	Clinical Observation: Living Traditions	1.00

Trimester 10 FPD 718 Theory: Advanced Modes of Integration 2.00 Supervised Advanced Clinical Practice: FPD 790I Integrative Medicine 1.00 Practice Management: Maintaining a IHM 767 Successful Practice 2.00 IHM 787 Interdisciplinary Diagnosis and Treatment 0.25 Biomedicine: Integration with ISCI 758 Chinese Medicine 2.00 Subtotal 7.25

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

Trimester 12³

FPD 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Trimester 13³

FPD 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Flex Core⁴

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

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 Hea	lth:
	An Introduction	3.00
ISCI 630A	Health Promotion: Integrative Health &	۶.
	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
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁵

FPD 710	Theory: NCCAOM Review Elective	0.00
Total Prog	ram Credits ⁵	157.50
Total Prog	ram Hours ⁵	3,884.75

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.

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

⁴The 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.

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

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

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

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

Barbara Abrams, M.Ac. 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. Star Ferguson, M.Ac. Marianne Susanti Follingstad, M.Ac. Cynthia Jabs, 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. Arthur Reynolds, M.H.A., M.A., J.D. Deanna Stennett, M.Ac. (UK) Nancy Takahashi, M.Ac. Claudia Thomas, M.Ac. Shea Hunter Thompson, M.Ac.

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, N.D. Andrew Pengelly, Ph.D. Michael Phillips, M.Ac. Andrew Prescott, B.Ac. (UK) Elisabeth Rochat de la Vallee, M.A., D.E.A. Robert Shapero, M.Ac. Kevin Spelman, Ph.D. 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. Mikschal Johanison, M.Ac., M.A. Robin Johnsen, M.Ac. Diana Keener, M.Ac. Craig Kerr, M.Ac. Arthur Lazarowitz, M.Ac. Ta-Ya Lee, M.B.A., M.P.H., M.Ac., D.N.P. Leslie Llovd, M.Ac. 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. Sharon Hipkins, M.Ac. Karen Johnson, M.Ac. Lucia Perillan, 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. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

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	350
to include: Anatomy, Physiology, Chemistry, Biochemistr	. <i>у</i> ,
Physics, Biology, Nutrition, Pathology and Pathophysiolo	gy
Oriental Medicine Principals and Treatment	1255
to include 450 hours of instruction in Chinese Herbal Me	dical
Principles and Theory	
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).
- ISCI 758: Students must complete an additional assignment in this course to demonstrate knowledge of ordering, assessing and incorporating laboratory tests into treatment plans.

- Recommended elective coursework:
 - ISCI520: Biology, Chemistry, and Physics in Health: An Introduction
 - ISCI667: The Science of Addiction
 - ISCI 701: Intro Statistics, Research Design & Info Literacy in Integrative Medicine
 - ACP710: NCCAOM Review Elective

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

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

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

California Acupuncture Board

1747 N. Market Blvd., Suite 180 Sacramento, CA 95834 916-928-2204 www.acupuncture.ca.gov

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 midyear. 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, systemsbased 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 C	redits 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 Observ	ver 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
IHM 610	Practice Management: Ethics for the	
	Wellness Professional	1.00
ISCI 547A	Physiology I: Healthy Function	3.00
ISCI 701	Intro Statistics, Research Design & Info	
	Literacy in Integrative Health	3.00
Subtotal		17.75

LEVEL II

Number	Course Title Cred	Credits1	
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	
	Assume the set of Osign tel Madisian	2.27	

Trimester 4			LEVEL III		
APP 604	Deepening Your Healing Presence	1.50	Number	Course Title Cred	its ¹
FPD 614	Theory: Communication Systems of the		Trimester 6		
	Body/Mind/Spirit-Channels	2.00	CHP 621B	Five Element Theory & Integration ⁶	3.00
	And Points		CHP 642B	Clinical Theory in Practice II	0.25
FPD 614A	Chinese Medical Physiology I ⁶	2.00	CHP 731A	Clinical Thought Process ⁶	0.50
FPD 624	Point Location: Journey of Qi through		CHP 741A	Diagnostic Skills ⁶	0.50
	the Torso	3.00	FPD 746	Treatment Skills: Pre-Clinic Retreat	1.00
FPD 634	Diagnostic Skills: Traditional Diagnosis	3.00	FPD 758A	Healing and Transforming the Emotions	1.50
FPD 635A4	Pulse Development	0.25	FPD 790A	Supervised Clinical Practice:	
FPD 644	Treatment Skills: Basic Treatment Skills	2.00		Community Health	0.50
FPD 700	History and Classics: Visiting Scholar		FPD 790B	Supervised Clinical Practice: Core Groups	1.00
	Intensive	1.00	FPD 790F6	Supervised Clinical Practice: Student Clinic	2.00
FPD 790A	Supervised Clinical Practice:		IHM 766	Practice Management: Building a	
	Community Health	0.50		Successful Practice	2.50
ISCI 754	Biomedicine: Safe Practices	2.00	IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		17.25	ISCI 740	Advanced Clinical Anatomy:	
				Qi Follows Structure	2.00
Trimester 5			Subtotal		15.00
AOM 665	Physiology III: Integration with				
	Chinese Medicine	1.00	Tuine a star 7		
		1.00	Trimester 7		
CHP 610A	History of Chinese Herbal Medicine ⁶	0.25	AOM716	Writing a Case Report	1.00
CHP 610A CHP 621				Writing a Case Report Deep Listening Within	1.00 1.50
	History of Chinese Herbal Medicine ⁶	0.25	AOM716	0	
CHP 621	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶	0.25 4.25	AOM716 APP 701	Deep Listening Within	1.50
CHP 621 FPD 625	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians	0.25 4.25 3.00	AOM716 APP 701 CHP 621C	Deep Listening Within Five Element Theory & Integration ⁶	1.50 5.25
CHP 621 FPD 625 FPD 635A5	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development	0.25 4.25 3.00	AOM716 APP 701 CHP 621C CHP 642C	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III	1.50 5.25 0.50
CHP 621 FPD 625 FPD 635A5	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective	0.25 4.25 3.00 0.25 2.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation	1.50 5.25 0.50 0.25
CHP 621 FPD 625 FPD 635A5 FPD 645	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design	0.25 4.25 3.00 0.25 2.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶	1.50 5.25 0.50 0.25
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatment	0.25 4.25 3.00 0.25 2.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar	1.50 5.25 0.50 0.25 2.00
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatmer Practice Management: Orientation to	0.25 4.25 3.00 0.25 2.00 ent 1.50	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616 FPD 700	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar Intensive	1.50 5.25 0.50 0.25 2.00
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655 FPD 665	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatmer Practice Management: Orientation to Clinical Practice	0.25 4.25 3.00 0.25 2.00 ent 1.50	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616 FPD 700	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar Intensive Supervised Clinical Practice:	1.50 5.25 0.50 0.25 2.00 1.00
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655 FPD 665	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatm Practice Management: Orientation to Clinical Practice Supervised Clinical Practice:	0.25 4.25 3.00 0.25 2.00 ent 1.50 1.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616 FPD 700 FPD 790A	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar Intensive Supervised Clinical Practice: Community Health	1.50 5.25 0.50 0.25 2.00 1.00 0.50 1.00
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655 FPD 665 FPD 790A	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatm Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health	0.25 4.25 3.00 0.25 2.00 ent 1.50 1.00 0.50 0.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616 FPD 700 FPD 790A FPD 790B	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar Intensive Supervised Clinical Practice: Community Health Supervised Clinical Practice: Core Groups	1.50 5.25 0.50 0.25 2.00 1.00 0.50 1.00
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655 FPD 665 FPD 790A FPD 6EXI	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatm Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II	0.25 4.25 3.00 0.25 2.00 ent 1.50 1.00 0.50 0.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616 FPD 700 FPD 790A FPD 790B FPD 790F7	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar Intensive Supervised Clinical Practice: Community Health Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinical	1.50 5.25 0.50 0.25 2.00 1.00 0.50 1.00 3.25
CHP 621 FPD 625 FPD 635A5 FPD 645 FPD 655 FPD 665 FPD 790A FPD 6EXI ISCI 647B	History of Chinese Herbal Medicine ⁶ Chinese Herbal Medicine Theory I ⁶ Point Location: Integrating Meridians Pulse Development Treatment Skills: The Art of Effective Treatment Design Clinical Observation: Small Group Treatm Practice Management: Orientation to Clinical Practice Supervised Clinical Practice: Community Health Comprehensive Exam Level II Physiology II: Movement Away from Healt	0.25 4.25 3.00 0.25 2.00 ent 1.50 1.00 0.50 0.00 h 3.00	AOM716 APP 701 CHP 621C CHP 642C CHP 760 FPD 616 FPD 700 FPD 790A FPD 790B FPD 790F7 IHED 777	Deep Listening Within Five Element Theory & Integration ⁶ Clinical Theory in Practice III Clinical Orientation Chinese Medical Physiology II ⁶ History and Classics: Visiting Scholar Intensive Supervised Clinical Practice: Community Health Supervised Clinical Practice: Core Groups Supervised Clinical Practice: Student Clinic Health Care Systems: From Macro to Micro	$ \begin{array}{r} 1.50 \\ 5.25 \\ 0.50 \\ 0.25 \\ 2.00 \\ 1.00 \\ 0.50 \\ 1.00 \\ 3.25 \\ 3.00 \\ \end{array} $

CHP 711A	Chinese Herbal Medicine Theory II	3.50
CHP 721A	Clinical Internship	2.00
CHP 731B	Clinical Thought Process	0.50
CHP 770A	Pharmacy Practicum	0.25
CHP 780A	Core Group I	0.50
FPD 790B	Supervised Clinical Practice: Core Groups	1.00
FPD 790F8	Supervised Clinical Practice: Student Clinic	5.75
HRB 645	Foundations of Toxicology and	
	Herb-Drug Interactions	3.00
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
IHM 788	Collaborative Care	2.00
ISCI 752	Advanced Diagnostic Studies	3.00
Subtotal		21.75

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 Functions	2.00
FPD 790B	Supervised Clinical Practice: Core Groups	1.00
FPD 790F9	Supervised Clinical Practice: Student Clinic	5.75
IHM 787	Interdisciplinary Diagnosis and Treatment	0.25
Subtotal		20.25

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

Subtotal

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 7EXI	Oral Exam Level III	0.00
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 12³

FPD 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Trimester 13³

FPD 790G	Supervised Clinical Practice: Student Clinic	3.00
Subtotal		3.00

Flex Core⁴

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 Heal	lth:
	An Introduction	3.00
ISCI 630A	Health Promotion: Integrative Health 8	ζ
	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
NUTR 602	Nutrition: Food and Balance	3.00
Subtotal		6.00

Optional Level III Courses⁵

FPD 710	Theory: NCCAOM Review Elective	0.00
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Total Program Credits⁵	198.50
Total Program Hours ⁵	3,717.00

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.

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

⁴The 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.

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

⁶This 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

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

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

Barbara Abrams, M.Ac. 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. Star Ferguson, M.Ac. Marianne Susanti Follingstad, M.Ac. Cynthia Jabs, 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. Arthur Reynolds, M.H.A., M.A., J.D. Deanna Stennett, M.Ac. (UK) Nancy Takahashi, M.Ac. Claudia Thomas, M.Ac. Shea Hunter Thompson, M.Ac.

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, N.D. Andrew Pengelly, Ph.D. Michael Phillips, M.Ac. Andrew Prescott, B.Ac. (UK) Elisabeth Rochat de la Vallee, M.A., D.E.A. Robert Shapero, M.Ac. Kevin Spelman, Ph.D. 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. Mikschal Johanison, M.Ac., M.A. Robin Johnsen, M.Ac. Diana Keener, M.Ac. Craig Kerr, M.Ac. Arthur Lazarowitz, M.Ac. Ta-Ya Lee, M.B.A., M.P.H., M.Ac., D.N.P. Leslie Llovd, M.Ac. 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. Darrell Forbes, M.Ac. Michelle Gellis, M.Ac. Sharon Hipkins, M.Ac. Karen Johnson, M.Ac. Mary Morrison, M.Ac. Lucia Perillan, 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. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

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.

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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	350
to include: Anatomy, Physiology, Chemistry, Biochemis	try,
Physics, Biology, Nutrition, Pathology and Pathophysio	logy
Oriental Medicine Principals and Treatment	1255
to include 450 hours of instruction in Chinese Herbal	
Medical Principles and Theory	
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).
- ISCI 758: Students must complete an additional assignment in this course to demonstrate knowledge of ordering, assessing and incorporating laboratory tests into treatment plans.
- Recommended elective coursework:
 - ISCI520: Biology, Chemistry, and Physics in Health: An Introduction
 - ISCI667: The Science of Addiction
 - ISCI 701: Intro Statistics, Research Design & Info Literacy in Integrative Medicine
 - ACP710: NCCAOM Review Elective

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.

California Acupuncture Board 1747 N. Market Blvd., Suite 180 Sacramento, CA 95834 916-928-2204 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 midyear. 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

SECTION FOUR NUTRITION AND HERBAL MEDICINE

Nutrition and Herbal Medicine Department

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

Administration

Herbal Programs Michael Tims, Ph.D. Academic Director

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

Andrew Pengelly, Ph.D. Director, Herbal Dispensary

M. Eileen Foley Program Administrator

Natisha Willis Academic Advisor

CONTACT THE HERBAL PROGRAMS 410-888-9048 ext. 6616 herbalmedicine@muih.edu

Nutrition and Integrative Health Programs

Kathleen Warner, Ph.D. Academic Director

Liz Lipski, Ph.D. Director, Academic Development

Susan Testa, M.S. Manager, Experiential Programs Acting Director, Natural Care Center

Eleonora Gafton, M.S. Cooking Lab Manager

Elizabeth Timmons Program Administrator

Elizabeth Credi, M.S. Nutrition Internship and Practicum Coordinator

Nicole Charles, M.A. Academic Advisor

CONTACT THE NUTRITION PROGRAMS 410-888-9048 ext. 6654 nutrition@muih.edu

MASTER OF SCIENCE IN NUTRITION AND INTEGRATIVE HEALTH

Program Overview

The Master of Science in Nutrition and Integrative Health offers students a distinctive program that emphasizes the vital and interrelated physiological, environmental, socio-cultural, and spiritual roles of food in our lives. Developed from MUIH's mission and vision to integrate nature-based knowledge and traditional systems with transformational learning and contemporary scientific knowledge, the curriculum offers a broader evidence base for nutrition education than science, tradition, or empiricism alone. As one of the only integrative master's degree programs in nutrition in the country, our faculty and scholars are the leading national authorities in this field of study. The program encourages students to question assumptions in the field of nutrition and to learn through critical thinking and personal transformation. Students apply nutrition theory through cooking labs, 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 supervised clinical experience. Students in the Community Nutrition Education area of concentration will have a choice of a supervised capstone or community practicum.

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

Purpose

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

Goals

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

- Teach students the principles, knowledge and application of integrative nutrition in the areas of physiology; nutritional biochemistry; biochemical individuality; macronutrients; micronutrients; role of whole foods; nutrition through the life cycle; food, drug, supplement and herbal interactions; use of clinical laboratory evaluations; clinical nutrition or community nutrition; food as medicine; and how personal values and culture affect food choices and eating behavior
- Teach students to cook with whole foods to maintain health and management of disease
- Prepare students to educate others about holistic nutrition, lifestyle, wellness, and healthy living in clinical, community, and educational settings
- Teach students to apply the principles of interconnection, holism, transformation, diversity, and resilience in life and in the field of nutrition
- Prepare graduates to sit successfully for national nutrition board certification 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 He	ealth 3.0
ISCI 701	Introduction to Statistics, Research Des	
	Information Literacy in Integrative Hea	lth 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 Lab	os Required	
NUTR 681	Cooking with Whole Foods Lab I	0.5
NUTR 682	Cooking with Whole Foods Lab II	0.5
Cooking Lab	os Additional	
(Choose 2 ad	lditional cooking labs from the following	·)
NUTR 683	Cooking with Whole Foods Lab III	0.5
NUTR 684	Cooking with Whole Foods Lab IV	0.5
NUTR 686	Cooking with Whole Foods Lab VI	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5
NUTR 688	Cooking with Whole Foods Lab VIII	0.5
NUTR6EX1	Nutrition MSNIH Comprehensive Exar	n 0.0
RES511	Fundamentals of Information	0.0
Total Core C	Credits	29.0

Human Clinical Nutrition Area of Concentration

16 Required Credits + 5 Elective Credits

Number	Course Title	Credits
NUTR 622	Advanced Biochemistry, Pathophysiolo	01
	and Assessment	3.0
NUTR 635	Applied Clinical Nutrition I	2.0
NUTR 636	Applied Clinical Nutrition II	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
NUTR 672	Mindful Eating and Nourishment	2.0
Choose 3.0 c	redits from the following sets:	
NUTR 654C	Clinic	1.5
AND		
NUTR 654D	Clinic	1.5
OR		
NUTR 656C	Clinical Strategies in Nutrition Care	1.5
AND		
NUTR 656D	Clinical Strategies in Nutrition Care	1.5
Maryland Unive	ersity of Integrative Health www.muih.edu	I

ELECTIVES

Choose 5.0 of the following credits:

Choose 5.0 01	the following creates:	
Number	Course Title Crea	lits
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 Products.	3.0
HRB 633	Medicinal Plants and Cultures	2.0
IHED 617	Health Education Leadership, Resource	2.0
	Development and Management	2.0
IHED 619	Transformative Communication Strategies	2.0
IHED 620	Foundations of Health Behavior and 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
IHM 665	Practice Management for Nutrition	
	Professionals	1.0
IHM 620	Marketing for Health & Wellness Professiona	ls 1.0
ISCI 520	Biology, Chemistry, and Physics in Health: An Introduction	3.0
ISCI 615		3.0
ISCI 615 ISCI 630A	Mind Body Science Health Promotion: Integrative Health and	5.0
13CI 030A	Wellness Practices I	3.0
NUTR 603A	Contemporary Topics in Nutrition	0.5
NUTR 603B		1.0
NUTR 603C		2.0
NUTR 634	Diabetes Education: An Integrative Approac	h 1.0
NUTR 637	Nutrition and Digestive Health	1.0
NUTR 643	Public Health Nutrition	2.0
NUTR 662	Energetics of Food	1.0
NUTR 663	Sports Nutrition	1.0
NUTR 664	Food Systems and Policy	2.0
NUTR 665	The Dynamics of Food and Healing	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyond	1.0
NUTR 671	Food and Culture	1.0
NUTR 673	Global Nutrition	2.0
NUTR 675	Chinese Nutrition Therapy	2.0
NUTR 699A	Independent Study	1.0
	Independent Study	2.0
	Independent Study	3.0
	Independent Study	0.5
NUTR 722	Advanced Laboratory Assessment	2.0
NUTR 799A	Nutrition Internship	3.0
	Nutrition Internship	0.0
	m Credits with Human Clinical Nutrition	
Concentratio		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	ı:
	Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and	nd
	Program Planning	3.0
NUTR 643	Public Health Nutrition	2.0
NUTR 664	Food Systems and Policy	2.0
NUTR 672	Mindful Eating and Nourishment	2.0
Choose 3.0 ci	redits from the following sets:	
NUTR 691C	Practicum	1.5
AND		
NUTR 691D	Practicum	1.5
OR		
NUTR 692C	Capstone Project	1.5
AND		
NUTR 692D	Capstone Project	1.5

ELECTIVES

Choose 2.0 credits from the following:

Number	Course Title	Credits	
IHED 617	Health Education Leadership, Resourc	e	
	Development and Management	2.0	
IHED 619	Transformative Communication Strate	egies 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, Pathophysiolo	ogy,	
	and Assessment*	3.0	
NUTR 634	Diabetes Education: An Integrative Ap	proach 1.0	
NUTR 635	Applied Clinical Nutrition I	2.0	
NUTR 636	Applied Clinical Nutrition II	2.0	
NUTR 651A	Clinical Skills I†	2.0	
NUTR 651B	Clinical Skills II†	2.0	
NUTR 671	Food and Culture	1.0	
NUTR 673	Global Nutrition	2.0	
NUTR 799A	Nutrition Internship	3.0	
NUTR 799 B	Nutrition Internship	0.0	
*This course is a requirement for CBNS certification.			

†This course is recommended 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 605	Materia Medica	3.0
HRB 620A	Herbal Therapeutics I	3.0
HRB 622	Herbal Pharmacy: Evaluating &	
	Manufacturing Quality Herbal Product	ts 3.0
NUTR 622	Advanced Biochemistry, Pathophysiolo	gy,
	and Assessment	3.0
NUTR 635	Applied Clinical Nutrition I	2.0
NUTR 636	Applied Clinical Nutrition II	2.0
NUTR 651A	Clinical Skills I	2.0
NUTR 651B	Clinical Skills II	2.0
Choose 3.0 o	f the following credits:	
NUTR 655C	Nutrition/Herbal Therapeutics Clinic	1.5
AND		
NUTR 655D	Nutrition/Herbal Therapeutics Clinic	1.5
OR		
NUTR 656C	Clinical Strategies in Nutrition Care	1.5
AND		
NUTR 656D	Clinical Strategies in Nutrition Care	1.5
Total Progra	m Credits with Herbal Medicine	
Concentratio	on	58.0
OPTIONAL I	ELECTIVES	
NUTR 799A	Nutrition Internship	3.0
	Nutrition Internship	0.0
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Additional Program Requirements:

- Complete RES 511: Fundamentals of Information, a noncredit online training course on information literacy by the end of the first trimester.
- Complete the Serv-SafeTM Food Safety Manager Course from the National Restaurant Association. Certification must be obtained prior to graduation or before enrolling in NUTR686 Cooking with Whole Foods Lab VI or NUTR691c Practicum. Students are encouraged to obtain the certification sooner because the knowledge is helpful in all cooking labs. The course is offered by MUIH as NUTR 001 for \$200.
- Become a client with a senior clinical nutrition intern for at least three nutrition consultations at the MUIH Natural Care Center. Students have the option of coming to the clinic or utilizing the virtual nutrition consultations over Skype.
- Earn a passing grade on a comprehensive exam (NUTR 6EXI) at the end of the academic program.

Faculty

Bevin Clare, M.S. Associate Professor

Oscar Coetzee, M.S. Assistant Profesor

Elizabeth Credi, M.S. Nutrition Internship & Practicum Coordinator

Camille Freeman, M.S. Associate Professor

Mary Fry, N.D. Instructor

Eleonora Gafton, M.S. Cooking Lab Manager

Liz Lipski, Ph.D. Professor Director, Academic Development, 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, Experiential Programs, Nutrition and Integrative Health Acting Director, Natural Care Center

Bryan Walsh, N.D. Instructor

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

Adjunct Faculty

Nishanga Bliss, D.Sc. Jason Bosley-Smith, M.S. Jill Burns Betsy Costilo, M.S. Virginia Darrow–Menegaz, M.S. Cheryl Diane, M.S. Kelly Earp, Ph.D. Laura Franklin, M.Ac., M.S. Penny Friedberg, M.B.A., M.S. Sana Grant, M.S., M.S.P.H. Cheryl Harris, M.P.H. Myra Kornfeld, B.A. Karen Lyke, D.Sc. Julia Mandes, M.O.M. Deanna Minich, Ph.D. Lauren Mirkin, M.S. Marybeth Missenda, M.S. Andrew Pengelly, Ph.D. Christina Pirello, M.S. Paul Pitchford, M.S. Sylvia Regalla, M.S., M.D. Jennifer Swartout, M.S. Tori Trocki, M.S. Jen Yasis, M. Ed.

Guest Lecturers

Eric Cohen, M.S. Casey Fay, M.S. Kathleen McNeely, M.S. Sabrina N'Diaye, M.S.W.

Clinical Supervisors

Michael Guidry, M.S. Tricia McCauley, M.S. Lauren Mirkin, 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, Training, and Other Requirements section of the catalog.

Advanced Standing

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

Center for Mind-Body Medicine – Food as Medicine

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

Natural Gourmet Institute – Chef's Training Program

Graduates of the Chef's Training Program at the Natural Gourmet Institute may be eligible for advanced standing in MUIH's Master of Science in Nutrition and Integrative Health. Graduates may be exempt from taking some of the Cooking with Whole Foods Labs I-VIII. Candidates for this advanced standing should indicate this in their application essay and submit their official record of graduation from the Chef's Training Program to the Office of Graduate Admissions office so that the 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 oncampus 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 oncampus 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 compliance with the requirements of each of the professional organizations listed below. However boards do change their eligibility requirements. Please contact the appropriate board with questions and review licensing laws by state for the most up to date information.

Board certification for nutrition often requires a supervised internship. To obtain the needed hours for certification, MUIH offers an optional six-month supervised internship program for those who hold an advanced degree (master's or doctorate) in nutrition. Contact the Office of Graduate Admissions for more information about the Nutrition Internship Program.

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

CERTIFIED NUTRITION SPECIALIST (CNS)

Graduates from the Clinical Nutrition and Herbal Medicine areas of concentration in the Master of Science in Nutrition and Integrative Health meet the educational requirements to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

Coursework in the Master of Science in Nutrition and Integrative Health program contains 350-425 supervised clinical practice hours depending on the electives a student chooses. MUIH offers the Nutrition Internship Program to complete the remaining supervised clinical practice hours.

Board for Certification 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 www.nanp.org/hncb

Resources

SOCIETY FOR NUTRITION EDUCATION AND BEHAVIOR

Graduates from the Community Nutrition Education area of concentration may become members of the Society for Nutrition Education and Behavior (SNEB).

Society for Nutrition Education and Behavior 9100 Purdue Road, Suite 200 Indianapolis, IN 46268 1-800-235-6690 www.sneb.org

POST-MASTER'S CERTIFICATE IN NUTRITION AND INTEGRATIVE HEALTH

Program Overview

The Post-Master's Certificate in Nutrition and Integrative Health offers health professionals and those with advanced science training an opportunity to learn core competencies in the field of holistic nutrition in an online format. As the nation's only Post-Master's Certificate in Nutrition and Integrative Health, MUIH's program provides evidence-based nutrition training specifically for health professionals and those with advanced science training, including: physicians, physician assistants, registered nurses, nurse practitioners, acupuncturists, herbalists, physical therapists, occupational therapists, dentists, pharmacists, osteopaths, and chiropractors. Our program will set graduates apart from their peers by broadening their expertise and client reach in this rapidly growing field.

Students will integrate a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole person health and wellness care. Of the 15 credits required for this program, students take 11 core credits and four elective credits. Students can opt to take their elective courses in a variety of areas including sports nutrition, mindful eating, whole food preparation, diabetes education, or eastern nutrition philosophy. Graduates may be eligible for board certification in the field of nutrition and can advance their career in health care with specialized training in holistic nutrition.

Purpose

The Post-Master's Certificate in Nutrition and Integrative Health will provide health professionals with skills and knowledge in the field of nutrition to address patient health concerns and educate patients with whole foods, nutrition supplementation, and other specialized tools and techniques. The program has been designed within the context of MUIH's mission and vision, giving students a contextualized understanding of nutritional science and biochemistry, through exploration of traditional dietary practices and a critical evaluation of current paradigms of nutrition, food, and health.

Goals

Students who complete this program will:

- Integrate core nutrition competencies into current clinical practice and/or professional work
- Incorporate knowledge of human nutrition and treatments strategies into clinical practice and tailor research projects to develop the evidence-base for integrative nutrition
- Demonstrate an integrated knowledge of nutrition that incorporates biochemical, physiological, environmental, and traditional perspectives
- Demonstrate an understanding of the relationship between nutrients and biochemical/physiological processes in health and disease
- Demonstrate an understanding of the various synergistic, antagonistic effects of various nutrients
- Demonstrate a nature-based understanding of whole foods, energetic properties of foods, and effects on mind, body, and spirit
- Demonstrate knowledge of various modern and traditional diets and their effect human health

Course of Study

11 Required Credits + 4 Elective Credits

Number	Course Title	Credits
ISCI 626	Nutritional Biochemistry	3.0
NUTR 601	Redefining Nutrition	1.0
NUTR 613	Human Nutrition: Macronutrients and	
	Micronutrients	3.0
NUTR 633	Integrative Client Care: Nutrition	
	Assessment, Applied Biochemistry, and	1
	Treatment Planning	4.0

Electives

Choose 4.0 credits of electives. Sample electives include:

NUTR 634	UTR 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	Mindful Eating and Nourishment	2.0
NUTR 681	Whole Foods Cooking Lab I	0.5
NUTR 682	Whole Foods Cooking Lab II	0.5
NUTR 683	Whole Foods Cooking Lab III	0.5
NUTR 684	Whole Foods Cooking Lab IV	0.5
Total Program Credits		15.0

Faculty

Bevin Clare, M.S. Associate Professor

Oscar Coetzee, M.S. Assistant Professor

Camille Freeman, M.S. Associate Professor

Eleonora Gafton, M.S. Cooking Lab Manager

Heidi Most, M.Ac. Associate Professor

Bryan Walsh, N.D. Instructor

Adjunct Faculty

Jill Burns Virginia Darrow–Menegaz, M.S. Penny Friedberg, M.B.A., M.S. Cheryl Harris, M.P.H. Myra Kornfeld, B.A. Karen Lyke, D.Sc. Deanna Minich, Ph.D. Lauren Mirkin, M.S. Christina Pirello, M.S. Paul Pitchford, M.S. Sylvia Regalla, M.S., M.D.

Guest Lecturers

Eric Cohen, M.S. Casey Fay, M.S. Kathleen McNeely, M.S. Sabrina N'Diaye, M.S.W

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):
 - 3 semester credits of Organic/Biological Chemistry
 - 4 semester credits of Physiology and/or Pathophysiology

OR

Submit a copy of official transcripts to verify degree completion along with a copy of license to practice in one of the following fields:

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

Additional Information

Licensure

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

Certification

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

CERTIFIED NUTRITION SPECIALIST (CNS)

Depending upon a student's prior clinical training, the Post-Master's Certificate in Nutrition may complete the educational requirements needed for graduates to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

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

NUTRITION INTERNSHIP PROGRAM

Program Overview

The Nutrition Internship Program provides up to 1,000 hours of supervised professional practice in the field of nutrition for those who hold an advanced degree (master's or doctorate) in nutrition from an accredited institution. The six-month program offers a variety of individualized opportunities, placements, and approaches in a flexible schedule that enables student interns to create the experience that best meets their needs and interests.

The program provides supervised practice experience in community nutrition, culinary nutrition education, nutrition communication, and clinical nutrition professional settings. The internship also provides supervision for students who have already found their own internship placements, are incorporating nutrition into their current position, are seeking internship or job placements, or are developing their own businesses or clinical practices.

Purpose

This program is specifically designed to prepare student interns to pursue board certification in nutrition as a Certified Nutrition Specialist (CNS). The Board for Certification of Nutrition SpecialistsSM (BCNS) requires 1,000 hours of documented supervised nutrition practice experience, along with the passage of the CNS examination, to attain the CNS credential.

Goals

Students who complete this program will:

- Develop a broad range of clinical, community education, culinary nutrition education, and communication skill sets that will be transferable to any setting, including integrative and community clinics and corporate, academic and governmental institutions
- Identify and apply appropriate assessments, evaluations, intervention, monitoring, education strategies for clinical and/or community nutrition settings
- Demonstrate leadership qualities that establishes the intern as a trusted resource in the field of nutrition and integrative health as it applies to all aspects of this internship
- Demonstrate management skills and professionalism in all assigned responsibilities
- Demonstrate excellent interpersonal skills necessary to build communication, rapport and a safe healing environment
- Demonstrate growth personally and professionally through self-reflection and evaluation and willingness to be a learner
- Attain up to 1,000 hours of supervised practice in the field of nutrition

Course of Study

Number	Course Title	Credits
NUTR 799A	Nutrition Internship	3.0
NUTR 799B	Nutrition Internship	0.0

Faculty

Elizabeth Credi, M.S. Nutrition Internship and Practicum Coordinator

Lauren Mirkin. M.S.

Susan Testa, M.S. Manager, Experiential Programs Acting Director, Natural Care Center

Adjunct Faculty

Lauren Mirkin, M.S.

Admissions Requirements

To be eligible for admission to the Nutrition Internship Program, individuals must hold one of the following from a regionally accredited institution:

- Master of Science in the field of nutrition, or
- Doctoral degree in the field of nutrition, or
- Doctoral degree in a field of clinical healthcare (including, but not limited to, MD, DO, DC, DDS, Doctor of Nursing, ND, or PharmD) and a minimum of nine semester credit hours in nutrition application/skill courses, six semester credit hours in biochemistry, three semester credit hours in anatomy and physiology, and 12 additional semester credit hours in clinical or life sciences.

For students needing to attain supervised practice experience outside the state of Maryland, admission into the internship may depend upon individual state authorization requirements.

Additional Requirements

Verification of competencies in clinical, culinary or community nutrition practice may be required prior to internship placement. ServSafe Certification required for culinary settings.

Program Format

The Nutrition Internship Program begins every trimester, in the fall, spring, and summer, and lasts for 24 weeks.

Specific schedules will vary depending on placement sites, and will include options for weekdays, late afternoons, evenings, and weekends to accommodate a variety of schedules.

Additional Information

Certification

CERTIFIED NUTRITION SPECIALIST (CNS)

In additional to educational requirements, the Board for Certification of Nutrition Specialists (BCNS) requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

Board for Certification of Nutrition Specialists 4707 Willow Springs Road, Suite 207 La Grange, IL 60525 202-903-0267

www.cbns.org

DOCTOR OF CLINICAL NUTRITION

Program Overview

Students entering the Doctor of Clinical Nutrition will receive advanced education in clinical nutrition to enhance their clinical skills, contribute to the current literature in the field, and take leadership roles in this emerging field. The program is geared toward practicing nutritionists, dietitians, and other healthcare professionals who are seeking to deepen their clinical nutrition skills.

This program is a 32 month, 48-credit post-master's doctoral program. The first two years of the program is comprised of academic coursework followed by an eight-month clinical nutrition residency.

Cumulative knowledge will be demonstrated by completion of a comprehensive exam, submission for publication to a peerreviewed journal, and completion of a clinical residency which includes a research project.

Purpose

The program will educate clinicians, educators, and researchers in integrative and functional nutrition by using a systems biology approach. DCN students will acquire a clinical skill set and knowledge base that prepares them to work with individuals by creating respectful, personalized plans that move people towards health. Additionally, students will publish original clinical nutrition manuscripts in peer-reviewed journals. The program outcomes are supported by a curriculum that includes core courses in functional nutrition, courses in research and publication as well as courses on clinical nutrition client assessment and care plans for a wide range of health concerns and medical issues.

Goals

The Doctor of Clinical Nutrition will:

- Provide training in advanced clinical nutrition for graduates to work in health care organizations, as educators in communities, schools and universities; in government and/ or policy settings; and to be leaders in the emerging field of integrative and functional nutrition
- Foster an environment which enables students to focus on areas of special clinical interest
- Provide students with an in-depth study of integrative and functional nutrition in the areas of gastrointestinal, immune, cardio-metabolic, neurological, energy metabolism, and endocrine health drawing from contemporary science, and traditional wisdom
- Synthesize didactic, clinical, and culinary training, and translate this into personalized nutrition care plans

- Apply principles of research methodology, health informatics, bioethics, academic journal writing, and case studies in practice and research settings
- Prepare graduates to promote health of medically complex clients through clinical residencies and special projects in clinical nutrition
- Prepare graduates to collaborate with other members of the healthcare team, industry, and academia as the nutrition expert

Course of Study

	lotady		
Number	Course Title	Cred	its
ISCI 610b	Introduction to Scientific Writing		1.5
ISCI 801	Designing Research in Clinical Practice		3.0
ISCI 823	Academic Publication and Peer Review		3.0
NUTR 800	Graduate Colloquium		1.5
NUTR 801	Principles of Integrative & Functional		
	Nutrition		3.0
NUTR 802	Nutritional Approaches to Detoxification	n	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 8EXI	Comprehensive Exam (Case-Study Based	d)	0.0
RES 511	Fundamentals of Information		0.0
Choose 3.0 of	f the following credits:		
NUTR 900	Advanced Clinical Nutrition Residency	87	
NO 11 700	Research Project I	a	3.0
NUTR 902 ¹	Special Projects in Clinical Nutrition		3.0
	f the following credits:	0	
NUTR 901	Advanced Clinical Nutrition Residency	X	2.0
	Research Project II		3.0
NUTR 903 ¹	Special Projects in Clinical Nutrition		3.0
Total Progra	m Credits		48.0
1.2			

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

Mary Fry, N.D. Instructor

Heidi Most, M.Ac. Associate Professor

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

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

Adjunct Faculty

David Riley, M.D. Deanna Minich, Ph.D. Sylvia Regalla, M.S., M.D. Alex Vasquez, D.O., N.D., D.C.

Guest Lecturers

Eleonora Gafton, M.S.

Admission Requirements

In addition to the general admission requirements listed under the Application Requirements section of this catalog, applicants to the Doctor of Clinical Nutrition must:

- Have earned a minimum of a master's degree from a regionally accredited educational institution
- Have a minimum overall 3.0 GPA in master's level coursework, or if school uses a pass/no-pass system, passing grades in all coursework
- Submit official transcripts of all coursework taken to verify degree completion
- Submit two academic or professional letters of recommendation
- Meet one of the following requirements:

A. Demonstrate the completion of the following prerequisite requirements from a regionally accredited college or university or complete missing coursework at MUIH under conditional acceptance to the doctoral program:

- Nutrition (9 graduate level credits including macronutrients, micronutrients, and life cycle nutrition)
- Clinical Skills (6 graduate level credits)
- Biochemistry (6 graduate level credits)
- Physiology or Anatomy and Physiology (3 credits at graduate or bachelor's level acceptable)

 Clinical, Life or Physical Sciences (12 credits – graduate or bachelor's level acceptable; including 3 credits of graduate level statistics/research literacy. Typical courses include: biology, botany, microbiology, nutrition science, pathophysiology, and organic or inorganic chemistry.)

B. Hold one of the following credentials which is equivalent to the pre-admissions requirements

- Registered Dietitian Nutritionist (RDN) by the Commission on Dietetic Registration (CDR)
- Certified Nutrition Specialist (CNS) by the Board of Certification of Nutrition Specialists (BCNS)
- Certified Clinical Nutritionist (CCN) by the Clinical Nutrition Certification Board (CNCB)

Health Requirements

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

Program Format

The Doctor of Clinical Nutrition is a hybrid program designed to be completed in as few as three years. 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 offered on weekends. Weekend class times are typically 5–9 p.m. on Fridays, and 8:30 a.m.–5:30 p.m. on Saturdays and Sundays. Visit www.muih.edu 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 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

CERTIFIED NUTRITION SPECIALIST (CNS)

Depending upon a student's prior clinical training, the Doctor of Clinical Nutrition may complete the educational requirements needed for graduates to sit for the CNS exam. The Board for Certification of Nutrition Specialists (BCNS) also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying exam. The board reviews each applicant individually to determine eligibility.

Board for Certification of Nutrition Specialists 4707 Willow Springs Road, Suite 207

La Grange, IL 60525 202-903-0267 www.cbns.org

DIPLOMATE OF THE AMERICAN CLINICAL BOARD OF NUTRITION

Graduates of the Doctor of Clinical Nutrition are eligible to apply to become a Diplomate of the American Clinical Board of Nutrition. This board requires that applicants hold a professional doctorate and have at least 300 hours of nutrition education, a minimum of two years practice experience, and write an article or paper on a nutritional topic that could be published.

American Clinical Board of Nutrition 6885 Browntown Road Front Royal, VA 22630 540-364-8844

WWW.ACBN.ORGCERTIFIED 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 wellnessbased 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 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy	3.0
ISCI 632A	Foundations of Health and Wellness I	1.5

Electives

Choose at least 1.5 credits:

Number	Course Title	Credits
ISCI 510A	Introduction to Writing ¹	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5
Total Program Credits		12.0

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.

Faculty

Bevin Clare, M.S. Associate Professor

Camille Freeman, M.S. Associate Professor

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

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

Adjunct Faculty

Bryan Bowen, M.S. Holly Chittum, M.S. Dart Clancy, M.S. Betsy Costilo, M.S. Courtney Fischer, M.S. Oliva Fite, M.S. Marybeth Missenda, M.S. Andrew Pengelly, Ph.D.

Guest Lecturers

James Duke, Ph.D. Kevin Spelman, Ph.D.

Teaching Associates

Krista Noelle, M.S. Lisa Scott, M.S.

Admission Requirements

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

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

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

Program Format

The Post-Baccalaureate Certificate in Herbal Studies is designed to be completed in eight months and is offered online.

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.

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 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 605	Materia Medica I	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
HRB 641	Safety in Botanical Medicine	3.0
ISCI 632A	Foundations of Health and Wellness I	1.5
ISCI 632B	Foundations of Health and Wellness II	1.5

Faculty

Bevin Clare, M.S. Associate Professor

Camille Freeman, M.S. Associate Professor

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

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

Adjunct Faculty

Bryan Bowen, M.S. Holly Chittum, M.S. Dart Clancy, M.S. Betsy Costilo, M.S. Courtney Fischer, M.S. Oliva Fite, M.S. Marybeth Missenda, M.S. Andrew Pengelly, Ph.D.

Guest Lecturers

James Duke, Ph.D. Kevin Spelman, Ph.D.

Teaching Associates

Krista Noelle, M.S. Lisa Scott, M.S.

Admission Requirements

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

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

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

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 education covering the principles of health and wellness; herb identification and harvesting; herbal pharmacy; herbal pharmacology and phytochemistry; integrative human physiology; materia medica; and herbal therapeutics.

Graduates are empowered with the critical thinking skills and health information literacy needed to be effective researchers, writers, educators and consultants. The research training prepares students to join the herbal industry by helping them acquire skills in production, formulation, GMP compliance, communication, clinical training and education.

Students may select one of two areas of concentration: Clinical Herbalism or Herbal Product Design.

The Clinical Herbalism area of concentration provides graduates with the skills and knowledge to build a safe and effective clinical practice in herbalism to meet individual health and wellness goals. Students see clients in the Maryland University of Integrative Health's Natural Care Center, 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.

Graduates of the Herbal Product Design area of concentration will acquire the skillset and knowledge necessary to become thought leaders in the natural products field, with an understanding of product development both broad and deep that allows them to participate in multiple sectors of the herbal supplement field from production to manufacturing to research to final product development with existing companies and as entrepreneurs.

Purpose

The Master of Science in Therapeutic Herbalism empowers students with a comprehensive knowledge of applied biomedicine, pharmacology, phytochemistry, herbal pharmacy, materia medica, and therapeutic theory.

Goals

• Be able to advise and educate effectively to create a comprehensive wellness plan incorporating herbal, dietary and lifestyle recommendations integrating self-awareness and

lessons of nature.

- Possess knowledge of traditional herbal systems as well as an understanding of the principles and practices of modern Western herbalism
- Have a foundational understanding of biomedicine, pharmacology, materia medica, herbal preparations, history, clinical assessment, safety, and plant identification and wild crafting
- Have the skills to understand, design, and perform GMP compliance measurements
- Demonstrate the ability to critically analyze herbal research and contribute to the current body of herbal literature
- Know how to integrate knowledge of raw materials, formulation, and herbal pharmacy for product development purposes
- Know how to effectively educate individuals and groups about herbs
 - Be able to demonstrate basic skills in herb identification, harvesting, and preparation
 - Be able to address potential safety concerns including herb-drug interactions
 - Be able to grow personally and professionally and to participate actively in the field of herbalism through writing, research, public speaking, and/or professional affiliation

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

Clinical Herbalism

- Students who complete this program will be able to:
 - Accurately gather information regarding past and current health status while differentiating between phenomena and the client's interpretation of phenomena
 - Synthesize the above information to create a comprehensive assessment of health inputs and processes
 - Work with clients to develop individualized goals and a plan for health and wellness
 - Adjust the individualized plan and goals in response to the changing needs of the client.
 - Achieve and maintain rapport with clients, listen attentively, and practice with compassion

• Have the skills to establish and maintain an effective herbal practice

- Be able to assess and support clients within the context of a health and wellness paradigm
- Be able to navigate the current healthcare environment, empower clients to make informed choices and refer

when appropriate

- Be competent in the basic business skills necessary to build and maintain an herbal practice
- Be able to collaborate with other healthcare providers in partnership
 - Be able to grow personally and professionally
 - Have the self-awareness to recognize external and internal cues, reflect upon feedback and adjust behavior accordingly
 - Be able to apply concepts of critical thinking and information literacy to individualized client care.

Herbal Product Design

Students who complete this program will be able to:

- Demonstrate intermediate to advanced skills in:
 - Harvesting and processing of plant material
 - Rationale design, product preparation, and formulation of herbal products
 - Macroscopy and related botanical skills to confidently analyze botanical ingredients used in commercial products
 - Researching evidenced based literature to support the safe and efficacious devilment of a herbal supplement
 - Using traditional knowledge to bridge the knowledge gap of evidenced based data to make rational decision in developing safe and effective herbal products
- Demonstrate an understanding of:
 - The impact of processing practices on the therapeutic value of herbs
 - How to work ethically in natural plant communities
 - How to appropriately gather and process plants in the field
 - How to extract and synthesize traditional, pharmacological and clinical data to make an informed decision about the application of herbal formulas
 - How to link pharmacological concepts with the qualities of herbal
 - The traditional knowledge for the use of medicinal plants from the local bioregion has been influence by cultural, ecological, and medicinal values
- Demonstrate the knowledge and competencies necessary for successful employment in:
 - The natural products industry as QA, QC and GMP technicians; raw materials production, acquisition and wild crafting; researcher, product designer and formulator; educator for internal, as well as consumer constituencies
 - Academic institutions and related areas as researchers, educators and writers
 - Federal regulatory roles assessing phytochemical profiles, safety concerns, structure function and new ingredient claims

Course of Study

Clinical Herbalism Concentration 52 Required Credits

52 Required Creans			
Number	Course Title C	redits	
COA 601A	Practitioner Skills	2.0	
HRB 600	Fundamentals of Herbal Medicine	3.0	
HRB 605	Materia Medica I	3.0	
HRB 620A	Herbal Therapeutics I	3.0	
HRB 622	Herbal Pharmacy	3.0	
HRB 654B	Herbal Pharmacy and Phytochemistry	3.0	
HRB 705	Materia Medica II	3.0	
HRB 713B	Clinical Roundtable	1.5	
HRB 722A	Faculty Supervised Clinic I	1.0	
HRB 722B	Faculty Supervised Clinic II	1.0	
HRB 735A	Clinical Theory in Practice I	2.0	
HRB 735B	Clinical Theory in Practice II	2.0	
HRB 736	Rotation Practicum	0.5	
HRB 740	Models of Herbal Practice	1.0	
HRB 753B	Applied Therapeutics: Case Studies	2.0	
HRB 790	E-Portfolio: Introduction	0.5	
HRB 791	E-Portfolio: Final	0.5	
IHM 664	Practice Management	1.5	
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 Hea	lth 3.0	
ISCI 701	Intro Statistics, Research Design & Info		
	Literacy in Integrative Health	3.0	
RES 511	Fundamentals of Information	0.0	
Choose 1.5 o	f the following credits:		
ISCI 510A ¹	Introduction to Writing	1.5	
ISCI 632B	Foundations of Health and Wellness II	1.5	
Choose 3.0 o	f the following credits:		
HRB 620B	Herbal Therapeutics II	3.0	
HRB 641	Safety of Botanical Medicine	3.0	
Choose 1.0 o	f the following credits:		
HRB 635A	Field Trip/Nature Intensive	1.0	
HRB 635C	Field Botany for Herbalists	1.0	
		1.0	
	f the following credits:	1.0	
HRB 722C	Faculty Supervised Clinic III	1.0	
HRB 723C	Applied Therapeutics:	1.0	
	Clinical Assessment, Goals and Plans	1.0	
	CLINIC ELECTIVE:		
HRB 780	Professional Service Elective	0.5	
Total Progra	am Credits with Clinical Herbalism		
Concentrati	on	52.0	

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.

Herbal Product Design Concentration

42 Required Credits

Number	Course Title	Credits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 620A	Herbal Therapeutics I	3.0
HRB 620B	Herbal Therapeutics II	3.0
HRB 622	Herbal Pharmacy	3.0
HRB 654B	Herbal Pharmacy and Phytochemistry	
HRB 690	Internship	0.5
HRB 705	Materia Medica II	3.0
HRB 790	E-Portfolio: Introduction	0.5
HRB 791	E-Portfolio: Final	0.5
HRB 793	Final Product Development	2.5
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 701	Intro Statistics, Research Design & Inf	o
	Literacy in Integrative Health	3.0
RES 511	Fundamentals of Information	0.0
Choose 1.5 c	of the following credits:	
ISCI 510A ¹	Introduction to Writing	1.5
ISCI 632B	Foundations of Health & Wellness II	1.5
Choose 3.0 c	of the following credits:	
HRB 641	Safety of Botanical Medicine	3.0
HRB 642	Dispensary Practices and Quality Asse	essment 3.0
Choose 1.0 f	the following credits:	
HRB 635A	Field Trip/Nature Intensive	1.0
HRB 635C	Field Botany for Herbalists	1.0
		110
HRB 660	of the following credits:	0.5
HRB 690	Research Design Internship	0.5
	-	0.5
	ast 2.0 credits:	• •
HRB 633	Medicinal Plants and Cultures	2.0
HRB 635B	Field Trip/Industry Intensive	1.0
HRB 635C	Field Botany for Herbalists	1.0
Total Program Credits with Herbal Product Design		
Concentrati	on	42.0

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.

Faculty

Bevin Clare, M.S. Associate Professor

Camille Freeman, M.S. Associate Professor

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

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

Adjunct Faculty

Jillian Bar-av M.S. Bryan Bowen, M.S. Holly Chittum, M.S. Dart Clancy, M.S. Betsy Costilo, M.S. Sara Eisenberg, M.S. Courtney Fischer, M.S. Oliva Fite, M.S. Ashley Litecky, M.S. Marybeth Missenda, M.S. Andrew Pengelly, Ph.D.

Guest Lecturers

Joseph Betz, Ph.D. Amy Charnay, M.S. James Duke, Ph.D. Anne Harvey, M.S. Kevin Spelman, Ph.D. Paul Strauss

Teaching Associates

Olivia Fite, M.S. Krista Noelle, M.S. Lisa Scott, M. S.

Admission Requirements

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

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

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

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 in an online or hybrid format, depending on area of concentration.

Online Format

The Herbal Product Design concentration is offered in an online format. Some coursework in this concentration may be offered on campus, and two courses offer optional face-to-face field trip opportunities (HRB 635a and HRB 635b). See the Schedule of Courses for more information.

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.

Hybrid Format

The Clinical Herbalism concentration is offered as a hybrid program with a blend of online coursework and on-campus clinical training. On-campus courses will be held over two five-day intensives in the eighth and ninth trimesters, in which students will see clients in the Natural Care Center. Additional coursework may be offered on campus, and two courses offer option face-to-face field trip opportunities (HRB 635a and HRB 635b). See the Schedule of Courses for more information.

Additional Information Certification and Credentials

Herbal medicine remains an unlicensed field but does offer a recognized board certification through the American Herbalists Guild, a body of professional herbalists certifying a high level of knowledge and experience in botanical medicine. As a graduate of MUIH you will be eligible to apply for this credential.

American Herbalists Guild

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

Graduates of the Clinical Herbalism area of concentration may pursue the Certified Nutrition Specialist (CNS) credential by taking 16 credits in nutrition and related topics. Contact your Academic Advisor for additional information, and see information about the CNS exam under the Master of Science in Nutrition and Integrative Health.

Board for Certification of Nutrition Specialists 4707 Willow Springs Rd, Suite 207 La Grange, IL 60525 202-903-0267 www.cbns.org

POST-MASTER'S CERTIFICATE IN CLINICAL HERBALISM

Program Overview

The 15-credit Post-Master's Certificate in Clinical Herbalism provides graduates of the Master of Science in Therapeutic Herbalism program and other qualified applicants with the skills and knowledge to build a safe and effective clinical practice in herbalism. The curriculum educates students to apply a bio-psycho-social model of care to meet health and wellness goals. Students see clients 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
IHM 664	Practice Management for Herbalists	1.5
HRB 767B	Practice Management II	1.0
Total Progra	am Credits	15.0

Faculty

Bevin Clare, M.S. Associate Professor

Camille Freeman, M.S. Associate Professor

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

Guest Lecturers

Lisa Scott, M.S. Miriam Zacharias, M.S.

Clinic Supervisors

Jillian Bar-av, M.S. Dart Clancy, M.S. Sara Eisenberg, M.S. Ashley Litecky, M.S.

Admission Requirements

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

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

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

Additional Requirements

Applicants must have a master's degree and an herbal education equivalent to graduates of MUIH's Master of Science in Therapeutic Herbalism program (January 2015 program and earlier).

Health Requirements

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

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-2016 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



Health Philosophy and Promotion Department

Post-Baccalaureate Certificate in Health and Wellness Coaching Master of Arts in Health and Wellness Coaching Master of Science in Health Promotion Master of Science in Yoga Therapy

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

Administration

Mary Partlow Lauttamus, M.S.W. Interim Academic Director, Health Philosophy and Promotion

Lynne Valdes, M.S. Program Director, Yoga Therapy

Claudia Joy Wingo, M.P.H Interim Program Director, Health Promotion

Jennifer Schwing Program Administrator, Health Philosopy and Promotion

Suzanne Zolnick, M.A.S. Program Coordinator, Yoga Therapy

Natisha Willis Academic Advisor

Contact the Department

410-888-9048 ext. 6663 coaching@muih.edu healthpromotion@muih.edu yoga@muih.edu

POST-BACCALAUREATE CERTIFICATE IN HEALTH AND WELLNESS COACHING

Program Overview

Maryland University of Integrative Health's Post-Baccalaureate Certificate in Health and Wellness Coaching is at the forefront of a growing field in the healthcare industry. This groundbreaking program, is designed to prepare educators, life coaches, fitness instructors, employee assistance specialists, human resource specialists, healthcare professionals, and others with a strong interest in health and wellness to practice in a multitude of settings including health education facilities, gyms, spas, corporations, schools, physicians' offices and private practice.

The curriculum focuses on three primary goals. The first goal is the development of a wider view of the field of health and wellness in contrast to our current disease-focused model. The second is to teach coaches to listen to the wisdom of their own bodies and to teach their clients to do the same. The third is to develop both proficiency and excellence in the skills necessary to help clients adopt attitudes and lifestyle changes most conducive to optimal health and other issues that affect health.

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 healthgenerating 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 Cr	edits
APP 606	Becoming a Healing Presence	3.0
COA 610	Fundamentals of Health and	
	Wellness Coaching	3.0
COA 616	Theories and Principles of Behavior Chang	ge 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

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.

15.0

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 oncampus formats. Contact the Office of Graduate Admissions for more information.

Faculty

Mary Partlow Lauttamus, M.S.W. Interim Academic Director, Health Philosophy and Promotion

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

Claudia Joy Wingo, M.P.H Interim Program Director, Health Promotion

Adjunct Faculty

Holly Chittum, M.S. Cecelia Coffin, Ed.D. Robin Goble, M.A. Joel Kreisberg, D.C. Valerie Maguire, M.A. Marybeth Missenda, M.S. Deborah Mizeur, M.S., M.H.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, Training, and Other 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 lifechanging behaviors, and manage progress and accountability. In addition to obtaining behavior changing coaching skills, students enhance the scope of their skills by broadening their view of the field of wellness and gaining expertise in herbal studies, integrative health practices, medical herbalism, or nutrition.

Taught by leaders in the fields of health, wellness, and coaching, the curriculum includes evidence-based models such as Motivational Interviewing, Prochaska's Change Model, Positive Psychology, Immunity to Change Theory and the emerging field of brain science. While engaged in the study of theoretical models, students also gain the practical skills of building a coaching practice through working one-on-one with clients, and can prepare 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 of the area of concentration in herbal studies, integrative health practices, medical herbalism, or nutrition to provide the remaining 12 hours of credit for a master's degree.

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 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.

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.

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 and practice coaching sessions,

Course of Study

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

Core Credits: Coaching Curriculum

Number	Course Title Cre	edits
APP 606	Becoming a Healing Presence	3.0
COA 610	Fundamentals of Health and	
	Wellness Coaching	3.0
COA 616	Theories and Principles of Behavior Chang	e 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 Core C	Credits	15.0

Additional Required Credits

COA 640	Health and Wellness Coaching Capstone	1.0
IHM 650	Practice Management in Coaching	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 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy: Evaluating and	
	Manufacturing Quality Herbal Product	s 3.0
	Electives	3.0
Total Herba	al Studies Concentration 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 Credits

Number	Course Title C	redits
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 622	Herbal Pharmacy: Evaluating and	
	Manufacturing Quality Herbal Products	3.0
HRB 641	Safety of Botanical Medicine	3.0
	Electives	3.0
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 700	Mindfulness, Meditation, and Health	3.0
HRB 600	Fundamentals of Herbal Medicine	3.0
HRB 605	Materia Medica I	3.0
HRB 622	Herbal Pharmacy: Evaluating and	
	Manufacturing Quality Herbal Products	3.0
HRB 654B	Herbal Pharmacy and Phytochemistry	3.0
HRB 705	Materia Medica II	3.0
IHED 617	Health Education Leadership, Resource	
	Development and Management	2.0
IHED 619	Transformative Communication Strateg	ies 2.0
IHED 620	Foundations of Health Behavior &	
	Health Education	2.0
IHED 623	Health Education Program Evaluation	3.0
IHED 626	Health Education Needs Assessment and	1
	Program Planning	3.0
IHED 640	Best Practices in Workplace Wellness	1.5
IHED 675	The Business of Workplace Wellness	1.5
IHM 620	Marketing for Health Professionals	1.0
ISCI 510A	Introduction to Writing	1.5
ISCI 520	Biology, Chemistry, and Physics in Healt	th:
	An Introduction	3.0
ISCI 547A	Physiology I: Healthy Function	3.0
ISCI 610B	Introduction to Scientific Writing	1.5
ISCI 615	Mind, Body, Science	3.0
ISCI 630A	Health Promotion: Integrative Health &	
	Wellness Practices I	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 App	roach 1.0
NUTR 662	Energetics of Food	1.0
NUTR 663	Sports Nutrition	1.0
NUTR 664	Food Systems and Policy	2.0
NUTR 665	The Dynamics of Food and Healing	1.0
NUTR 668	Culinary Herbs in the Kitchen and Beyo	nd 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

Total Progra	am Credits	30.0
NUTR 688	Cooking with Whole Foods Lab VIII	0.5
NUTR 687	Cooking with Whole Foods Lab VII	0.5

Faculty

Bevin Clare, M.S. Associate Professor Oscar Coetzee, M.S. Assistant Professor Mary Partlow Lauttamus, M.S.W. Interim Academic Director, Health Philosophy and Promotion Heidi Most, M.Ac. Associate Professor Kirsten Pullin, M.Ac., J.D. Interim Academic Director, Applied Integrative Health & Health Management James Snow, M.A. Assistant Provost for Academic Research and Interim Academic Director, Integrative Health Sciences Marlysa Sullivan, M.P.T. Instructor Claudia Joy Wingo, M.P.H Interim Program Director, Health Promotion Adjunct Faculty Brian Bowen, M.S. Holly Chittum, M.S. Cecelia Gail Coffin, Ed.D.

Sara Eisenberg, M.S.

- Penny Friedberg, M.B.A., M.S.
- Robin Goble, M.A.
- Cheryl Harris, M.P.H.
- Joel Kreisberg, D.C.
- Valerie Maguire, M.A.
- Deanna Minich, Ph.D.
- Lauren Mirkin, M.S.
- Deborah Mizeur, M.S., M.H.A.
- 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, Training, and Other 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 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
- Integrative Health Practices Concentration: Online and Hybrid
- Medical Herbalism Concentration: Online and Hybrid
- Nutrition Concentration: Online, On Campus, and Hybrid

See the latest list of Program Start Dates to determine availability of your preferred format, available online at www.muih.edu 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

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 wellnessbased model focused on prevention and education.

This innovative program will prepare students with a deep understanding of the theoretical and practical applications of health promotion and integrative health. They will gain the knowledge and understanding to articulate the mechanisms between psychological, social, and environmental factors to formulate approaches to whole person health and healing, whether in a community or workplace setting.

The program also offers two areas of concentration in community health education and in workplace wellness 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 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.

Goals

Students who complete the Master of Science in Health Promotion with area of concentration in Community Health Education will:

- Have the skills to effectively educate communities to initiate and maintain behavioral changes that support health and wellness and will be able to:
 - Articulate integrative health modalities & wellness practices from a scientific perspective
 - Engage in personal transformation by embodying the practices learned in the program and by interacting with their community of committed teachers and learners
 - Have a basic knowledge of the timeless teachings of global wisdom traditions and the rhythms of nature that may serve to ground powerful transformative language practices
 - Assess population needs relevant to community health education program design
 - Design and plan community health education programs
 - Implement community health education programs
 - Evaluate community health educational programs and participate in research related to community health education
 - Have the skills to administer and manage community health education programs
- Have an evidence-based understanding of health & wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices and be able to:
 - Articulate the interrelationship between psychological, social, and biological processes
 - Evaluate the evidence base for integrative health & wellness approaches for communities
 - Evaluate the role played by cultural, social and ecological environments on community health and wellness
 - Evaluate the relationships between environmental and genetic factors that support or hinder community health and wellness
- Have the skills to succeed professionally as a health education specialist and contribute to the overall field of health education:
 - Be qualified and prepared to sit for the Certified Health Education Specialist (CHES) exam
 - Be able to articulate the various roles played in related careers by health education specialists, and how the competencies and broader skills function in a variety of career settings to advance the field of health promotion
 - Have the skills to be a life-long learner, apply critical thinking skills to the expanding evidence base and continue to develop health & information literacy

• Be able to apply a variety of integrative modalities to community health education interventions, such as physical activity/movement, mindfulness, meditation, and holistic nutrition

Students who complete the Master of Science in Health Promotion with area of concentration in Workplace Wellness will:

- Have the skills to effectively educate employees to initiate and maintain behavioral changes that support health and wellness and be able to:
 - Articulate integrative health modalities & wellness practices from a scientific perspective
 - Engage in personal transformation by embodying the practices learned in the program and by interacting with their community of committed teachers and learners
 - Have a basic knowledge of the timeless teachings of global wisdom traditions and the rhythms of nature that may serve to ground powerful transformative language practices
 - Assess population needs relevant to workplace wellness program design
 - Design and plan workplace wellness programs
 - Implement workplace wellness programs from an evidence base of best practices
 - Evaluate workplace wellness programs and speak the business language of the business of workplace wellness with various levels of employees and organizational leadership
 - Have the skills to administer and manage workplace wellness programs
 - Have an evidence-based understanding of employee health & wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices and be able to:
 - Articulate the inter-relationship between psychological, social, and biological processes
 - Evaluate the evidence base for integrative health & wellness approaches in workplace wellness
 - Evaluate the role played by cultural, social and ecological environments on employee health and wellness
 - Evaluate the relationships between environmental and genetic factors that support or hinder employee health and wellness
- Have the skills to succeed professionally as a workplace wellness professional and contribute to the overall field of workplace wellness.
 - Be qualified and prepared to sit for the Certified Health Education Specialist (CHES) exam
 - Articulate the various roles played in related careers by workplace wellness professionals

- Have the skills to be a life-long learner, apply critical thinking skills to the expanding evidence base and continue to develop health & information literacy
- Apply a variety of integrative modalities to workplace wellness interventions, such as physical activity/movement, mindfulness, meditation, and holistic nutrition

Course of Study

Students will complete 20 core credits in Health Promotion and an additional 13 or 14 credits depending on chosen area of concentration.

Core Credits

Number	Course Title Cr	edits
IHED 617	Health Education Leadership, Resource	
	Development, and Management	2.0
IHED 619	Transformative Communication Strategie	s 2.0
IHED 620	Foundations of Health Behavior and	
	Health Education	2.0
IHED 623	Health Education Program Evaluation	2.0
IHED 625	Research Methods in Health Education:	
	Quantitative and Qualitative	3.0
IHED 626	Health Education Needs Assessment and	
	Program Planning	3.0
IHED 631	Topics in Diversity for Health and Healing	3.0
ISCI 630A	Health Promotion: Integrative Health &	
	Wellness Practices I	3.0
RES 511	Fundamentals of Information	0.0
Total Core Credits		20.0

COMMUNITY HEALTH EDUCATION CONCENTRATION

13 Required Credits

Number	Course Title	Credits	
APP 700	Mindfulness, Meditation, and Health	3.0	
IHED 612	Internship	2.0	
IHED 629	Implementation of Community Health	1	
	Education Programs	2.0	
ISCI 671	Physical Activity and Health	3.0	
NUTR 602	Nutrition: Food and Balance	3.0	
Total Community Health Education			
Concentration Credits		13.0	
Total Program Credits with Community			
Health Education Concentration		33.0	

WORKPLACE WELLNESS CONCENTRATION

14 Required Credits

Number	Course Title	Credits	
APP 700	Mindfulness, Meditation, and Health	3.0	
IHED 612	Internship	2.0	
IHED 640	Best Practices in Workplace Wellness	1.5	
IHED 675	The Business of Workplace Wellness	1.5	
ISCI 671	Physical Activity and Health	3.0	
NUTR 602	Nutrition: Food and Balance	3.0	
Total Workp	14.0		
Total Program Credits with Workplace Wellness			
Concentration		34.0	

Faculty

Mary Partlow Lauttamus, M.S.W. Interim Academic Director, Health Promotion and Philosophy

Marlysa Sullivan, M.P.T. Instructor

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

Adjunct Faculty

Kelly Earp, Ph.D. Casey Fay, M.S. Penny Friedberg, M.B.A., M.S. Raha Janka, M.P.H. Sophia Kuziel, M.P.H. Rebecca Pilles, M.S. Arthur Reynolds, M.H.A, M.A., J.D. Suzanne Schneider, Ph.D.

Admission Requirements

To be considered for admission to all graduate academic programs applicants must have a bachelor's degree from a regionally accredited institution.* In addition, applicants must submit an official transcript for the bachelor's degree and all degrees earned beyond a bachelor's degree.

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

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

Health Requirements

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

Program Format

The Master of Science in Health Promotion is designed to be completed in about two years (five trimesters) of concentrated study in an online format.

Online Format

All coursework is completed online in this format. Online courses offer flexibility for the student. The syllabus for each course will provide details about weekly lessons and include expectations, due dates for assignments, and required participation. For more information about MUIH's online format, visit www.muih.edu.

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

Additional Information

Certification and Credentials

Graduates of the Master of Science in Health Promotion will meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam.

For more information about the CHES exam, contact:

National Commission for Health Education Credentialing 1541 Alta Drive, Suite 303 Whitehall, PA 18052 (484) 223-0770

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 relationshipcentered philosophy, honoring a wide range of yoga traditions, and acknowledging the complex interrelationship between body, mind, and spirit. Students gain the practical skills of building a yoga therapy practice through a faculty-supervised practicum and graduate with the knowledge and skills to design tailored, evidence-informed programs for individuals and groups.

Purpose

The Master of Science in Yoga Therapy is designed to graduate future leaders in the field of yoga therapy. The curriculum incorporates extensive training in both traditional yogic practices and current yoga research to honor the roots of the field while advancing its integration into modern health care. Ultimately, the program advocates for yoga therapy as a dynamic and vital approach to whole-person care.

Goals

Students who complete the program will have the:

- Knowledge of classical and theoretical foundations of the field of yoga therapy
- Knowledge of biomedical systems from an integrative and holistic perspective, as needed for the practice of yoga therapy
- Ability to apply knowledge learned in this curriculum and in previous yoga teacher trainings to assess the needs of clients, to design and implement effective programs, and to assess the effectiveness of these programs
- Ability to effectively use yoga as a therapeutic modality through the integration of diverse approaches to this field
- Knowledge and ability to use professional conduct during the practice of yoga therapy
- Ability to use relationship-based approaches to catalyze positive change or transformation with clients
- Critical thinking skills and science-based literacy to advance the evolution of yoga therapy as an integrative health practice

Course of Study

Number	Course Title	Credits
IHM 662	Professional Practices for Yoga Therapy	
	Practitioners I	1.0
IHM 663	Professional Practices for Yoga Therapy	
	Practitioners II	1.0
ISCI 613	Mental Health and Mind Body Science	3.0
ISCI 643	Anatomy and Kinesiology	2.5
ISCI 644	Physiology and Pathology:	
	The Internal Organs	3.0
ISCI 651	Structural Pathology in Integrative Hea	lth 3.0
RES511	Fundamentals of Information	0.0
YOGA 611	Theoretical Foundations for Yoga Thera	ру 2.0
YOGA 612	Health and Disease: Yogic Perspectives	
	and Practices	3.0
YOGA 613	Theoretical Foundations for Using Yoga	L
	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	I 2.0
YOGA 643	Yoga Therapy: Principles and Practice II	II 2.0
YOGA 644	Mentored Yoga Therapy Student Clinic	I 1.5
YOGA 645	Mentored Yoga Therapy Student Clinic	II 1.5
YOGA 646	Mentored Yoga Therapy Student Clinic	III 2.0
YOGA 648	Clinical Case Reporting	1.5
YOGA 6EX1	Comprehensive First Year Exam	0.0
Total Progra	m Credits	39.5

Faculty

Camille Freeman, M.S. Associate Professor

Mary Partlow Lauttamus, M.S.W. Interim Academic Director, Health Philosophy and Promotion

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

Lynne Valdes, M.S. Program Director, Yoga Therapy

Suzanne Zolnick, M.A.S. Program Coordinator, Yoga Therapy and Applied Integrative Health & Health Management

Adjunct Faculty

Clare Collins, Ph.D. Diane Finlayson, M.L.A. Doug Keller, M.A. Elizabeth Magarity, M.B.A Thomas Nassif, Ph.D. Tracey Sondik, Ph.D.

Guest Lecturers

Clifton Bingham, 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, or recognized by the U.S. Department of Education, copies of the institution's academic catalog and course syllabi may be requested. Please refer to the International Students section for additional information.

Additional Requirements

Applicants must have earned a minimum of 200-hour teacher training, such as a Yoga Alliance 200-hour registered school program or its equivalent, as well as one year of documented personal practice and one year of documented teaching experience after the completion date of the 200-hour teaching training.

Health Requirements

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

Program Format

The Master of Science in Yoga Therapy is designed to be completed on campus in two years of concentrated study. The schedule is designed to accommodate working professionals and includes 15 weekends per year, typically scheduled Friday evenings and all day Saturdays and Sundays. The format may vary during the clinical phase.

Additional Information

Resources

INTERNATIONAL ASSOCIATION OF YOGA THERAPISTS

MUIH's Master of Science in Yoga Therapy is accredited by the International Association of Yoga Therapists (IAYT).

IAYT supports research and education in yoga and serves as a professional organization for yoga teachers and yoga therapists worldwide. The mission of IAYT is to establish yoga as a recognized and respected therapy. In July 2012, IAYT adopted the Educational Standards for the Training of Yoga Therapists.

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

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. MUIH is a Registered Yoga School with the Yoga Alliance.

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. Graduates of the M.S. in Yoga Therapy will be able to register with the Yoga Alliance as Registered Yoga Teachers at the 500 Hour level (RYT 500).

Yoga Alliance

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



Integrative Health Sciences Department

Administration

James Snow, M.A. Interim Academic Director

Steffany Moonaz, Ph.D. Associate Academic Director

Melissa Smith Program Administrator, Integrative Health Sciences

Contact the Department

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

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 forwardthinking 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

INTEGRATIVE HEALTH SCIENCES

Course of Study

The ISCI department serves the following programs:

Doctoral Degrees

Doctor of Acupuncture Doctor of Clinical Nutrition Doctor of Oriental Medicine

Master's Degrees

Master of Acupuncture Master of Arts in Health and Wellness Coaching Master of Oriental Medicine Master of Science in Health Promotion Master of Science in Nutrition and Integrative Health Master of Science in Therapeutic Herbalism Master of Science in Yoga Therapy

Academic Certificates

Post-Baccalaureate Certificate in Health and Wellness Coaching Post-Baccalaureate Certificate in Herbal Studies Post-Baccalaureate Certificate in Medical Herbalism Post-Master's Certificate in Nutrition and Integrative Health

Faculty

Camille Freeman, M.S. Associate Professor

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

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

Marlysa Sullivan, M.P.T. Instructor

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

Bryan Walsh, N.D. Instructor

Claudia Joy Wingo, M.P.H. Interim Program Director, Health Promotion

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

Adjunct Faculty

Jason Bosley-Smith, M.S Holly Chittum, M.S. Cheryl DePetro, M.S.W, M.Ac. Sana Grant, M.S., M.S.P.H. Pamela Jeter, Ph.D. Ann Keating, M.S. Marybeth Missenda, M.S. Deborah Mizeur, M.S., M.H.A. Thomas Nassif, Ph.D. Jyothi Rao-Mahadevia, M.D. Louis Sarry, M.A., M.S. Jennifer Swartout, M.A. Alexandra York, M.S.

Guest Lecturers

Barbara Abrams, M.Ac. Jillian Bar-av, M.S. Clifton Bingham, M.D. Edna Brandt M.Ac. Jianyong Liu, M.D., Ph.D. Stacey MacFarlane, M.Ac. Laritta Paolini, M.Ac., M.D. (Russia) Alyson Ross, Ph.D. Niall Sheehan, M.Ac. Linda Simons, M.Ac. Rebecca Snow, M.S. Jennifer Yocum, M.A., M.Ac.

SECTION SEVEN APPLIED INTEGRATIVE HEALTH & HEALTH MANAGEMENT

Applied Integrative Health & Health Management Department

Administration

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

Suzanne Zolnick, M.A.S. Program Coordinator

Contact the Department

410-888-9048 ext. 6672 ihm@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. The department studies integrative health practice models and provides both academic programs and consulting is this area.

Purpose

IIn 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 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

Heidi Most, M.Ac. Associate Professor

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

Adjunct Faculty

Jason Bosley-Smith, M.S. Reggie Gooden, M.Ac. Biz Magarity, M.B.A. David Paton, M.Ac. Arthur Reynolds, M.H.A., M.A., J.D. Linda Silverstein, M.B.A.

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.



APPLIED PHILOSOPHY AND PRACTICES DEPARTMENT

Programs not currently enrolling: Master of Arts in Applied Healing Arts Master of Arts in Transformative Leadership and Social Change

Administration

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

Jennifer Schwing Interim Program Director, Transformative Leadership and Social Change

Contact the Department

410-888-9048 ext. 6663

Department Overview

The Applied Philosophy and Practices Department (APP) provides foundational philosophy and practices courses for select Maryland University of Integrative Health programs. For program-specific requirements, please refer to each program section in the Academic Catalog.

Purpose

The mission of Applied Philosophy and Practices is to provide forward thinking, transformative coursework that enhances students' personal growth and well-being and prepares them to serve as healers, leaders, and change catalysts in their chosen fields.

Goals

Drawing on both contemporary research and ancient contemplative practices, students in APP courses will develop the knowledge, skills, and practices that will enable them to:

- Understand and apply MUIH's Foundational Principles in their lives
- Become increasingly mindful, self-reflective, and intentional
- Foster self-care and positive relationships with others
- Challenge assumptions that may inhibit personal well-being and the ability to build rapport with others

Course of Study

The APP department serves the following programs:

Master's Degrees

- Master of Acupuncture
- Master of Arts in Health and Wellness Coaching
- Master of Oriental Medicine

Academic Certificates

• Post-Baccalaureate Certificate in Health and Wellness Coaching

Faculty

Tyme Gigliotti, M.Ac. Assistant Professor

Kaiya Larson, M.Ac. Assistant Professor

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

Linda Simons, M.Ac. Assistant Professor

Adjunct Faculty

Anne Huyler Baker, M.A. Tom Balles, M.Ac. Jefferson Breland, M.A. Robin Goble, M.A. Valerie Maguire, M.A. Stacey McFarlane, M.Ac. Suzanne Schneider, Ph.D. Robert Shapero, M.Ac. Deanna Stennett, M.Ac. (UK) Nancy Takahashi, M.Ac.

SECTION NINE COURSE DESCRIPTIONS

ACUPUNCTURE AND ORIENTAL MEDICINE

ACP601A/FPD601A/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/FPD601B/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/FPD611/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/FPD612/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/FPD611/MOM611

ACP613/FPD613/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/FPD612/MOM612

ACP613B/FPD613B/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/FPD612/MOM612

ACP614/FPD614/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/FPD613/MOM613

ACP615/FPD615

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. Corequisite: ACP716/FPD716 Credits: 2.00 Prerequisite: ACP614/FPD614/MOM614

ACP622/FPD622/MOM622 Point Location: Distal Points of the Arm Primary Meridians

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/FPD623/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/FPD622/MOM622

Maryland University of Integrative Health www.muih.edu

ACP624/FPD624/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 selfreflection and feedback activities. Credits: 3.00

Prerequisite: ACP623/FPD623/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 selfreflection and feedback activities. Credits: 2.00

Prerequisite: ACP623/FPD623/MOM623

ACP625/FPD625/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/FPD624/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/ FPD624/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/FPD631/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/FPD632/FPD632A/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/FPD631/MOM631

ACP632B/FPD632B/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/FPD631/MOM631

ACP633/FPD633/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/ FPD632/FPD632A/MOM632A, ACP632B/ FPD632B/MOM632B

ACP634/FPD634/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/FPD633/MOM633

ACP635A1/FPD635A1/MOM635A1 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students learn basic pulse reading techniques, learn to assess and record pulse volume, and develop tools for self-cultivation and touch. Credits: 0.50

ACP635A2/FPD635A2/MOM635A2 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students continue to develop pulse skills, selfcultivation, and further their calibration to feel and record pulse volume. They learn basic pulse parameters and attributes of the normal, healthy pulse. Credits: 0.25

ACP635A3/FPD635A3/MOM635A3 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students continue to develop pulse skills, self-cultivation, and further their calibration to feel and record pulse volume. Students learn how to inquire into the health of the officials on the body/mind/spirit level, based on the relationship between pulses and officials. Students further develop their senses to recognize differences in pulses in relationship to different times of the day, different seasons, and different ages and gender. Credits: 0.25

ACP635A4/FPD635A4/MOM635A4 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students learn basic pulse parameters and common pulse qualities to assess the health of the substances (Qi, Blood, Body fluids, Jing). They also learn how to recognize pulse qualities as related to 5 Element theory. Credits: 0.25

ACP635A5/FPD635A5/MOM635A5 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, the emphasis is to support the students' pulse reading skills as a tool to assess the state of Qi, as it pertains to designing and monitoring treatments of a Small Group patient. As students continue to cultivate and refine pulse skills, they focus on assessment of pulse qualities which reflect excess and deficiency, the flow of Qi through the 12 meridians, and elemental imbalances. Credits: 0.25

ACP635B1/FPD635B1/MOM635B1 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students learn basic pulse reading techniques, learn to assess and record pulse volume, and develop tools for self-cultivation and touch. Credits: 0.25

ACP635B2/FPD635B2/MOM635B2 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students continue to develop pulse skills, selfcultivation, and further their calibration to feel and record pulse volume. They learn basic pulse parameters and attributes of the normal, healthy pulse. Credits: 0.25

ACP635B3/FPD635B3/MOM635B3 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students continue to develop pulse skills, self-cultivation, and further their calibration to feel and record pulse volume. Students learn how to inquire into the health of the officials on the body/mind/spirit level, based on the relationship between pulses and officials. Students further develop their senses to recognize differences in pulses in relationship to different times of the day, different seasons, and different ages and gender. Credits: 0.25

ACP635B4/FPD635B4/MOM635B4 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students learn basic pulse parameters and common pulse qualities to assess the health of the substances (Qi, Blood, Body fluids, Jing). They also learn how to recognize pulse qualities as related to 5 Element theory. Credits: 0.25

ACP635C4/FPD635C4/MOM635C4 Pulse Development

Pulse Development consists of a sequence of courses over several trimesters, in which students learn Chinese pulse reading as a reflection of concepts in 5 Element theory and develop different aspects of pulse skills in accordance to their stages of learning. In experiential classes incorporating exercises and individual feedback, students are guided through the integrative process of developing finger sensitivity, inner cultivation, and knowledge. In this Pulse Development course, students learn basic pulse parameters and common pulse qualities to assess the health of the substances (Qi, Blood, Body fluids, Jing). They also learn how to recognize pulse qualities as related to 5 Element theory. Credits: 0.25

ACP644/FPD644/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/FPD633/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/FPD633/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/FPD633/MOM633

ACP645/FPD645/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/FPD644/MOM644

ACP652/FPD652/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/FPD631/MOM631

ACP653/FPD653/MOM653 Clinical Observation: Oi 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

ACP655/FPD655/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/ FPD634/MOM634, ACP644EB/MOM644EB

ACP665/FPD665/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/FPD634/MOM634

ACP681A/FPD681A/MOM681A Self-Cultivation of Qi

This weekly experjentjal 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 Oi with respect to touch and palpation of another. Credits: 0.75

ACP683A/FPD683A/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/FPD6EXI/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: ACP626E, ACP635A5, ACP645, ACP655, ACP655, ACP790A

ACP700/FPD700/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: ISCI542, ISCI547A, ISCI642, ISCI646A, ISCI647A, ISCI654A

ACP716/FPD716

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. Corequisite: ACP615/FPD615 Credits: 2.00

ACP718/FPD718/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: ACP716/FPD716

ACP719/FPD719/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/FPD718/MOM718

ACP727/FPD727/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/

FPD625/MOM625, ISCI740

ACP746/FPD746/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/FPD645/MOM645

ACP757/FPD757/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/FPD655/MOM655

ACP758A/FPD758A/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 intelligence within the context of qi and the principles of Chinese medicine. Credits: 1.50

Prerequisite: ACP757/FPD757/MOM757

ACP759/FPD759/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/FPD758/MOM758

ACP790A/FPD790A/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 lifeskills treatment models for community health. Co-requisite: ACP644 or ACP644EA. Credits: 0.50 Prerequisite: 1 of the following: ACP644/

FPD644/MOM644, ACP644EA/MOM644EA

ACP790B/FPD790B/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 facultysupervised clinic . Credits: 1.00 Prerequisite: ACP655/FPD655/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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA,

ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

ACP790C6/FPD790C6/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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

ACP790C7/FPD790C7/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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

ACP790C8/FPD790C8/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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

ACP790C9/FPD790C9/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: 3 of the following: ACP644/ FPD644/MOM644, ACP644EA/MOM644EA, ACP644EB/MOM644EB, ACP655/FPD655/ MOM655, ACP6EXI/FPD6EXI/MOM6EXI, ISCI754

ACP790E2/FPD790E2/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. The focus of clinical practice in this trimester will be the integration of Constitutional Five Element Acupuncture with Eight Principle treatment strategies and the application of material learned in students' senior selection coursework. Credits: 3.50

ACP790F6

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: 2.00

ACP790F7

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: 3.25

ACP790F8

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: 5.75

ACP790F9

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: 5.75

ACP790G

Supervised Clinical Practice: Student Clinic Extended

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture. Credits: 3.00

ACP7EXI/FPD7EX1/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/FPD790C6/MOM790C6, ACP790C7/FPD790C7/MOM790C7, ACP790C8/FPD790C8/MOM790C8, ACP790C9/FPD790C9/MOM790C9, ACP790d/MOM790d, ACP790D2, ACP790D3, ACP790D4

ACP818/FPD818/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/FPD718/MOM718

AOM665

Physiology III: Integration With Oriental Medicine

This course views medical conditions from a Chinese medical perspective, in parallel to a western pathophysiology course. In this course, we will examine the possible substance and organ disharmonies, possible etiologies, and possible treatment strategies and lifestyle suggestions, integrating the Chinese perspective with a Western perspective. Credits: 1.00

AOM716

Writing A Case Report

Students are guided through the process of creating a retrospective case report for a patient they have been treating in the faculty supervised clinic. The report will meet professional publishing criteria and to meet California requirements. . Credits: 1.00

FPD779

Point Functions

This course delves more deeply into the point functions from a body, mind and spirit perspective. Credits: 2.00 Prerequisite: ACP790C8/FPD790C8/ MOM790C8

FPD781 Oi Cultivation

This course takes the student from using Qi Gong as a self-cultivation tool, to being able to use it in the clinic as a tool, as a way to become the needle and the energy. Students also learn to teach the patients to use Qi Gong for selfhealing.

Credits: 1.50

Prerequisite: 1 of the following: ACP683A/ FPD683A/MOM683A, ACP683/FPD683/ MOM683, ACP606/FPD606/MOM606

FPD790AC

Supervised Advanced Clinical Practice

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification.

Credits: 3.00

Prerequisite: Completion of the MAc or MOM program

FPD790I

Supervised Advanced Clinical Practice: Integrative Medicine

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

Prerequisite: Completion of the MAc or MOM program

MOM614A/FPD614A 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. Corequisite: MOM616/FPD616 Credits: 2.00

MOM616/FPD616 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. Corequisite: MOM614A/FPD614A Credits: 2.00

APPLIED PHILOSOPHY AND PRACTICES

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 takes students deeper into the understanding and application of qualities and capacities of the five seasons/ elements. Students also explore cultural paradigms and personal perspectives about detah and dying. Credits: 1.50 Prerequisite: APP603

APP606

Becoming a Healing Presence

This experiential course introduces students to the process of developing a healing presence, a key component of MUIH's academic programs. Students are introduced to MUIH's foundational philosophical principles, as well as living in accordance with the rhythms of nature, observing symptoms of illness as our teachers, and the skillful use of language as a tool for being a catalyst for change. To deepen their capacity to be a healing presence, students learn and regularly practice mindfulness techniques such as breathing, meditation and movement. Credits: 3.00

APP700

Mindfulness, Meditation, and Health

Mindfulness and meditation practices are tools that can help support balance and wellness in people's lives. This highly experiential course is designed to teach core mindfulness and meditation skills and the specific applications to supporting health and well being. Students will gain an understanding of the neuroscience behind these practices and how to practically apply scientifically-based techniques with clients. Credits: 3.00

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

CHP610A

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

CHP621

Chinese Herbal Medicine Theory I

Classification of herbs and formulas - This course teaches the traditional classification of individual herbs and formulas. Basic organization of materia medica and formularies are presented. Comparison between older classification systems and contemporary systems are discussed. Credits: 4.25

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: CHP621

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

CHP642B Clinical Theory in Practice II

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to- herbal formula. Credits: 0.25

CHP642C

Clinical Theory in Practice III

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to- herbal formula. Credits: 0.50

Prerequisite: CHP642B

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, and 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, and 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; CHP 642C

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

Prerequisite: CHP721A/MOM790HA

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 Prerequisite: CHP721B/MOM790HB

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 though 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: CHP621

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 though 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: CHP621

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/MOM891B

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/MOM892B 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/MOM893B 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

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

Prerequisite: 1 of the following: COA601, COA601A

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

Prerequisite: COA601

COA620 Applied Healing Strategies

Students participate in an experiential practicum that allows them to apply and develop their coaching skills in a one-on-one setting with clients. The focus of the practicum is further development and practice of the International Coach Federation competencies along with the theories, principles, tools and techniques learned and practiced in COA610 and COA616. Throughout the practicum, students receive mentoring, coaching and feedback from instructors and peers as they develop the skills of mind and heart necessary to become effective coaches. Students learn more about career options in the field of health and wellness coaching and have opportunities to meet with experienced coaches to discuss how to establish and operate a successful coaching business.

Credits: 3.00

Prerequisite: COA610; 1 of the following: COA611, COA616

COA640

Health and Wellness Coaching Capstone

This course, which students take toward the end of their Master's degree experience, is a culminating experience of the content learned in their area of concentration. Through an experientially-based project, students will work with practitioners in the field to practice integrating their knowledge of nutrition, herbs, or integrative health.

Credits: 1.00

Prerequisite: COA620; 3 of the following: APP700, HRB600, HRB604, HRB605, HRB618, HRB622, HRB641, ISCI615, ISCI671, NUTR601, NUTR602, NUTR672

COA660

Advanced Coaching with Integrative Wellness Approaches

Being adept in the field of Health and Wellness Coaching comes with constant practice, feedback, and skill development. This course builds upon the core courses in Health and Wellness Coaching such that it provides a deeper understanding of how to apply integrative health practices in one's coaching practice. There will be coaching demonstrations and presentations infused into this course, with specific emphasis on coaching with mindfulness, meditation, movement, and nutrition-based modalities. Credits: 3.00 Prerequisite: APP700; COA620; ISCI671; NUTR602

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

HRB605

Materia Medica I

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

Credits: 3.00 Prerequisite: 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 course students will apply skills, principles, and knowledge to generate a body of scholarly material to demonstrate their proficiencies in herbal medicine as a professional. Students will engage in multiple, advanced medicine making experiences and discover effective methods of documentation. principles of manufacturing and problem solving techniques applicable both in industry and clinical practice. Additionally, students will explore a variety of viable career paths. By reflecting on these potential career paths, they will be encouraged to apply their own personal concepts and ideas to building career opportunities. Credits: 3.00 Prerequisite: 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: HRB600

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 to compare and contrast aspects of health and disease philosophy from other cultures to our own system of herbal medicine. Credits: 2.00

HRB635A

Field Trip / Nature Intensive

The purpose of this course is to extend the rudimentary skills in the identification of wild and cultivated medicinal plants; gain an understanding and appreciation of the importance of wilderness areas; and to appropriately gather and process plants in the field.

Credits: 1.00

Prerequisite: HRB605; HRB622

HRB635B

Field Trip / Industry Intensive

This course will expose students to the manufacturing process, from the growing, identification of wild and cultivated medicinal plants, processing of raw material, formulary, product research and design and production of final product all under cGMP requirements. Credits: 1.00

Prerequisite: HRB605; HRB622

HRB635C

Field Botany for Herbalists

This course will inform students of the relationship between herbal medicine and the natural environment. Students will perform field work 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

Prerequisite: HRB605; HRB622

HRB641

Safety of Botanical Medicine

This course reviews three elements of herbal safety 1) reviewing the bottle for the required information that might speak to the safety of the product; 2) using basic toxicology, pharmacokinetics and pharmacology to analyze potential herbs and drugs interactions; 3) consider the literature of idiosyncratic vs. intrinsic toxicology to critically analyze these reports and postulate mechanisms. Credits: 3.00

Prerequisite: HRB605; ISCI701

HRB642

Dispensary Practices and Quality Assessment of Herbal Medicine

This course develops the ability of the student to identify and evaluate the authenticity and quality of raw herbal material using organoleptic analysis, microscopic and macroscopic identification, and interpretation of assay and spec sheets. Additionally, chromatographic analysis dispensary practices are introduced. Opportunities to extend dispensary training are available within the Internship course. This course combines analytical rigor of quality control with the whole-system aspects of quality assurance in an industry context. Credits: 3.00

Prerequisite: HRB605

HRB645

Foundations of Toxicology and Herb-Drug Interactions

In this course you will learn about modern toxicological principles as they apply to the chemical constituents in herbal medicines. Foundational knowledge on how bioactive constituents are absorbed and eliminated by the body will also be covered. Certain pharmacological concepts, such as synergy and hormesis, and pharmacogenomics, will be explored to help inform your own practice using traditional Chinese and western herbs. Special emphasis is placed on potential harmful interactions between food/herb/ toxins and drugs. Credits: 3.00

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: HRB622; HRB605

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

HRB690 Internship

Students complete a supervised internship in MUIH dispensary or gardens, or with a pre-approved organization of their choice. For students interested in a research project, this course also introduces them to the practical and research application of herbal medicine, including herbal product manufacturing, growing and wild crafting, R&D and QA research, herbal education. Students will be evaluated on project progress, with final assessment in a Final Practicum. For students, that completed an Internship, their final assessment will take place in a Final Product Development course. Prerequisite: approval of a departmental committee. Credits: 0.50

HRB705

Materia Medica II

Materia Medica II is an expansion and continuation of HRB604 and HRB618. 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: HRB605

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: 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

HRB722A

Faculty Supervised Clinic I

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: 1.00 Prerequisite: HRB753B

HRB722B

Faculty Supervised Clinic II

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: 1.00 Prerequisite: HRB722A

HRB722C

Faculty Supervised Clinic III

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: 1.00

Prerequisite: HRB722B

HRB723C

Applied Therapeutics: Clinical Assessment, Goals and Plans

This course uses a series of student created case studies to explore the development of goals, plans, and formulas. Learners conduct interviews within their communities and the resulting information is utilized in activities where they determine the assessment, clinical goals, and formulas and recommendations. Individualized client care is not present in this course.

Credits: 1.0

Prerequisite: 1 of the following: HRB753B, HRB735C

HRB735A

Clinical Theory in Practice I

This course educates students in the theory and practice of gathering and interpreting health-related information; developing clinical goals; and partnering with clients to implement achievable plans. Students learn to conduct a comprehensive health and wellness interview utilizing a bio-psycho-social model of assessment and develop a clinical strategy utilizing tools and techniques appropriate to the modern herbal practitioner. Emphasis is placed on developing strategies for optimizing health and wellness while also supporting clients through disease and illness. Credits: 2.00 Prerequisite: HRB722A; HRB753B

HRB735B Clinical Theory in Practice II

In this course students will continue to identify the various tools and techniques available to the modern herbalist in relation to specific health interventions. Through exercises in formulation and continued exploration of literature in the field, students will hone their skills in developing strategies for specific clients, including the selecting herbs and the integration of dietary, herbal and behavioral recommendations. Students will continue to develop critical thinking skills in relationship to health assessment and strategies and be able to expand on their strategies to recognize and enhance the importance of rapport and relationship. Credits: 2.00

Prerequisite: HRB735A

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

HRB736

Rotation Practicum

During the rotation a clinical student intern, under the supervision of an MUIH faculty or an approved clinician from the student's community, is evaluated for progressive development of clinical competency skills. Credits: 0.50 Prerequisite: HRB722B

HRB740

Innovative Models of Herbal Practice

This course prepares students to adopt innovative, clinical herbalism models that can be used to diversify and to create a successful herbal practice in the digital age. Building on more general coursework in Practice Management this course uncovers specific tools and techniques that help herbalists thrive, including training, designing, and adopting group facilitation programs. Additionally, successful clinical herbalist models will be examined through visits and interviews with herbalists local to the students' bioregions.

Credits: 1.00

HRB753B

Applied Theraputics: 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: HRB735C; HRB620A; HRB735B

HRB767B

Practice Management II

This course builds on IHM664 and continues to prepare students to envision, build, and manage a successful business practice. Classes will explore conducting group work as a method of diversifying. Credits: 1.00 Prerequisite: IHM664

HRB780

Professional Project

In this course, students complete professional services within MUIH and their bio-region, seeking to address community needs through application of prior course work and experience. Credits: 0.50

HRB790

E-Portfolio: Introduction

This ePortfolio course provides students a 1) retrospective opportunity, to review and reflect on the development of expertise with their respective AOC of the Therapeutic Herbalism Masters; 2) prospective focus in developing their public ePortfolio profile to share with external constituents. Credits: 0.50

HRB791

E-Portfolio: Final Development

In this final ePortfolio course students complete their 1) review of the expertise they have developed in the Therapeutic Herbalism Masters; 2) public ePortfolio profile to share with external constituents. The instructors review the students' reflective pieces and archived materials, and guide them in creating their public ePortfolio profile. Wordpress.com blog will be used. Credits: 0.50

Prerequisite: HRB790

HRB793

Final Product Development

This course provides students with the opportunity to work in small groups on case studies of real world problems presented by various sectors of the herbal manufacturing sector. The project requires them to interact with professionals in the field, to collect relevant data and most important to create unique and effective solutions in the field of herbal products manufacturers. Credits: 2.50

INTEGRATIVE HEALTH EDUCATION

IHED612 Internship

This course focuses on the professional development of students. Students will complete an internship experience and will reflect on their personal transformation throughout the program. This experience will culminate with both a project presentation and the development of a professional portfolio that describes the student's experience relevant to the many roles played by health promotion professionals. For the internship, students spend 90 hours working with agencies, companies, or programs in their communities assisting with program and policy development, implementation and/ or evaluation. The goal of this course is for students to demonstrate their mastery of the competencies addressed in the program. Credits: 2.00

Prerequisite: APP700; IHED617; IHED619; IHED620; IHED623; IHED625; IHED626; IHED631; ISCI630A; ISCI671; 1 of the following: IHED629, IHED675

IHED617

Health Education Leadership, Resource Development, and Management

Sound leadership, resource development, and organizational management skills are important for success in the field of health promotion. This course will explore considerations in managing health and wellness programs in the community (in a variety of agencies), and in theworkplace. In addition to assessing leadership styles for managing and working with others, topics will include budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management, staff development, marketing, record keeping, policies and procedures, and various management strategies. Credits: 2.00 Prerequisite: IHED620

IHED619

Transformative Communication Strategies

This course examines theories, models, and best practices in health communication, including the use of technology, media, and imagery in health communication campaigns. Students will create and tailor messages, select appropriate communication channels, and pilot test messages. This overview introduces students to the many ways that health promotion professionals reach and communicate, going beyond teaching individuals, groups and mass media campaigns to new forms of communication such as social media, 'edutainment' and 'gameification' of health education messages. This course will integrate an underpinning and philosophy and approach of healing presence for all communication efforts in health promotion. Credits: 2.00

IHED620

Foundations of Health Behavior and Health Education

This course introduces students to behaviorchange 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

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 Prerequisite: IHED620

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

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

IHED629

Implementation of Community Health Education Programs

Community health education program implementation can occur in a variety of settings, from schools, to senior centers, to homeless shelters, to church focused on managing and preventing disease. This course, as a continuation of the program planning content, will require students to implement health education programs, specifically in the community setting. The course will explore barriers and facilitator to implementation, and strategies based on evidence and best practice for successful implementation of community health education programs. Credits: 2.00

Prerequisite: IHED623; IHED626

IHED631

Topics in Diversity for Health and Healing This course will examine the impact of sociocultural factors on health and healing. It will include a focus on the causation, prevention, diagnosis, and treatment of disease, with both a traditional and western medical lens. Students in this course will learn about the impact of social and cultural changes on the health care system. Credits: 3.00

IHED640

Best Practices in Workplace Wellness

This course teaches students best practices in corporate wellness and how to create a culture of wellness with focus on integrative modalities. Best practices from successful workplace wellness programs are highlighted in this course as well as how to develop and implement results-oriented wellness programs and personalized health plans. Students will also learn how to integrate technological resources for corporate employee health into their health promotion strategies for workplace wellness. Credits: 1.50

IHED675

The Business of Workplace Wellness This course teaches students the business of workplace wellness including the impact of wellness on productivity enhancement, the calculation of return on investment for healthy employees, and the acceptance of upper management. This course also concentrates on building individual development plans for employees. Students learn how to convene wellness committees within the workplace as well as create incentives for wellness program participation. Legal issues and budget administration will be addressed in this course as well. Credits: 1.50

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

IHM610

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

IHM620

Marketing for Health & Wellness Professionals

This course equips students with the marketing skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.00

IHM650

Practice Management in Coaching

This course is designed to prepare students to be successful wellness professionals upon graduation. Special emphasis will be given to practice management, including developing an entrepreneurial mindset, business planning, how to effectively market using social media, communicating with stakeholders, and the ethical, legal, and regulatory issues related to operating as a professional. Credits: 2.00

Prerequisite: COA620

IHM662

Professional Practices for Yoga Therapy Practitioners I

This course addresses professional ethics for the practice of Yoga Therapy in addition to addressing best professional practices. Legal, regulatory and business issues will be addressed, as well as relationships to peers, mentors, organizations and the general yoga community. Personal and professional development will also be discussed. Credits: 1.00

IHM663

Professional Practices for Yoga Therapy Practitioners II

This course is a continuation of IHM713 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

IHM664 Practice M

Practice Management for Herbal Professionals

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters. Credits: 1.50

IHM665

Practice Management for Nutrition Professionals

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters. Credits: 1.00

IHM760

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

IHM761

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

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: 2.00

IHM768

Advanced Practice Management

Students learn the ethical, legal, and business skills necessary to collaborate with other practitioners and to work in an integrative setting. Topics include professional development, scope of practice, case management, risk management, and practice systems including record keeping, billing methods, and use of technology. Credits: 2.00

Prerequisite: 2 of the following: ACP766/ MOM766, ACP767/MOM767, IHM661, IHM760, IHM761

IHM787

Interdisciplinary Diagnosis and Treatment This course allows for observation and particpation in integrative medicine. This course will teach students fundamental skills necessary for working in a collaborative/ integrative setting. Credits: 0.25

Prerequisite: 1 of the following: ACP790C2/ MOM790C2, ACP790C7/FPD790C7/ MOM790C7, ACP790C8/FPD790C8/ MOM790C8, ACP790F7

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

INDEPENDENT STUDY

IND1 Independent Study: General Credits: 1.00

IND1A Independent Study: General Credits: 0.75

IND1B Independent Study: General Credits: 1.25

IND1C Independent Study: General Credits: 1.50

IND1D Independent Study: General Credits: 0.50

IND1E Independent Study: General Credits: 1.00

IND1F Independent Study: General Credits: 3.00

INTEGRATIVE HEALTH SCIENCES

ISCI510A

Introduction to Writing

This course will revisit some of the basic tenants of good writing by developing your ability to summarize the work of other authors in support of your own unique thinking; to build explicit ideas into sentences using simple nouns and active verbs; to order the ideas using outlining; to write well-structured paragraphs and to transition between them so your work flows. This course uses creative writing techniques to help find your voice, but also to encourage creativity and risk taking. The narrative structure of a noir, detective story, with its reliance on discovering clues, mimics that of a strong science narrative that guides a reader through evidence to a refined endpoint that you, the writer, are trying to communicate.

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

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

Formal scientific writing provides a method to communicate ideas and to persuade readers about the validity of scientific argument and/ or discovery. The written body of work within an academic discipline provides an important method for defining the boundaries of that field. The focus will be on using evidence based information and data pertaining to integrative health. Students will be exposed to primary research papers, review papers, and lay articles about science. The experience will improve their ability to make complex scientific research understandable. Credits: 1.50

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

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 Proceeding: LSC 1522

Prerequisite: 1 of the following: ISCI522, ISCI622

ISCI630A

Health Promotion: Integrative Health and 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 healthrelated 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

ISCI632A

Foundations of Health and 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 ISCI632)

Credits: 1.50

ISCI632B

Foundations of Health and Wellness II

This course introduces the theory and practices of self-care and health behavior change. The biological basis and scientific evidence for 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 ISCI632.) 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. Credits: 3.00

Prerequisite: ACP6EXI/FPD6EXI/MOM6EXI

ISCI640

Clinical Anatomy:Regional and Surface Anatomy

This course addresses surface anatomy and regional anatomy, to specifically introduce the student to surface landmarks and to prepare students for the study of acupuncture points. The anatomical layers of the body parts and anatomical considerations for safe needling are also addressed. Credits: 3.00

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, 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 Prerequigite: 1 of the following: ISCI547A

Prerequisite: 1 of the following: ISCI547A, ISCI642, 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 reviewd and students learn clinical strategies for working with addiction. Credits: 3.00

Prerequisite: 1 of the following: ISCI542, ISCI547A, ISCI642, ISCI646A, ISCI647A, ISCI654A

ISCI671

Physical Activity and Health

This course addresses the relationship between physical activity and health in domains of the mind, body, and spirit. Pathways through which physical activity enhances health are discussed along with the current evidence-base for positive health outcomes and harms. The course incorporates practicebased components that encourage students to explore physical activity in their own lives while developing tools to facilitate behavior change in others. Credits: 3.00

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: ISCI640; 1 of the following: ISCI542, ISCI642

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

ISCI801

Designing Research in Clinical Practice This course discusses tools and techniques

for conducting research as part of clinical practice. Both qualitative and quantitative research are addressed with an emphasis on practical approaches for the busy complementary and alternative medicine (CAM) or integrative health (IH) clinician. The course teaches practitioners how to design research projects of value to themselves, their patients, and the broader clinical community. Credits: 3.00

ISCI823

Academic Publication and Peer Review The primary objective of this workshop styled course is to familiarize students with the process of writing for peer-reviewed journals. Students will choose a specific topic to refine as they learn about the various types of academic journals and articles, how to choose and refine a topic, choosing the right journal, and responding to journal reviewer critiques and decisions. This course will culminate with submissions of a manuscript to a peerreviewed journal. Credits: 1.50

Prerequisite: ISCI610B

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. Note: students must be present for entire 16 hour class instruction to be eligible to take exam on Sunday afternoon. Credits: 0.00

NUTR601

Redefining Nutrition

This course re-defines the assumptions of "nutrition" by exploring controversies, conflicting opinions, and addressing reductionistic and (w)holism in nutrition. It encourages critical thinking as a framework for understanding whether or not current issues or personal biases in the field of nutrition are valid. Students are invited to explore new interpretations and means of food, eating, and nourishment. Students investigate the impact of food choices on the health of the planet, the community, and the mind-body-spirit of an individual. Credits: 1.00

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, supplementation, and nutrient synergy. The effects of food processing, fortification and agricultural practices on micronutrient density of foods will be explored. The course will also cover lab assessment of nutritional status. Students use a variety of methods to compare the micronutrient content of diets and will review safety and toxicology of dietary supplements, drug-nutrient, and nutrient-nutrient interactions. Credits: 3.00

Prerequisite: ISCI626; NUTR614; 1 of the following: ISCI547A, ISCI646A, ISCI647A

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

Human Nutrition I: Macronutrients

This course covers the macronutrients carbohydrates (including fiber), lipids (including essential fatty acids), proteins; along with water and hydration. Macronutrients are considered from digestion, absorption, and transport to metabolism and storage. Energy metabolism and dietary reference intakes are reviewed. Students will examine macronutrients within the context of a whole foods diet, analyze case study data, and conduct comparative analyses of macronutrients in a variety of diets. Students will discuss current issues in food processing, food politics and the environmental impact of food choice. 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 (ISci 626), 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, hormonal issues, hematological disorders, and neurodegenerative diseases. 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. Drugnutrient 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, hypertension, obesity, metabolic syndrome, diabetes, blood lipid dysregulation, liver disease, gastrointestinal conditions, food sensitivities/allergies/intolerances, chronic inflammatory conditions, auto-immune and immune-suppressed conditions. 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 depression/anxiety, ADD/ADHD, Autism, sleep disorders, migraines, cancer, renal disease, gout, asthma, osteoporosis, skin disorders, thyroid disorders, and eating disorders. 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; 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612

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: ISCI642B, 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

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

The purpose of this course is for the student to understand and apply the clinical nutrition practice model from an integrative perspective. The student will learn the application of the universal nutrition care process (NCP) of assessment, nutrition diagnosis, intervention, evaluation and monitoring. The student will learn to apply basic nutrition assessment skills as well as client relationship building, interviewing, intake and health history taking skills. Through practice experience, the student will learn to utilize the NCP for determining nutritional status, nutrition diagnosis, pattern recognition and core imbalances. In this course, the student will begin to apply clinical progress note writing and critical thinking skills in the designing of intervention strategies. Students will be given the starting tools for effective clinical nutrition practice. This course applies the material learned in the macronutrients and micronutrients coursework.

Credits: 2.00

Prerequisite: 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612

NUTR651B Clinical Skills II

In this course, students will continue to hone interpersonal and observational skills and apply knowledge to real-life clinical situations and practice sessions. Students will delve deeper into clinical strategies learning the application of specific food plans. Students will also gain awareness of the role of dietary supplements in clinical nutrition practice. Students will hone their motivational interviewing skills, develop strategies to address various core-imbalances and clinical scenarios, develop their personal counseling style, and build skills to work with clients who are resistant to change. Students will also explore strategies for marketing their services to potential clients and will explore topics of professionalism and ethics to prepare for professional clinical practice.

Credits: 2.00

Prerequisite: 1 of the following: NUTR651A, NUTR652

NUTR654C

Clinic

The supervised clinical practice will give students hands-on practice in the nutrition care process (assessment, diagnosis, intervention, monitoring and evaluation). This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. In addition to practicing in the clinic, students will attend Clinical Grand Rounds held on class weekends that are activities held on an ongoing basis as part of the clinical training course to give students an opportunity to present their current client cases and discuss patient management problems and solutions, debate research as found in present literature, and listen to nutrition experts share their knowledge on identified educational needs. Relevant nutrition topics that would benefit student clinical practice may also be scheduled during clinical grand rounds. Credits: 1.50

Prerequisite: 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612; 1 of the following: NUTR651A, NUTR652

NUTR654D Clinic

The supervised clinical practice will give students hands-on practice in the nutrition care process (assessment, diagnosis, intervention, monitoring and evaluation). This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. In addition to practicing in the clinic, students will attend Clinical Grand Rounds held on class weekends that are activities held on an ongoing basis as part of the clinical training course to give students an opportunity to present their current client cases and discuss patient management problems and solutions, debate research as found in present literature, and listen to nutrition experts share their knowledge on identified educational needs. Relevant nutrition topics that would benefit student clinical practice may also be scheduled during clinical grand rounds.

Credits: 1.50

Prerequisite: 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612; 1 of the following: NUTR651A, NUTR652; NUTR654C

NUTR655C

Nutrition/Herbal Therapeutics Clinic Clinic is designed to give students handson 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: 1 of the following: ISCI642b, ISCI646B, ISCI647b; NUTR612; 1 of the following: NUTR651A, NUTR652

NUTR655D

Nutrition/Herbal Therapeutics Clinic

Clinic is designed to give students handson 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: 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612; 1 of the following: NUTR651A, NUTR652; NUTR655C

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: 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612; 1 of the following: NUTR651A, NUTR652

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: 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR612; 1 of the following: NUTR651A, NUTR652; NUTR656C

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

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

In this course students will explore how food relates to healing. Students will compare various theoretical frameworks, such as energetic and whole systems theories. They will examine the effectiveness of different nutritional approaches for bringing balance to the body, and learn practical applications of using food for healing. Credits: 1.00

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

NUTR671

Food and Culture

This course will explore the cultural influences on food and diet around the world as well as in the United States. With a focus on the dynamic cultural influences which shape our diet and eating practices, we will discover a new way to look at the food and diet of an individual. The focus of this course will be on the myriad of cultural influences which created the diets we see across the United States today. Credits: 1.00

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/FPD614/MOM614

NUTR681

Cooking with Whole Foods Lab I

Lab 1 Cooking with Whole Foods is the foundation lab from which all other labs are built upon. This lab will cover basic kitchen sanitation, safety, quality of ingredients selection, stocking a pantry and equipment essentials. Lab 1 also includes knife skills practice, along with cooking techniques of grains, bean and greens. We will prepare recipes for group tasting and discussion. Credits: 0.50

NUTR682

Cooking with Whole Foods Lab II Lab II Whole Foods Cooking Lab, builds on the foundations learned in Lab I. The focus will teach the developing nutritionist how to balance the flavors (salt, sweet, sour, bitter, pungent and astringent) by incorporating them into delicious meals with health supportive properties. Students will discover their own innate taste buds and create dishes with natural salts, salt substitutes, and natural sugars and learn how to minimize the use of processed ingredients. Students learn to optimize flavor/taste for various health concerns. To fit these criteria the class will discuss how to adjust favorite recipes and create educational handouts on health sweets and salts. Credits: 0.50

Prerequisite: NUTR681

NUTR683

Cooking with Whole Foods Lab III

The Whole Foods Cooking labs III prepares the developing nutrition practitioner with the skills to educate others about healthy food, food preparation, and whole foods cooking. Through engaging in the kitchen, students are able to link theory with real food and real life applications. In addition to building essential culinary skills, this WFCL will teach the developing nutritionist the traditional cooking techniques of lacto-fermentation, create enzyme rich sauces, making nutrient-dense bone and meat stocks, and working with organ meats.

Credits: 0.50 Prerequisite: NUTR682

NUTR684

Cooking with Whole Foods Lab IV

Lab IV covers feeding the individual with food allergies and/or sensitivities. Best techniques for replacing allergens are explored and special focus is given to gluten-free and dairy-free shopping, cooking, and food preparation. Students practice and explore best cooking techniques that support the life style of the diverse population who suffers with food allergies.

Credits: 0.50

Prerequisite: NUTR682

NUTR685

Cooking with Whole Foods Lab V

Lab V continues to expand and elevate the student's repertoire of ingredients and culinary skills in order to help them engage clients in making healthy lifestyle choices with food and cooking as the foundation. This lab focuses on food as medicine, develops the skills of the practitioner to help the client transition with ease form Standard American Diet. In this lab students are engaged in "market basket" cooking for specific imbalances by creating one pot meals in harmony with the season, health snacks and other easy to make meals by improvising and adapting to a variety of client populations. This lab also explores raw food preparation as well as medicinal and healing food preparations. This lab also expands the student's "food pharmacy". Students will learn the application of raw foods, how to balance raw food flavors and experience the benefits of a dehydrator, sprouting, and juicing to create nutrient dense meals. Students build confidence improvising and adapting raw foods cooking for a variety of client populations. Credits: 0.50

Prerequisite: NUTR682

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 supported by powerful educational materials to support their topic.

Credits: 0.50 Prerequisite: NUTR001; NUTR682

NUTR687

Cooking with Whole Foods Lab VII Lab VII continues to expand and elevate the student's repertoire of ingredients and culinary skills in order to help them engage clients in making healthy lifestyle choices with food and cooking as the foundation. This lab focuses on food as medicine, develops the skills of the practitioner to help the client transition with ease from Standard American Diet. In this lab students are engaged in "market basket" cooking for specific imbalances by creating one pot meals in harmony with the season, healthy snacks and other easy to make meals by improvising and adapting to a variety of client populations. Credits: 0.50

Prerequisite: NUTR682

NUTR688

Cooking with Whole Foods Lab VIII

Lab VIII explores raw food preparation as well as medicinal and healing food preparations. This lab also expands the student's "food pharmacy". Students will learn the application of raw foods, how to balance raw food flavors and experience the benefits of a dehydrator, sprouting, and juicing to create nutrient dense meals. Students build confidence improvising and adapting raw foods cooking for a variety of client populations. 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: IHED620; IHED626; ISCI626; ISCI647B; NUTR001; NUTR641

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: IHED623; IHED625; NUTR691C

NUTR692C Capstone Project

The MS Capstone Project is an opportunity for students in the Master's degree program in Nutrition to complete a writing or applied research project on a topic that is of particular interest to them. Through the Capstone Project students can integrate and apply the skills and competencies they have obtained their program on a project that approximates a professional practicum experience. Successful completion of the MS Capstone Project requires both a 20-25 page written research paper and 30 minute webinar presentation. The writing project is completed across two trimesters (NUTR692C and NUTR692D) under the direction of a faculty member. Students will identify and focus on a topic and conduct a literature review or applied research project and analysis of the relevant research in the selected field.

Credits: 1.50

Prerequisite: ISCI701; NUTR612; 1 of the following: ISCI642B, ISCI646B, ISCI647B

NUTR692D Capstone Project

The MS Capstone Project is an opportunity for students in the Master's degree program in Nutrition to complete a writing or applied research project on a topic that is of particular interest to them. Through the Capstone Project students can integrate and apply the skills and competencies they have obtained their program on a project that approximates a professional practicum experience. Successful completion of the MS Capstone Project requires both a 20-25 page written research paper and 30 minute webinar presentation. The writing project is completed across two trimesters (NUTR692C and NUTR692D) under the direction of a faculty member. Students will identify and focus on a topic and conduct a literature review or applied research project and analysis of the relevant research in the selected field.

Credits: 1.50

Prerequisite: ISCI701; NUTR612; 1 of the following: ISCI642B, ISCI646B, ISCI647B; NUTR692C

NUTR699A

Independent Study

Students may undertake a research or clinicoriented 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 clinicoriented 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 clinicoriented 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 clinicoriented 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

NUTR6EXI

Nutrition MSNIH Comprehensive Exam Credits: 0.00

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: NUTR635, NUTR731

NUTR799A NUTR Internship

Nutrition Internship provides up to 700-hours of supervised professional practice in the field of nutrition to those who hold an advanced degree (Master's or Doctorate) in nutrition from an accredited institution and wish to pursue the Certified Nutrition Specialist (CNS) board certification or other nutrition board certifications. Those who have completed a Master's degree in nutrition can complement their supervised practice hours with the hours completed in this internship to meet CNS requirements. The Certification Board for Nutrition Specialists (BCNS) requires 1000 hours of supervised practice in order to meet the requirements of board certification as a CNS. Completion of the Nutrition Internship offers a variety of practice experiences to allow students to not only improve their clinical and community skills but to discover what nutrition areas are of greatest interest before choosing professional work. Must complete NUTR799A and NUTR799B.

Credits: 3.00

Prerequisite: 1 of the following: NUTR654C, NUTR655C, NUTR656C, NUTR691C, NUTR692C

NUTR799B NUTR Internship

Nutrition Internship provides up to 700-hours of supervised professional practice in the field of nutrition to those who hold an advanced degree (Master's or Doctorate) in nutrition from an accredited institution and wish to pursue the Certified Nutrition Specialist (CNS) board certification or other nutrition board certifications. Those who have completed a Master's degree in nutrition can complement their supervised practice hours with the hours completed in this internship to meet CNS requirements. The Certification Board for Nutrition Specialists (BCNS) requires 1000 hours of supervised practice in order to meet the requirements of board certification as a CNS. Completion of the Nutrition Internship offers a variety of practice experiences to allow students to not only improve their clinical and community skills but to discover what nutrition areas are of greatest interest before choosing professional work. Must complete NUTR799A and NUTR799B. Credits: 0.00 Prerequisite: NUTR799A

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 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

Principles of Integrative & Functional Nutrition

This course lays the groundwork the philosophy and practice of Integrative and Functional Nutrition. Evidenced based principles are blended with traditional healing systems to create a person centered, relationship-based foundation for clinical practice. Content will explore the relationships between lifestyle, health outcomes, and the role of a systems based approach for assessment and therapeutics. Assessment tools will include the Integrative & Functional Medical Nutrition Therapy Radial, tools from the Institute for Functional medicine, and others.

Credits: 3.00 Prerequisite: NUTR800; NUTR801

Special Topics in Nutrition I

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty.

Credits: 1.50 Prerequisite: 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. Credits: 1.50

Prerequisite: 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

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

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

Prerequisite: NUTR800; NUTR801

NUTR832 Integrative & Functional Nutrition in Immune Health

This course examines the immune system and the role of inflammation in health and disease, and links those concepts to applied clinical nutrition. Immune and auto-immune conditions are on the rise. This course will discuss the innate and acquired immune system, the importance between oxidation and antioxidants, inflammatory and antiinflammatory 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 Prerequisite: NUTR800; NUTR801

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Integrative & Functional Nutrition in Cardio-Metabolic Health

This course examines cardio-metabolic health and disease, and links those concepts to applied clinical nutrition. Obesity, metabolic syndrome, diabesity, 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

Prerequisite: NUTR800; NUTR801

NUTR834

Integrative & Functional Nutrition in Neurological Health

This course examines the biochemistry of the neurological system in health and disease, linking those concepts to applied clinical nutrition. Topics include 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 Prerequisite: NUTR800; NUTR801

NUTR835

Integrative & Functional Nutrition in Endocrine and Energy Health

This course examines the endocrine system and energy metabolism in health and disease, linking those concepts to applied clinical nutrition. Stress, diet, imbalanced lifestyle, and environmental hormone disruptors can affect hormone and energy metabolism. The epidemiology and pathophysiology of common hormone imbalances and energy impairments will be explored through an integrative and functional lens. Topics will include mitochondrial health, thyroid, adrenal, hypothalamus, pituitary, and reproductive health. Controversial topics such as the role of iodine in thyroid and breast health will be explored. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health. goals, and environment. Case studies and hands-on culinary assignments will be used to help students integrate the science with clinical application. Credits: 3.00

Prerequisite: 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 with practice. Credits: 3.00

Prerequisite: 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

Prerequisite: NUTR800; NUTR801

NUTR8EXI

Nutrition DCN Comprehensive Exam Credits: 0.00

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 a supervised nutrition practice, and participate in weekly mentor 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 Prerequisite: NUTR802

NUTR901

Advanced Clinical Nutrition Residency & Research Project II

This course provides the second half of the Clinical Residency. Residents complete a supervised nutrition practice, and participate in weekly mentor 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 advancedpracticed Clinical Nutritionists. Credits: 3.00 Prerequisite: NUTR900

Advanced Clinical Nutrition Case Studies

This course provides the second half of the Clinical Residency. Residents complete a supervised nutrition practice, and participate in weekly mentor supervised webinars. This will include presentation of case studies in weekly mentor 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 advancedpracticed Clinical Nutritionists. Credits: 3.00 Prerequisite: NUTR802

NUTR903

Special Projects in Clinical Nutrition

This course provides the second half of the Clinical Residency. Residents complete a supervised nutrition practice, and participate in weekly mentor supervised webinars. This will include presentation of case studies in weekly mentor 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 advancedpracticed Clinical Nutritionists. Credits: 3.00 Prerequisite: NUTR902

ORIENTATION

MUIH500 University Wide Orientation for New Students Credits: 0.00

NSOR100 New Student Orientation Credits: 0.00

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. To help students to discern the type and amount of informat; on they will need in order to successfully complete assignmen; 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

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 marmas) will be introduced. Students will learn how these theories and principles support the practices of Ayurveda, as well as relevant terms in Sanskrit. While these concepts are derived from Hindu beliefs, they will be explored in relationship to their influence on the field of yoga. Credits: 2.00

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 YOGA634 Therapeutic Relationship and Client Education I. 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

This series of courses (YOGA641, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (YOGA641) focuses on the therapeutic applications of yoga therapy for common postural misalignments that have a structural or functional origin. Students will also learn specific practices to support clients that have suffered injury or been referred for yoga therapy post-surgery. Credits: 2.00

Prerequisite: YOGA6EX1

YOGA642

Yoga Therapy: Principles and Practice II

This series of courses (YOGA641, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (YOGA642) focuses on the therapeutic applications of yoga therapy for chronic pain and neurological disorders. Examples of specific issues that will be addressed include low back pain, fibromyalgia, migraine headache and Multiple Sclerosis. Special emphasis will be on developing adaptive yoga practices for clients with limited mobility. Credits: 2.00 Prerequisite: YOGA641

YOGA643

Yoga Therapy: Principles and Practice III

This series of courses (YOGA641, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (YOGA643) focuses on the therapeutic applications of yoga therapy for mood regulation and stress management with an emphasis on tools and techniques that help clients manage stress and build resilience. Special emphasis will be given to specific mental health conditions including anxiety, depression and PTSD. Credits: 2.00

Prerequisite: 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 YOGA644 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 continues the work in YOGA645 Mentored Yoga Therapy Student Clinic II Credits: 1.50 Prerequisite: YOGA645

YOGA648 Clinical Case Reporting

In this course students will learn to document the care of individual clients in alignment with standardized case reporting guidelines. Students will be introduced to the rationale for medical case reports and learn to use the guidelines for enhancing the quality and transparency of case reports. Students will present their own case reports and participate in the inquiry and analysis of fellow students' cases. Discussion will focus on the analysis of clinical decision making and the application of critical thinking. Credits: 1.50

Prerequisite: YOGA645

YOGA6EX1

Comprehensive First Year Examination

The final exam that covers all material in year 1.

Credits: 0.00

Prerequisite: YOGA 612; YOGA 613; YOGA 615; YOGA 653; 1 of the following: ISCI613, YOGA623; 1 of the following: ISCI643, YOGA620; 1 of the following: ISCI644, YOGA622; 1 of the following: ISCI651, YOGA621